

**California University
of Pennsylvania**
California, Pennsylvania



**STUDENT MANUAL
for the
SCHOOL PSYCHOLOGY
PROGRAM**

2005

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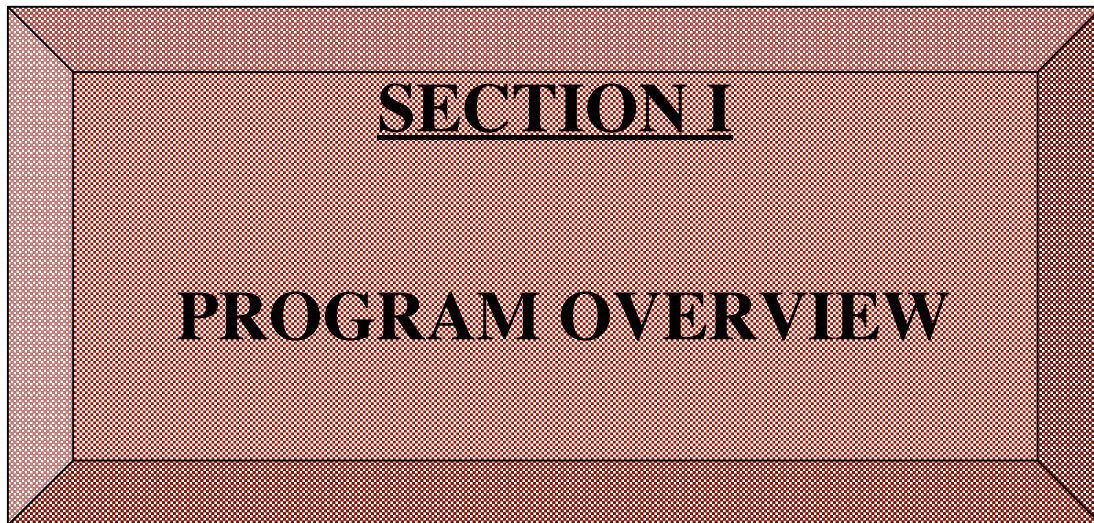
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SECTION I

PROGRAM OVERVIEW

A. INTRODUCTION

The School Psychology Program at California University of Pennsylvania (CUP) is built on a respect for human diversity and does not discriminate in its practices or policies based on race, color, national origin, gender, sexual orientation, disability, age, religion, or ethnic background. The Program's goals are consistent with the standards developed by the National Council for the Accreditation of Teacher Education (NCATE), the National Association of School Psychologists (NASP), and the Pennsylvania Department of Education.

The Program at CUP consists of the equivalent of three years of full-time graduate study designed to provide the student with the knowledge, skills, and dispositions necessary for successful performance as a school psychologist. The first phase of the Program (31-36 credit hours of study) leads to the Master of Science (M.S.) degree in School Psychology and the second phase of the Program culminates in Certification (31-37 credit hours) as a School Psychologist in Pennsylvania (See Appendix A). Practica experiences (approximately 300-350 hours) and an intensive internship experience (minimum 1200 hours) are integral components of the Program.

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

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

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

During year 3 students complete an intensive two semester internship in an approved educational setting. Throughout the internship, university and field-based supervisors provide interns with ongoing supervision. Students also conduct a field-based research project and a “diversity” project (See Appendix I).

B. PHILOSOPHY AND GOALS

The School Psychology Program at California University seeks to develop school psychologists who will serve as problem-solvers in educational settings (See Figure 1). The school psychologist must be trained to approach problems from a systematic point of view that applies theoretical and scientific knowledge to the solution of educational problems. Psychological knowledge provides an empirical basis for making sound educational decisions; therefore, school psychologists must receive instruction that is broad-based and scientific.

In keeping with this philosophy, the general goals of the Program are: 1) to produce professionals who are cognizant of the unique needs of school systems; and 2) to develop specialists in School Psychology sensitive to the diversity and needs of others, and who can provide competent and comprehensive psychological services for children, parents, and school personnel. To that end, the specific objectives of the Program center on imparting competence in our students in the following five areas:

- Assessment – data collection through informal or formal procedures in a context that is responsive to the individual needs of the client. Competencies to be achieved within this objective would include:
 - 1) appropriate test selection
 - 2) rapport establishment
 - 3) correct administration procedures
 - 4) scoring accuracy
 - 5) analysis and synthesis of data

Emphasis is placed on the synthesis of assessment data to ensure valid and reliable results that can be utilized in the development of an appropriate intervention (i.e., problem solving).

Figure 1

Essential Skills for Effective Problem Solving

Research



Professional Knowledge



Assessment \Rightarrow Interventions \Leftrightarrow Consultation



Problem Solving

- Consultation – communication (oral & written) of information in a client-centered manner toward the solution of a problem. Competencies to be achieved within this objective would include:
 - 1) clarity of expression
 - 2) conciseness (direct and to the point)
 - 3) meaningful content (relevant to the problem at hand)
 - 4) understandable language (not jargon)
 - 5) responsiveness/objectivity with diverse populations
 - 6) friendly, professional demeanor
 - 7) cooperativeness
 - 8) expediency in service delivery
 - 9) use of appropriate grammar and diction
 - 10) conversational pace

- Intervention – knowledge, design, and implementation of strategies, including counseling, for behavioral or academic problems for children and their families. Competencies to be achieved within this objective would include:
 - 1) assessment linked
 - 2) behaviorally stated
 - 3) pertinent/meaningful
 - 4) research-based
 - 5) logically organized

- Research – systematic problem-finding and problem-solving skills in both applied and formal research settings. Competencies to be achieved within this objective would include:
 - 1) adheres to the scientific method in problem solving
 - 2) the ability to evaluate and critique existing professional research
 - 3) application of current research to problem solving
 - 4) reviews professional literature

- Professional School Psychology – knowledge of professional topics in school psychology. Competencies to be achieved within this objective would include:
 - 1) accurate application of ethics/law
 - 2) adequate knowledge/application of:
 - role and function of school psychologist
 - alternative models of practice
 - organization/operation of schools
 - community based resources
 - 3) problem solving skills
 - identifies and operationally defines problems
 - generates and chooses appropriate solutions
 - organizes and plans tasks effectively
 - implements and follows-up on plan of action
 - 4) participation in professional development activities
 - conference attendance
 - readings
 - 5) use of emerging technology

School psychologists are in a prime position to effect positive change in schools if they possess the knowledge and skills essential for effective problem solving.

C. PROCESS

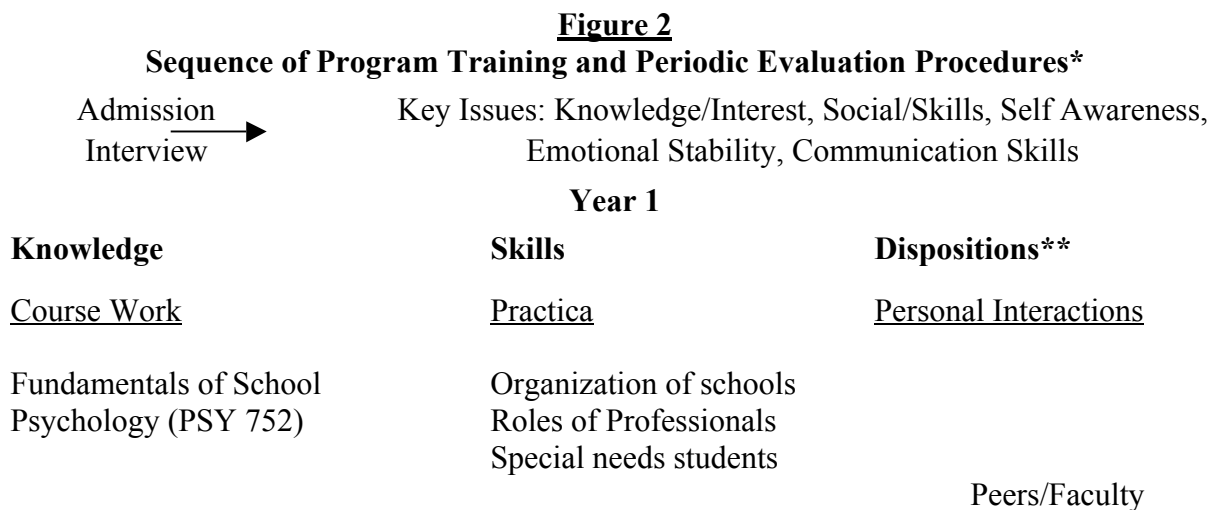
The goals and objectives of the School Psychology Program at California University of Pennsylvania are accomplished through a myriad of educational experiences both in

and out of the classroom. Classroom experiences include: lectures, seminars, group problem-solving activities, demonstrations, multi-media presentations, role playing, and guest speakers. Out-of-class experiences include library research, professional visitations, conference attendance, practica, and an internship. Faculty work together on an on-going basis to ensure that the curriculum continues to meet the overall goals and objectives of the Program.

D. EVALUATION OF STUDENT PERFORMANCE

The student demonstrates competency in school psychology through ongoing, systematic formative and summative evaluations (See Figure 2). Evaluations (See Appendix H) may take the form of written objective examinations, essay examinations, research papers, class participation/discussion, interviews, and observations of practicum and internship activities. Of particular importance are the practicum and internship experiences. These experiences provide real life opportunities to evaluate the student's development of essential skills. In this regard, the School Psychology Clinic plays a special role in assessing student development. Student experiences in the clinic allow faculty members to evaluate not only the integration and application of professional knowledge but also the professional work characteristics of students. All practicum and internship experiences are evaluated by school professionals and/or faculty members of the School Psychology Program.

Periodic summative evaluations are also an important part of the evaluation process. Candidacy, the Master's Comprehensive Examination, the Pre-Internship Competency Examination, and the Praxis Examinations are the primary summative evaluations. See Section II of this booklet for a detailed discussion of each of these program evaluation procedures.



| | | |
|---|--------------------------------------|-------------|
| Psychopathology of Childhood (PSY 702) | Special Needs Students | Classroom |
| Advanced Psychology of Learning (PSY 712) | | Conferences |
| Theories of Counseling and Psychotherapy (PSY 741) | | Practica |
| Psychological Statistics (PSY 766) | | Colloquiums |
| Research Methods in Psychology (PSY 767) | | |
| Seminar in Behavior Modification (PSY 795) | Intervention for Behavior Problem | |
| Seminar in Analysis of Research (PSY 796) | | |
| Principles of Instructional Design (PSY 710) | CBA | |
| Psychology of Growth and Development (PSY 713) | | |
| Neuropsychology (PSY 720) | Case Study School Professionals | |
| Advanced Tests and Measurements (PSY 721) | Administer tests Self Awareness | |

Year 2

Masters Comprehensive Examination Certification Program Interview

| Knowledge | Skills | Dispositions** |
|--|---|------------------------------|
| <u>Classroom Evaluations</u> | <u>Practica</u> | <u>Personal Interactions</u> |
| Individual Psychological Evaluation I (PSY 722) | Test administration, interpretation, and report writing (Video) | Classroom |

| | | |
|---|--|--|
| Individual Psychological Evaluation II (PSY 723) | Test administration, interpretation, and report Writing (Video) | Peers/Faculty |
| Consultation and Group Processes (PSY 756) | Simulations Case study Shadowing in School Psy Clinic & Public Schools | Practica |
| Assessment of Personality and Behavior I (PSY 734) | Case Study Simulations Test administration, interpretation, and report writing | Colloquiums |
| Techniques of Counseling and Psychotherapy with Practicum (PSY 742) | Role-playing Simulations | |
| Practicum in School in Psychology (PSY 724) | Two Clinic Cases (Under faculty Supervision) Assessment, consultation, intervention | Client Interactions School Psychology Clinic |

Year 3

**Pre-Internship Competency Exam
Ongoing Field and Clinic Evaluations
Portfolio Review**

| Knowledge | Skills | Dispositions** |
|---|---|--|
| Seminar in Professional School Psychology | Seminar in Professional School Psychology | Seminar in Professional School Psychology |
| Internship | Internship | Internship Conference Attendance Colloquiums |

Exit Questionnaire

*

1. Classroom experiences are primarily evaluated through traditional classroom tests, research papers, and case studies.
2. Practica and internship experiences are evaluated through supervisor ratings.
3. Dispositions are evaluated through observations of students in social/academic contexts, self report surveys, and supervisor ratings.

** Dispositions are assessed throughout the Program across courses, practica experiences, internship experiences, and related professional interactions.

SECTION II

**SCHOOL PSYCHOLOGY
PROGRAM
PROCEDURES AND
REQUIREMENTS**

A. INTRODUCTION

Once admitted to the Program, students will proceed through a standard set of training and evaluation procedures to ensure satisfactory preparation. This section enumerates the Program requirements (See Figure 3) students must complete as they advance through the program as well as the periodic summative evaluation procedures used to monitor student progress. The student should pay particular attention to the time lines for the requirements.

B. RESIDENCY REQUIREMENT

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

Orientation meetings, colloquiums and periodic continuing education programs are also provided to ensure student participation in the graduate program and to provide an opportunity for students to form a sense of community with peers, faculty, and the profession in general. Students are also required to attend the State School Psychology Conference as a group during their third year of matriculation.

C. ADVISEMENT PROCEDURES

The Coordinator of the School Psychology Program will be the student's advisor throughout the entire Program. The student should make an appointment with the Coordinator of the School Psychology Program at the earliest possible date to discuss the student's academic program. In addition, each semester, the student is responsible for contacting the Coordinator for advisement and course selection. Good program planning is important to the student's progress throughout the program.

Figure 3

Sequence of Program Requirements and Summative Evaluation Procedures

1. Work Clearances and Liability Insurance
 - Obtain Act 151 and 34 clearances and professional liability insurance. See Program Coordinator for information about obtaining applications.
 - PSSST Praxis Exams in Reading, Writing, and Math should be taken during the Fall semester of year one
2. Apply for Master's Degree Candidacy
 - After completion of 6-12 graduate credits
 - Obtain and complete a Candidacy Application from the Graduate Studies Office and turn in by deadline posted on the Graduate Studies webpage
 - Complete a School Psychology Candidacy Form and return it to Psychology Department Secretary (available on-line)
3. Initial Portfolio Review
 - Submit portfolio for initial review. During the final semester of the Master's program, student's portfolio will be reviewed for completeness
4. Apply for Comprehensive Exam
 - Apply by submitting a written request to take the exam to the Program Coordinator by the deadline posted on the Graduate Studies webpage
 - Take exam during the semester you will be completing your Master's degree
 - Must pass all sections of the Comprehensive Exam to receive Master's degree
5. Apply for Graduation
 - Obtain form from Graduate Office and submit by deadline
6. Apply to Post-Master's Certificate Program
 - Apply to Graduate School and School Psychology Program
 - Students matriculating in the CUP Master's Program should submit letter stating their intention to enter the Certificate Program and to schedule an interview after completing 24 credits in the Master's Program
7. Certification Comprehensive Examination
 - Students who have not earned a M.S. in School Psychology from California University of PA must pass the Certification Comprehensive Examination prior to the internship.
8. Apply for internship
 - Submit letter to Program Coordinator stating your intention to complete an internship during final semester of Certification coursework.
9. Complete Pre-Internship Competency Exam
 - During the final semester of coursework before commencement of the internship, students must complete this exam.
10. Internship
 - Submit site requests to Coordinator the semester before you plan to begin the internship
 - School Psychology Praxis Exam should be taken during the first semester of internship.
11. Final Portfolio Review
 - Midway through the final semester of the internship, students' portfolios will be reviewed for competency of performance (e.g., evaluation reports, FBA)

D. COURSE WORK AND ACADEMIC REQUIREMENTS

Graduate students are expected to attend all classes and to satisfactorily complete all Program requirements. In this regard, students must maintain a minimum grade point average of 3.0 throughout their graduate studies in school psychology. A “C” grade obtained in any graduate course in the School Psychology Curriculum is not acceptable. A student receiving a "C" grade must retake this course prior to graduation. Moreover, two consecutive "C" grades in a course or three initial "C" grades in different courses will result in dismissal from the Program.

E. WORK CLEARANCES AND LIABILITY INSURANCE

All students should begin the application process for work clearances (Act 151 and Act 34 Clearances) and professional liability insurance during their first semester in the School Psychology Program. Students should contact the Program Coordinator for more information on completing these requirements.

F. MASTER’S DEGREE CANDIDACY

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

Candidacy procedures include the following:

- 1) Report to the graduate school and complete a Candidacy Application form by the date published in the Course Schedule, and;
- 2) Complete a School Psychology Candidacy Form (See Appendix **B**) and return it to the Psychology Department secretary. Forms are available in the Psychology Department office.

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

Based on a review of the data, the Committee will make a decision concerning the candidate's suitability for formal acceptance in the School Psychology Program. The

criteria for successful admission to candidacy are B level grades (or higher) for each course taken, satisfactory verbal and writing skills, and demonstration in the classroom or program activities (e.g., interviews, colloquiums) of the following personal characteristics: effectiveness in interpersonal relations, ethical behavior, respect for human diversity, adaptability in handling academic duties, initiative, dependability, and dedication in managing academic duties. Candidates will be notified in writing of the Committee's decision.

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

G. RESEARCH REQUIREMENTS

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

Option A

This option requires the completion of a Thesis (See Appendix D) and is a 31 credit-hour program. The student should begin planning for the Thesis requirement as soon as possible after attaining Master's Degree Candidacy. He/She should confer with the Coordinator about the completion of course work in Methods of Research and Statistical Methods.

Option B

In lieu of a thesis, this option requires the completion of thirty-six graduate credits to earn the M.S. Degree. The research requirements for this option are:

| | | |
|---------|---|----------|
| PSY 767 | Research Methods | [3 crs.] |
| PSY 766 | Psychological Statistics | [3 crs.] |
| PSY 796 | Seminar in Analysis of Research in School Psychology | [3 crs.] |

H. PORTFOLIO

Students are required to compile a portfolio documenting their professional development in school psychology. The portfolio serves the following purposes:

- 1) it outlines the general program expectations for the student,
- 2) it provides proof of the student's competency in the basic roles of the school psychologist,
- 3) it provides students with a professional dossier that may be used on internship and employment interviews, and
- 4) it provides the faculty with concrete outcome measures of Program effectiveness.

Each component of the portfolio is representative of one of the five program goals: assessment, intervention, consultation, research, and professional school psychology. The portfolio is to be maintained throughout the student's graduate program and should be maintained in a loose-leaf binder.

Documents included in the portfolio are to be reviewed and approved by a faculty member prior to inclusion in the portfolio. Materials judged to be unsatisfactory must be revised and resubmitted for approval. See Appendix C in the Student Manual for the rubrics/forms used to evaluate student work. While individual work samples will be evaluated as the student progresses through the Program, the complete portfolio will be one of the major criteria evaluated by Internship Supervisors to determine the intern's competence. Appendix C includes a "Table of Contents" listing the categories of documents to be included in the portfolio. Supplemental materials that are relevant to the field of School Psychology may be included at the student's discretion.

I. MASTER'S COMPREHENSIVE EXAMINATION

In addition to coursework, the student must pass a Comprehensive Examination before the Master's Degree will be awarded. The Examination consists of questions encompassing all curriculum areas of the School Psychology Master's Degree Program. Current policy adopted by the Master's Comprehensive Examination Committee has established that the student must correctly answer 70% of the items on each of the three areas of the test. The three areas of the test are as follows:

Area I
Growth and Development
Learning
Counseling and Psychotherapy
Behavior Modification

Area II
Psychopathology
Neuropsychology
Fundamentals of School Psychology
Instructional Design/Curriculum

Area III
Psychological Statistics
Research and Research Methods
Tests and Measurements

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

Students who fail to appear at the designated time for the exams for which they have been scheduled will be considered to have failed that examination, unless prior acceptable notification is given to the Coordinator of the Program.

In the event that the student does not successfully pass the examination, or any part of it, the student will be required to re-take any or all areas of the examination he/she has failed. A student may not take any area of the Master's Comprehensive Examination more than three times to achieve a passing score. If a passing score has not been obtained after the third attempt, the student will be dismissed from the Program. Only one attempt per semester is allowed.

J. GRADUATION REQUIREMENTS

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

K. TIME LIMITATIONS FOR COMPLETING THE MASTER'S DEGREE

All requirements for the Master's Degree must be completed within six (6) years after the date of initial registration for graduate studies at California University of Pennsylvania.

L. POST MASTER'S CERTIFICATE PROGRAM

1. Admission to the Post Master's Program:

Applicants with graduate degrees who wish to enroll in the School Psychology Certification Program must apply to the Graduate School and to the School Psychology Program for admission. Applicants from the School Psychology Master's Degree Program at California University should submit their applications to the coordinator of the School Psychology Program after completing 24 credits of graduate work toward their Master's Degree. As part of the selection process, applicants will be evaluated by the Certification Program Committee.

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

2. Academic Requirements:

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

3. Certification Comprehensive Examination:

All students entering the Certification phase who have not earned a M.S. in school psychology from California University of Pennsylvania must pass (minimum 70% correct) the Certification Comprehensive Examination prior to the internship. The Certification Comprehensive Examination is similar in format to the Master’s Comprehensive Examination. It is given to ensure that certification candidates have achieved competency in the fundamental educational and psychological concepts presented in the Master’s Program at CUP.

M. PRE-INTERNSHIP COMPETENCY EXAM

During the final semester of coursework before commencement of the internship, students register for the course “Practicum in School Psychology”. A requirement of this course is that students complete two cases in the School Psychology Clinic under the supervision of the clinic director. These cases serve as the pre-internship competency exam. Students will not be allowed to begin their internship until they demonstrate competency in their case studies.

N. INTERNSHIP

The Internship is the culminating event of the Program. It is an opportunity for the student to hone his/her skills in a supervised work setting. The student will be expected to begin an Internship within two semesters of completion of all required Program course work, excluding Psychology 797 – Professional Seminar in School Psychology. Any

exception to this arrangement requires a written letter to the Coordinator of the School Psychology Program requesting a time extension and documenting the reasons for the request.

O. PRAXIS EXAMS

In addition to Program graduation requirements, students must pass Praxis examinations in reading, writing, math, and school psychology to receive certification as a school psychologist in Pennsylvania. Passing scores on these tests are established by the Pennsylvania Department of Education. The basic skill evaluations in reading, math and writing should be taken during the first year of graduate study. The specialty exam in school psychology should not be taken until all coursework has been completed.

P. FINAL PORTFOLIO REVIEW

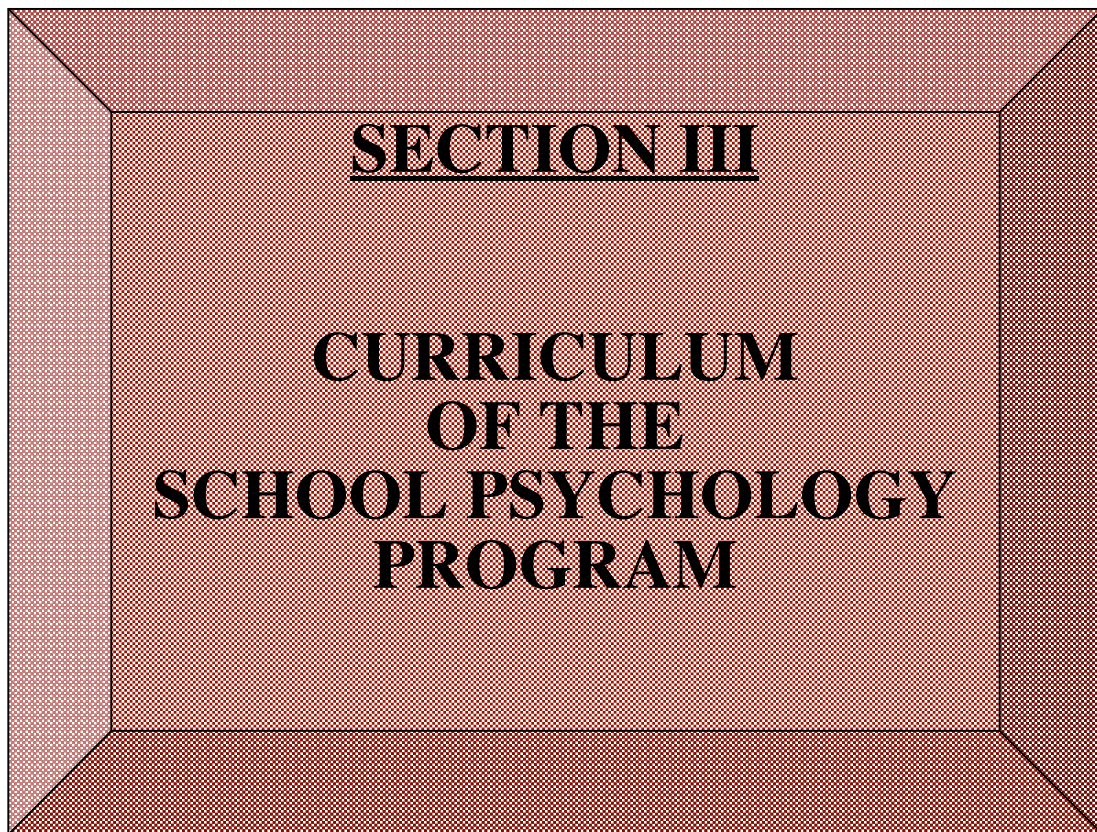
Midway through the final semester of the internship, each intern's portfolio will be reviewed. The primary emphasis of the review will be on internship products (e.g., evaluation reports, FBA). Work samples must be judged to demonstrate competency by both the field and university supervisors before the conclusion of the internship. The Portfolio Evaluation Form and the Portfolio Checkout Form will be used to determine competency of skills (See Appendix C).

Q. TIME LIMITATIONS FOR COMPLETING THE SPECIALIST CERTIFICATE

All requirements for the Specialist Certificate must be completed within four (4) years after the date of initial registration in the Certification Program at California University of Pennsylvania.

R. CHANGE OF NAME AND/OR ADDRESS

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



SECTION III

**CURRICULUM
OF THE
SCHOOL PSYCHOLOGY
PROGRAM**

A. CURRICULUM OBJECTIVES OF THE SCHOOL PSYCHOLOGY PROGRAM

The curriculum (See Appendix A) of the School Psychology Program is divided into four general categories. The first category of the curriculum is devoted to developing a general understanding and knowledge of the psychological and educational foundations basic to functioning as a school psychologist. The second category is devoted to the development of skills specific to the role of a school psychologist (e.g., psychodiagnostics, interventions, and consultation). The third category emphasizes professional school psychology including the organization and operation of school systems. The fourth category is designed to develop research skills and emphasizes statistical procedures and methodological design.

The following outline highlights the curriculum areas of the School Psychology Program.

- I. Students enrolled in the School Psychology Program will demonstrate mastery of the essentials in the following areas of knowledge:

KNOWLEDGE (Theoretical and Empirical)

Psychological Foundations

Biological Bases of Behavior
 Cultural Diversity
 Child and Adolescent Development (Normal and Abnormal)
 Human Exceptionalities
 Human Learning
 Social Bases of Behavior

Educational Foundations

Education of Exceptional Learners
 Instructional and Remedial Techniques
 Organization and Operation of Schools

Assessment

Achievement, Instructional and Academic Assessment
 Intellectual Assessment
 Social-Emotional Assessment
 Behavioral Assessment

Consultation

Consultation Theory and Practice

Interventions

Counseling
Behavior Management
Academic Skills

Statistics and Research Design

Statistics
Research Design

Professional School Psychology

History and Foundations of School Psychology
Legal and Ethical Issues
Professional Issues and Standards
Roles and Functions of the School Psychologist

- II. The student will demonstrate professional levels of competence in the following skill areas:

SKILLS

Assessment Techniques

Interviewing Skills and Observation Techniques
Administering, Scoring, and Interpreting Informal and Formal
Assessment Techniques

Intervention Techniques

Developing Academic and Behavioral Strategies from Assessment
Data (e.g., Report Writing)
Conducting Individual and Group Counseling

Consultation

Providing Meaningful Information to Others in an Understandable
and Useful Manner
Providing Recommendations that are Consistent with Laws,
Standards, and Regulations

Research

Designing and Conducting Informal and Formal Research
Projects

III. The student will demonstrate the following professional behaviors:

DISPOSITION

Self Awareness

Realistic Self Perception of Personal Attitudes and Abilities

Social Skills

Interacting with Others in a Positive, Professional, Objective and Ethical Manner

Course work is completed in a developmental sequence. Course work undertaken during the first year of study is primarily devoted to creating the knowledge base students will need to conceptualize the problem solving situations they will encounter. During the second year of training, course work shifts to the development of the skills needed to solve problems. The final year of the Program provides in-depth supervised training that utilizes the knowledge, skills, and dispositions gained during the first two years of study. Figure 4 outlines the recommended sequence of course work completion.

Figure 4

**School Psychology Program
Recommended Sequence of Course Completion**

Year One

Summer

Fundamentals of School Psychology
Psychopathology of Childhood
Advanced Psychology of Learning

Fall

Theories of Counseling
Methods of Research
Psychological Statistics

Spring

Research Seminar in School Psychology
Principles of Instructional Design
Behavior Modification

Year Two

Summer

Tests and Measurements
Neuropsychology
Growth & Development

Fall

Individual Evaluation I
Individual Evaluation II
Consultation

Spring

Personality Assessment
Techniques of Counseling
Practicum

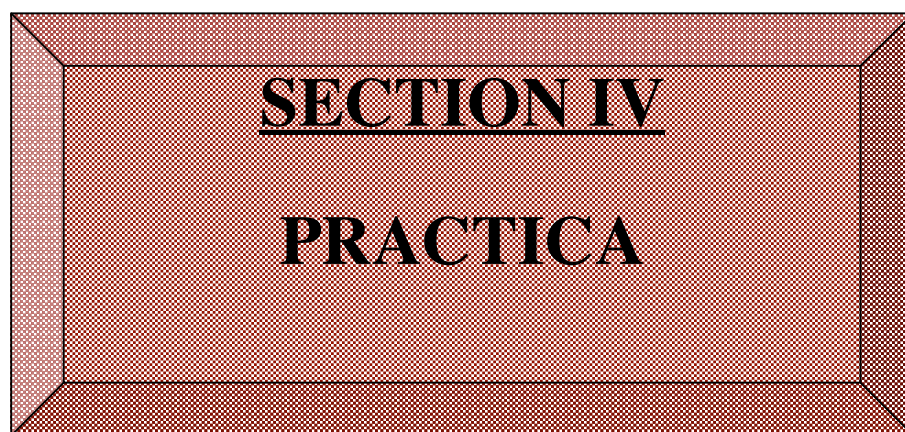
Year Three

Summer and/or Fall and/or Spring

Internship

Fall

Seminar in Professional School Psychology



SECTION IV
PRACTICA

A. RATIONALE

Practicum experiences occur prior to the Internship and are designed to provide development in the core skill areas of Professional School Psychology, Assessment, Intervention Design, and Consultation. Practicum training in the School Psychology Program consists of a series of sequenced, supervised experiences that are integrated into the content of various courses.

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

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

discuss with a school specialist the ambiguous area of LD diagnosis (Neuropsychology – PSY 720).

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

The practical application of consultation skills is primarily addressed in the course: Consultation and Group Processes (PSY 756). Through role playing simulations and actual observations of consultations with parents and clients in the School Psychology Clinic or in school systems, students gain valuable experiences. Intervention planning is addressed in most courses (e.g., PSY 722, PSY 723, PSY 734, PSY 795); however, they are highlighted in Techniques of Counseling and Psychotherapy (PSY 742) and in Practicum in School Psychology (PSY 724). The Practicum course, in particular, is the culminating opportunity before the internship to integrate all goals of the program (i.e., assessment, consultation, interventions, and professional school psychology) as each student, among a variety of experiences, must complete two actual cases in the School Psychology Clinic from intake through feedback conference. In fact, these two cases serve as the pre-internship competency exam.

In summary, this overview of practicum experiences should be viewed as a framework and not as an exhaustive list of the benefits of the various practicum activities. Each practicum experience typically provides experience in more than one professional area. For example, all practicum experiences overlap with some component of professional school psychology (e.g., ethics, diversity, professional behavior).

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

The specific goals of the practicum experiences are:

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

B. PRACTICA REQUIREMENTS

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

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

Area I – Psychology and Educational Foundations

PSYCH 702 – Psychopathology of Childhood

Eight to ten hours of direct observation in educational settings for disabled children is required. A brief written summary of the observation(s) is required.

Area II – Psychological Methods and Techniques

PSYCH 721 – Advanced Tests and Measurement

1. Each student will take a battery of psychological tests including at least one from each of the following categories: cognitive, self-report personality inventory, and interest inventory. The results will be described in a test profile and the student will analyze this profile with a career planning objective. Ten hours will be devoted to this experience.
2. Each student will complete four administrations of an individually administered, standardized achievement test (e.g., Peabody Picture Vocabulary Test). Students will score record forms. Six hours should be devoted to this experience.

PSYCH 722 – Individual Psychological Evaluation I with Practicum

The out-of-class administration of tests, scoring of tests, and report writing components of this course constitute a forty-five hour practicum. Tests included are the Stanford-Binet Intelligence Test, the Bender Visual-Motor Gestalt Test, the Bayley Infant Intelligent Scale, and the Kaufman Assessment Battery for Children.

PSYCH 723 – Individual Psychological Evaluation II with Practicum

The out-of-class administration of tests, scoring of tests, and report writing components of this course constitute a forty-five hour practicum. Tests included are the Wechsler Intelligence Scale for Children, the Wechsler Adult Intelligence Scale, and the Wechsler Preschool and Primary Scale of Intelligence.

PSYCH 724 – Practicum in School Psychology

1. Each student will complete administration, scoring and interpretation of psychoeducational assessment techniques selected from a wide range of formal and informal assessment techniques. The assessment of academic skills will be emphasized. Approximately 20 hours will be devoted to these experiences.
2. Each student will write one comprehensive report incorporating and integrating the multi-faceted psychoeducational assessment techniques presented thus far in the Program. This experience constitutes an additional three hours.
3. Each student will observe at least one client intake and one client/parent conference in the School Psychology Clinic. This will entail 2 hours of practicum experience.
4. Each student will complete at least two assessment cases in the School Psychology Clinic. The student will gather intake information; select appropriate assessment techniques; conduct the assessment (including interviews, behavioral observations, test administration and scoring, and consultation); integrate the assessment findings

into a comprehensive written report; and interpret results orally to clients/parents-guardians. Reports will include recommendations for remediation, special services, or consultative services, as appropriate. This experience will involve approximately 50 hours.

PSYCH 734 – Assessment of Personality and Behavior I

The out-of-class test administration, scoring, interpretation, and report writing components of this course constitute a 30 hour practicum. Techniques administered include the Bender-Gestalt, Sentence Completion, House-Tree-Person, Kinetic Family Drawing, and other objective personality measures and behavior checklists. Results from a selection of the preceding instruments, along with the results from an individual intelligence test, are incorporated into two comprehensive interpretative reports.

PSYCH 742 – Techniques of Counseling and Psychotherapy

The practicum requires meeting with several clinical or role play clients. Each student spends a total of approximately 20 hours in direct contact with these individuals. An additional 50-60 hours is devoted to supervisory conferences, reviewing tapes of sessions, and preparing for case presentations.

Area III – School Programs and Organizations

PSYCH 720 – Neuropsychology

Each student receives twelve to fifteen hours of practical experience through two activities:

1. Interviewing a public school administrator, Learning Disability (LD) teacher, or school psychologist about the actual practice of eligibility determination for learning disability, after which findings from a wide range of school systems are compared and;
2. Completing a case study on a learning disabled child.

PSYCH 752 – Fundamentals of School Psychology

Each student is required to engage in 16 hours of field observations as follows: eight hours – practicing school psychologist; four hours – pupil personnel specialist; four hours – special education classroom. A brief written summary of each experience is required.

PSYCH 756 – Consultation and Group Processes with Practicum

Approximately 20 hours of practicum experiences are gained in the course through the following activities:

1. Four hours of observation of Student Assistant Programs and Instructional Support Teams in public schools are required.
2. Ten hours are devoted to activities in which the student applies consultative techniques to a variety of problem situations presented by the Instructor.
3. The student audiotapes group counseling sessions and presents tapes at class meetings for the purpose of evaluation and supervision. This experience involves approximately four hours.
4. Students observe parent consultations (with permission) in the School Psychology Clinic for approximately two hours.

PSYCH 795 – Seminar in Behavior Modification with Practicum

Approximately 30 hours will be devoted to this practicum experience.

1. The student will prepare a preliminary report objectively detailing the behavior problem(s) of one or more school-age children and the situation(s) in which the problem(s) is/are manifest and describing the behavior modification techniques to be used in their amelioration.
2. The student will describe the behavior change program to be utilized and its underlying rationale to institutional personnel and will cooperate fully in the solution of any logistical problems arising before or during its implementation.
3. Should the program be implemented by a person or persons other than the student, the latter will be responsible for training the implementer(s) to objectively observe and record behavior, to apply the specific procedures to the target behavior, and will monitor performance of the implementer(s); otherwise, the student will perform these functions.
4. The student will submit a final report detailing the results of the intervention.

C. LOGS, PERMISSION FORMS, AND SUPERVISION

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

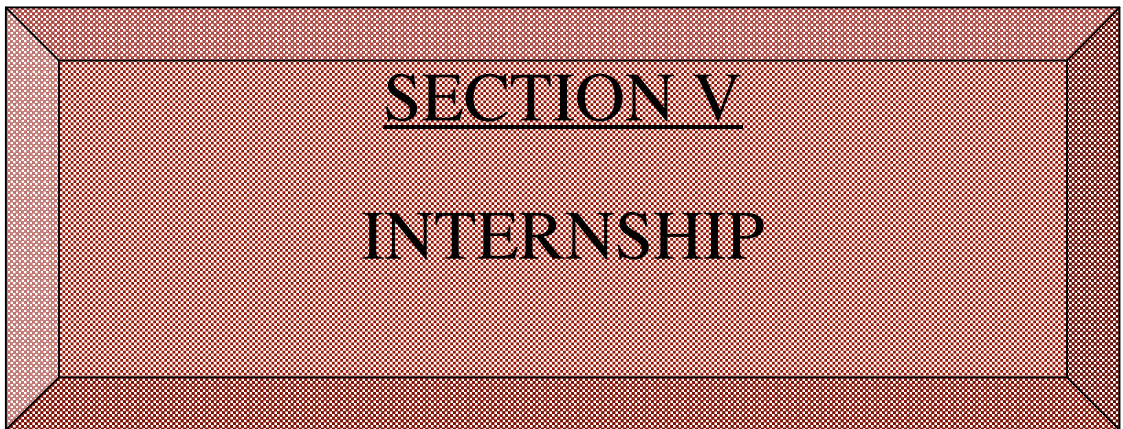
feedback as needed. The Practicum Summary Form is used to provide an overall summary of a student's practicum experience.

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

D. LEGAL AND ETHICAL CONSIDERATIONS

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

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



SECTION V
INTERNSHIP

A. INTRODUCTION

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

The Internship is arranged individually for each student by the Program Coordinator and, with the exception of an internship seminar (PSY 798), is scheduled after the completion of all course work. The student receives supervision from a Supervising Psychologist in the field, as well as from a University Supervisor.

B. GOALS

Essentially, the intern is trained to function as a problem solver in an educational setting. The specific objectives of the Internship Program are defined in terms of the special competencies that the students are expected to obtain from their experiences and activities in the Internship.

In meeting the program goals, these competencies include:

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

C. PREREQUISITES

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

1. A comprehensive understanding of human development and psychological principles as they relate to the enhancement of social/emotional and academic skills;
2. A thorough knowledge of professional issues including: professional ethics, legal standards, roles and responsibilities, administrative and supervisory functions, and community responsibilities;
3. Proficiency in psychometric and psychodiagnostic skills including the use of the major intellectual, achievement, perceptual, and social/emotional adjustment measures;
4. A working knowledge of counseling and consultation skills. This would include not only an understanding of the theories and techniques of counseling and consultation, but also some practicum experiences in conducting counseling sessions, interpreting test findings, and in holding conferences with children, parents, and school personnel;
5. Experience with the preparation of interventions for teacher or family use with children who have learning, motivation, and/or adjustment problems in school;
6. Facility in report writing and record keeping procedures;
7. An understanding of the administration and operation of school systems and special school services including a focus on home-school collaboration;
8. A background in research methodology and statistics focusing on interpreting research;
9. A professional orientation that encompasses interpersonal skills, punctuality, communication skills, and leadership qualities and;
10. An awareness of multi-cultural issues and the special needs of diverse students as pertinent to academic and social adjustment at school and in the home.

D. PRE-INTERNSHIP COMPETENCY EVALUATION

The student will be approved for the Internship by a Committee consisting of the Coordinator of the Program, the Department Chairperson, and the University Supervisor of internship students. Before being approved for an internship assignment, the student must demonstrate competency in the basic skill areas of a school psychologist. Proficiency will be determined through a review of the student's course work achievements, practica work samples (especially their work with real clients in the School Psychology Clinic) and the completion of a pre-internship competency examination.

The pre-internship competency examination is the completion of a case study on a real client in the School Psychology Clinic. The case study will require the student to gather intake information; select appropriate assessment techniques; conduct the assessment (including interviews, behavioral observations, test administration and scoring) integrate the assessment findings into a comprehensive written report; and interpret results orally to clients/parents-guardians. Reports will include recommendations for remediation, special services, or consultative services, as appropriate.

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

E. ACTIVITIES

Each site will vary as to the kind of activities it can provide the student, and flexibility in programming is encouraged to provide the richest possible internship experience.

However, the Internship should provide, at least, the following activities:

1. Gaining an appreciation for student diversity including physical, psychological, economic, gender, and cultural differences. To this end, each student must complete a diversity project (See Appendix I) during the internship;
2. Identifying individuals with learning and/or adjustment problems via a variety of assessment methods (e.g., formal, informal, norm-referenced, criterion-reference, etc.);

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

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

F. SITE APPROVAL CRITERIA

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

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

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

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

G. INTERNSHIP PLAN/CONTRACT

A written plan for the Internship must be made prior to the Internship experience. This may be a "universal" plan (See Appendix F) designed for the typical student. Variations from this plan must be submitted in written form to the Internship Committee for approval at least six weeks prior to the proposed start of the Internship. In all cases, each plan must comply with the Pennsylvania State mandated requirements for Internship and Certification in School Psychology, the NASP Standards for Training and Field Placement in School Psychology, and the National Council for Accreditation in Teacher Education.

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

H. POLICY ON PLACEMENT OF STUDENT AT SITE

Available Internship sites in schools, clinics, or at other institutions are located by the Coordinator of the School Psychology Program. The establishment of an Internship site is made in cooperation with the participating educational institution, the Graduate School Office, and the Psychology Department at California University of Pennsylvania. A written formal agreement is completed between the University and the participating institution where the Internship site is to be established.

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

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

I. LOCATION OF SITES

The Psychology Department has established Internship sites for the training of School Psychologists in the Western Pennsylvania area. Most of the Internship sites are in Allegheny, Fayette, Greene, Washington, and Westmoreland counties. The geographic

location of the Internship site and its proximity to the University and to the student's place of residence are considerations for placement. However, without prior approval from the Dean of Graduate Studies, the internship site must be within a 100 mile radius of the University.

J. SCHOOL PSYCHOLOGY CLINIC

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

K. SCHEDULING OF TIME

The student is expected to maintain the same schedule that applies to the site's full-time professional employees. The Supervising Psychologist at the site will arrange the student's daily work schedule. The Field Supervisor may also augment the student's program of experiences, as appropriate, by arranging for attendance at conferences, staff meetings, in-service training programs, research meetings, demonstration projects, or other professional activities that are supplemental to the daily schedule. However, without approval from the University Supervisor, the number of internship hours accrued per week should not exceed 50.

L. STIPENDS AND FEES

At the present time, no special arrangements exist for guaranteeing a stipend or other financial support to the student at every internship site. However, when paid Internships are available, every effort is made to place interns at those locations. Most internship sites provide a stipend. Stipends range in value from \$4,000.00 to \$20,000.00.

M. SUPERVISION

The supervision of interns is a collaborative endeavor between the Field Supervisor and the University Supervisor. The collaborative nature of the relationship between the

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

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

To facilitate and document supervision, two separate forms must be periodically completed. The Intern Formative Evaluation Form (See Appendix G) is to be completed, at least, twice per semester. This form is a detailed look at intern performance in one or more of the roles of the school psychologist. Specific objectives are listed for each role and the Field Supervisor must be careful to provide specific feedback about the performance (i.e., what feedback was given to the intern) and provide a plan of action to enhance any skills found to be wanting. The Evaluation and Verification of Internship Form (summative evaluation) (See Appendix G) is to be completed in conjunction with the University Supervisor during site visits. This form is a broader look at overall functioning over time. It is also used to monitor progress to date and to plan experiences.

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

- 1) A minimum of 4 hours per week of direct supervision by the Field Supervisor is required. While it is recognized that supervision often takes place informally on a daily basis, it is important that direct, planned supervision be completed and documented. Only through systematic, planned supervision can it be determined that the student is developing the necessary competencies. Having direct feedback on intern performance not only facilitates formative evaluation for the student but also for the Program in terms of training issues.
- 2) At least twice a semester, the Field Supervisor and the University Supervisor will meet to review progress and to plan future experiences to ensure that training objectives are being met. Data sources reviewed will include Field Supervisor rating forms, intern work samples (e.g., ERs, FBAs) and day-to-day observations. Interns will be included in this process and receive feedback

concerning their performance. These meetings will be documented on the Internship Verification and Evaluation Form.

- 3) At least twice per semester, the Field Supervisor must document a formal, direct observation/evaluation of the intern in one or more areas of functioning. The Intern Formative Evaluation Form that outlines the goals and objectives of the Program is to be used to document this experience. This information will be reviewed with other relevant data during the meetings with the University Supervisor.
- 4) At least twice a semester, a University Supervisor will formally evaluate the intern's performance in the School Psychology Clinic. This information will be shared with the Field Supervisor to aid in planning activities for the intern.
- 5) Internship products (e.g., ERs, FBAs, counseling treatment plans) are reviewed by the University and Field Supervisor periodically. Near the end of the internship the intern must present a portfolio, representative of their work over the course of the internship. The portfolio must be judged by the University and Field Supervisor to be consistent with Program goals and objectives before the final approval to end the internship will be given.

Each internship Field Supervisor will be given a copy of the Internship manual that outlines the goals of the internship, their responsibilities, and the forms to be used in documenting the intern's progress.

Responsibilities of the Field Supervisor:

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

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

To verify that appropriate experiences and appropriate supervision have been given, supervisors are required to review and sign daily activity logs, and to complete supervision forms. Daily logs not only serve as a record of what has been done but as a

planning tool on what additional experiences the intern needs to achieve competency. Supervision forms address intern performance in specific Program objectives. As previously mentioned, the Field Supervisor must complete the Intern Formative Evaluation Form at least twice per semester and the Evaluation and Verification of Internship Form with the University Supervisor at least twice a semester.

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

RESPONSIBILITIES OF THE UNIVERSITY SUPERVISOR

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

1. The University Supervisor will maintain a close relationship with the Field Supervisor in planning and implementing an Internship experience suitable for each student.
2. The University Supervisor shall systematically evaluate the student's internship experience to insure it is consistent with the objectives of the Program. The University Supervisor will visit each Internship site and observe the intern's activities on-site and in person. The University Supervisor has the prerogative of requesting the student to meet with him/her at the University, if there is need to do so.
3. The University Supervisor, in cooperation with the Field Supervisor, will determine the number of supervisory visits required for each intern. At least two on-site contacts per semester will be provided by the University Supervisor.
4. All meetings and supervisory visits by the University Supervisor will be scheduled in advance.
5. The University Supervisor will, as a policy, confer with the Field Supervisor before meeting with the student at the time of the supervisory visit.

6. The University Supervisor will inform and instruct the student about the preparation, maintenance and completion of a "daily log" of Internship-related experiences. The University Supervisor will periodically review the log (Appendix G) for accuracy.
7. The University Supervisor will orient the student about the work schedule, conditions, relationships, requirements and other activities of the Internship.
8. The University Supervisor will be responsible for assisting the student in gaining the competencies needed to attain Certification. The University Supervisor will offer whatever support necessary to aid the student in reaching this goal. Time will be allocated each week for this purpose as warranted.
9. The University Supervisor, together with the Field Supervisor, will determine the type and amount of experiences each student will need to complete in order to reach the level of competency required for successful completion of the Internship. They will also insure that the Internship experiences are conducted in a manner consistent with current legal and ethical standards.
10. The University Supervisor will submit a written evaluation of the student's progress, after every supervisory visit, to the Coordinator of the School Psychology Program on the "Evaluation and Verification of the Internship" Form (Appendix G).
11. University Internship Supervisors shall be responsible for no more than twelve interns at any given time.

N. RESPONSIBILITIES OF THE STUDENT

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

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

intern may experience during the Internship should be discussed with the Supervisor and/or the Coordinator of the School Psychology Program.

In most cases, each intern will schedule the equivalent of two days each month to work in the School Psychology Clinic at California University of Pennsylvania throughout their school-based Internship. Furthermore, the student is required to take Psychology 798 (Professional Seminar in School Psychology) concurrently with the Fall Semester of their Internship.

The student is required to complete all Internship commitments regardless of the fact that the student may have completed the minimum 1200 clock hours required. All intern experiences must be documented on the appropriate forms on a daily basis (See Appendix G). Finally, each intern must submit at least four Client/Consumer Satisfactory Surveys (See Appendix G) during the second half of their internship to provide evidence of their professional competencies and their positive impact on clients.

O. RECALL OF AN UNSATISFACTORY STUDENT

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

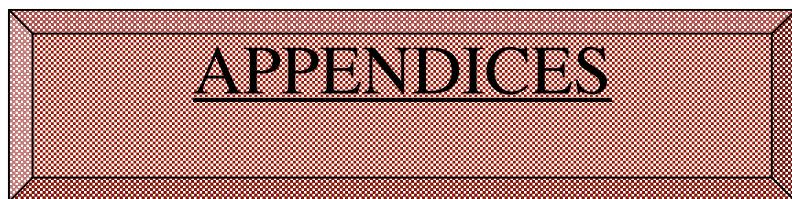
Whatever the source of the difficulty, if a student is found to be unsatisfactory by his/her supervisors, the Coordinator of the School Psychology Program should be informed as soon as possible. The Program Coordinator will act on the advice of the Field Supervisor and the University Supervisor to recall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

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

P. OBTAINING THE EDUCATIONAL SPECIALIST CERTIFICATE

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

1. Ensure that all logs and supervisor evaluation forms have been completed and submitted to the Program Coordinator;
2. Obtain, complete, and return the Professional Educator Certification packet. This packet may be obtained from the Program Coordinator or from the administrative office in the College of Education and Human Services; and
3. Successfully pass the PRAXIS specialty test in school psychology as well as the PPST exams in Reading, Writing, and Math as specified by the Pennsylvania Department of Education.



APPENDICES

APPENDIX A

SCHOOL PSYCHOLOGY PROGRAM – MASTER OF SCIENCE CURRICULUM

APPENDIX B

School Psychology Candidacy Form

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APPENDIX B

Tracking Form

|

APPENDIX C

PORTFOLIO TABLE OF CONTENTS

- I. **PROFESSIONAL RESUME**
- II. **SUMMARY OF PRACTICUM EXPERIENCES**
(1 PAGE SUMMARY OF ALL EXPERIENCES)
- III. **AUTHENTIC WORK SAMPLES**

- PSYCHOLOGY REPORTS**
- EVALUATION REPORTS**
- BEHAVIORAL PLANS**
- COUNSELING TREATMENT PLANS**

IV. PROFESSIONAL SCHOOL PSYCHOLOGY

- CONFERENCE ATTENDANCES**
- CONFERENCE PRESENTATIONS**
- PROFESSIONAL MEMBERSHIPS**
- MULTICULTURAL EXPERIENCES**
(E.G., DIVERSITY PROJECT)

V. SUMMARY OF CLINICAL EXPERIENCES

VI. SUMMARY OF INTERNSHIP EXPERIENCES

VII. SUMMARY OF SUPERVISOR RATINGS

VIII. RESEARCH

IX. SUPPLEMENTAL MATERIALS

- TRANSCRIPTS**
- CLEARANCES (ACT 34 & 151)**
- PRAXIS TEST RESULTS**
- OTHER (E.G., ADDITIONAL CREDENTIALS, SELF REFLECTIONS)**

APPENDIX C

SCHOOL PSYCHOLOGY PROGRAM
 California University of Pennsylvania
 Portfolio Evaluation Form

Rating Scale

| | |
|------------------|--------------------|
| OUTSTANDING = 3 | ABOVE AVERAGE = 2 |
| SATISFACTORY = 1 | UNSATISFACTORY = 0 |

Intern _____ Internship Site _____

Competencies

| 1. | Assessment | Rating |
|----|---|--------|
| | Appropriate test selection..... | _____ |
| | Rapport establishment..... | _____ |
| | Adherence to administration procedures..... | _____ |
| | Accuracy of scoring..... | _____ |
| | Accurate and meaningful synthesis of data..... | _____ |
| | Other () | _____ |
| 2. | Consultation | |
| | Communication skills | |
| | clarity..... | _____ |
| | conciseness..... | _____ |
| | meaningfulness..... | _____ |
| | conversational pace..... | _____ |
| | appropriate grammar..... | _____ |
| | Interpersonal Skills | |
| | responsiveness/objectivity with diverse populations..... | _____ |
| | friendly, professional demeanor | _____ |
| | willing to work with others..... | _____ |
| | responds in timely fashion to clients and colleagues..... | _____ |
| | accepts/responds to supervision | _____ |
| | Report writing | |
| | clarity..... | _____ |
| | content..... | _____ |
| | conciseness..... | _____ |
| | Other () | _____ |
| 3. | Interventions (including group/individual counseling) | |
| | assessment linked | _____ |
| | behaviorally stated | _____ |
| | pertinent/meaningful | _____ |
| | research-based | _____ |
| | logically organized | _____ |
| | Other ()..... | _____ |
| 4. | Professional School Psychology | |
| | Accurate application of ethics/law..... | _____ |
| | Adequate knowledge/application of: | |

- role and function of school psychologist..... _____
- alternative models of practice..... _____
- organization/operation of schools..... _____
- community based resources..... _____
- Problem-solving skills
 - identifies and operationally defines problems _____
 - generates and chooses appropriate solutions..... _____
 - organizes and plans tasks effectively _____
 - implements and follows-up on plan of action _____
- Participation in professional development activities
 - conference attendance..... _____
 - readings..... _____
- Use of emerging technology..... _____
- Other (_____)..... _____

5. Research

- Critically evaluates professional research..... _____
- Applies current research in problem solving _____
- Periodically reviews professional literature _____
- Adheres to the scientific method in problem solving _____

Recommendations/Comments: _____

Signature of Supervisor: _____ Date: _____

Form R3

APPENDIX C

PORTFOLIO CHECKOUT FORM

APPENDIX D

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

A Master's Thesis Committee will advise and guide students in conducting their research. The Thesis Committee will consist of at least three faculty members and will work with the student in planning, developing and completing the research thesis. At least two members of the committee should be from the Psychology Department. The third member may come from outside the Department, if approved by the Coordinator of the School Psychology Program. One of the Psychology Department members will act as the Thesis

Advisor and will be expected to work closely with the student in conducting the research. The student is expected to select the Thesis Advisor and should consult with the Coordinator of the School Psychology Program as to the procedures for doing this. Selection of a thesis advisor should be done as soon as possible after admission to candidacy.

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

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

| | |
|---------|--------------------------|
| PSY 766 | Psychological Statistics |
| PSY 767 | Research Methods |

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

research proposal and approval from the Institutional Review Board has been obtained.

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

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

C. Types of Research Populations and Research Designs

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

D. Style and Format of the Thesis

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

II. M.S. Thesis Oral Examination

- A. When the thesis has been completed and approved by all members of the student's thesis committee, in preparation for the oral examination of the thesis, three (3) copies of the final draft of the thesis must be provided to the Program Coordinator no later than one month before graduation. This will allow for the Oral Examination to be held within ten (10) calendar days of the receipt of the thesis

and, also, provide at least one week for changes to be made before submitting the final approved thesis to the Graduate School.

- B. The Oral Examination on the thesis is scheduled for the student upon completion of the final approved draft of the Master's Thesis. The purpose of the examination is to provide the student with an opportunity to present his/her thesis findings and to gain experience in presenting and discussing research.
- C. The oral examination will be conducted by the student's Thesis Committee with the thesis advisor as chairperson. The examination is open to all members of the University community. The thesis committee will decide if further changes are to be made before the thesis is submitted to the Graduate School. In the event that the student fails to meet the requirements of the Committee, the thesis will not be submitted to the Graduate School. Generally, it is expected that the student's research thesis will be approved and accepted, perhaps with minor modifications needed, at the time of the oral examination.

III. Final Stages in Completing a Master's Thesis

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

IV. Time Limitations for Completing the Master's Thesis

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

THESIS PROGRESS REPORT

Chairperson
Thesis Committee

1. Date accepted student as advisee

2. Status of work on thesis (check one)
 - a. Proposal stage _____
 - b. Date Proposal approved by committee _____
 - c. Date collection stage _____
 - d. Data analysis stage _____
 - e. Writing stage _____

3. Estimated date for Oral Examination

4. Estimated date for Graduation

5. Names of other members of committee

6. Date Thesis Committee approval by Graduate Office

7. Comments - - - - -

APPENDIX E

INSTRUCTION SHEET FOR PRACTICUM FORMS

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

- A. The student will complete the identifying information at the top of the form and forward the form to the site supervisor.

B. Supervisor Instructions

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

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

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

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

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

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

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

APPENDIX E

PRACTICUM STUDENT EVALUATION FORM

APPENDIX E

SCHOOL PSYCHOLOGY PRACTICUM LOG

DAILY ACTIVITIES

APPENDIX E

PRACTICUM SUMMARY

APPENDIX F

AGREEMENT

MADE This _____ of _____,

BETWEEN

_____, an Approved Education Agency, hereinafter referred to as "AEA."

AND

_____, Intern School Psychologist, hereinafter referred to as "Intern".

NOW, THEREFORE, in consideration of the mutual covenants herein contained and with the intent to be legally bound hereby, the parties hereto agree as follows:

1. Services

- A. Intern will provide a complete range of Psychological Services that adhere to the legal-ethical standards of the profession.
- B. Services provided will be for the length of the agreement and will include, but not be limited to, assessment for intervention, counseling, behavior management, and consultation.
- C. AEA will provide the intern with an appropriate work environment including: supplies, office space, secretarial services, a work schedule consistent with related agency professionals, and opportunities for continuing professional development.

2. Supervision

The AEA is duly aware that the internship is a training experience and will provide appropriate supervision in collaboration with the university supervisor. Field-based internship supervisors are responsible for no more than two interns at any given time and will provide on average four hours per week of direct supervision for each intern. Supervisors will monitor the intern's progress and complete ongoing systematic formative evaluations to ensure mastery of the goals and objectives of the internship.

3. Compensation (where appropriate)

The AEA agrees to provide a stipend as compensation for the intern's expenses and services. The stipend for the psychologist intern will be _____.

4. Release Time

The AEA agrees to provide release time for the intern(s) to work with university supervisors one day a week, every other week at the University Clinic.

5. Liability Insurance

Intern will provide satisfactory proof to AEA of liability insurance as required by the AEA.

6. Payment (where appropriate)

Intern will submit invoices for payment in a manner consistent with AEA policy.

7. Term

The term of this agreement shall be from _____ through _____. Each party may cancel the agreement upon 30 days' written notice to the other party.

8. Clearances

Intern will provide AEA with copies of documents as required by AEA before commencement of the internship. This would include Act 151 and 34 clearances.

9. Miscellaneous

This written agreement constitutes the entire agreement between the parties and supersedes any prior or subsequent verbal agreement.

The parties hereto have set their hands and seals the day and year first above written.

AEA Authorized Representative

Intern

APPENDIX G

INSTRUCTION SHEET FOR INTERNSHIP FORMS

INTERNSHIP LOGS

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

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

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

SUMMARY LOGS

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

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

EVALUATION FORMS – For Supervisors Only

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

APPENDIX G

SCHOOL PSYCHOLOGY INTERNSHIP LOG

APPENDIX G

MONTHLY INTERNSHIP SUMMARY LOG

APPENDIX G

INTERN FORMATIVE EVALUATION FORM

APPENDIX G

CONTINUED

APPENDIX G

EVALUATION AND VERIFICATION OF INTERNSHIP FORM

APPENDIX G

CONTINUED

APPENDIX G

CLIENT/CONSUMER SATISFACTION SURVEY

APPENDIX H

CURRICULUM PERFORMANCE MEASURES

APPENDIX H

CONTINUED

APPENDIX I

Diversity Project

Each intern must complete a “diversity” project during their internship for inclusion in their portfolio. This experience is designed to ensure that each intern has, at least, one in-depth experience with a client outside the mainstream of American culture.

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

- 1) The project must focus on a client from one of the following categories of diversity: cultural including language, gender, physical, economic, or religious; and
- 2) The experience should be no less than 10 direct contact hours.

The format for the paper is as follows:

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

Examples of acceptable projects are:

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