



**AZUSA PACIFIC**  
U N I V E R S I T Y

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**Department of School Counseling  
and School Psychology**

**SCHOOL PSYCHOLOGY HANDBOOK**

2021 - 2022

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## MISSION STATEMENTS

### University Mission

Azusa Pacific University is an evangelical Christian community of disciples and scholars who seek to advance the work of God in the world through academic excellence in liberal arts and professional programs of higher education that encourage students to develop a Christian perspective of truth and life.

### School of Education Mission

Based upon Christian values and principles, the APU School of Education prepares educators to be creative, collaborative, critical thinkers and scholars for diverse educational settings.

### Department Mission

The Department of School Counseling and School Psychology develops scholar-practitioners who are integral to the total educational program of their school as leaders of educational reform; advocates for students to ensure educational equity, and collaborators with schools in building high quality academic programs that result in exemplary academic achievement. This department is committed to training candidates who value and respect cultural and individual diversity.

In conjunction with APU School of Education, the School Psychology department seeks to develop:

**Ethical** professionals who understand and articulate the integration of a Christian worldview in their communities of practice.

**Responsive** educators who practice reflective critical thinking in their engagement with diverse communities of learners.

**Informed** and collaborative scholarly professionals who are dedicated to professional growth and lifelong learning.

## DIVERSITY STATEMENT

Affirming that diversity is an expression of God's image, love, and boundless creativity, it is the University's aim to collectively nurture an environment that respects each individual's uniqueness while celebrating our collective commonalities. It is in this spirit that we collectively strive to create an inclusive environment in which all students, staff, faculty, and administrators thrive.

Azusa Pacific University encourages community members to resolve conflict directly, when possible. If an APU community member perceives that hostile words or behaviors were directed toward an individual or a group based on that individual's or the group's identity, they can submit a Bias Incident Report. Information on the reporting process is available on the website at <https://www.apu.edu/diversity/bias/>.

## PROGRAM ACCREDITATION

The School Psychology Program at Azusa Pacific University has been accredited by the State of California through the Commission on Teacher Credentialing (CTC) since its beginning. In addition, it is part of the national accreditation of the School of Education by the National Council for the Accreditation of Teacher Education (NCATE), which is transitioning to the Council for the Accreditation of Educator Preparation (CAEP) since 2001. Since 2010, the APU School Psychology program has been approved by the National Association of School Psychologists (NASP). The program continues to enjoy a wonderful reputation within local school districts and in the State.

CTC Standards: [Pupil Personnel Services Program – School Psychology](#)

NASP Standards: [School Psychology Graduate Preparation](#)

# Azusa Pacific University School of Education

## CONCEPTUAL FRAMEWORK

Learner Goals:

Ethical



Responsive



Informed

Mission Statement:

*Based upon Christian values and principles, the APU School of Education prepares educators to be creative, collaborative, critical thinkers and scholars for diverse educational settings.*

University Cornerstones:

Christ



Scholarship



Community



Service

# ADMISSION REQUIREMENTS

## **General Graduate Admission Requirements**

Admission to any graduate program at Azusa Pacific University requires a bachelor or graduate degree from a regionally accredited college/university with a minimum cumulative GPA of 3.0. An applicant with a GPA of 2.5-2.99 may be considered for conditional admission status. The conditional admission status requires maintaining a minimum cumulative GPA of 3.0 with no grade lower than a B- in the first 12 units. Students who do not meet this requirement will be reviewed for dismissal. Applications with baccalaureate grade-point averages below 2.5 are subject to university denial. Applicants denied admission based on GPA may be reconsidered for university admission by departmental exception.

For more detailed information regarding graduate admission requirements, visit:

<http://catalog.apu.edu/admissions/graduate-policies/admission/>

## **Application Requirements Specific to the School Psychology Program**

The student must submit a graduate application for admissions online at:

<https://www.apu.edu/graduateprofessionalcenter/apply/>

An application to the School Psychology program requires the following:

- Application for Graduate Admission (check on [website](#) for current fee)
- Official Transcripts from all attended institutions/universities
- 2 recommendations by employers, supervisors, or professors who have current knowledge of the applicant's academic ability and potential within the profession
- Five-page essay or autobiography describing personal and professional history
- Resume or statement of experience
- Proof of Certificate of Clearance (COC) or other California Commission on Teacher Credentialing (CTC) document that requires a background check
- Provide evidence of meeting the [Basic Skills Requirement](#)
- Interview with the School Psychology program

Information about the application process can be found at:

<https://www.apu.edu/education/programs/school-psychology-specialist-degree/admission/>

## SCHOOL PSYCHOLOGY PROGRAM DESCRIPTION

Azusa Pacific University (APU) offers three School Psychology degree programs (pathways). Each pathway is committed to developing ethical, responsive, and informed professionals with a Christian-based perspective. Most students complete one of the pathways within three years. Program requirements must be completed within 5 years. Upon successfully passing the PRAXIS II School Psychology examination and conferral of the Ed.S. degree, an APU graduate may be eligible to become a Nationally Certified School Psychologist (NCSP) with a Masters of Arts in Education (M.Ed.) in Educational Psychology, Educational Specialist Degree (Ed.S.), and Pupil Personnel Services Credential (PPS) in School Psychology.

### School Psychology Degree Programs

**Master of Arts in Education:** Educational Psychology (M.Ed.) and Educational Specialist Degree (Ed.S.) with an embedded Pupil Personnel Services Credential in School Psychology (66 units).

**Master of Arts in Education:** Educational Psychology (M.Ed.) and Educational Specialist Degree (Ed.S.) with an embedded Pupil Personnel Services Credential in School Psychology, *Applied Behavior Analysis* (89 units)

**Master of Arts in Education:** Educational Psychology (M.Ed.) and Educational Specialist Degree (Ed.S.) with an embedded Pupil Personnel Services Credential in School Psychology, *Clinical and Educationally Related Mental Health Counseling* (84 units)

Each of the School Psychology degree programs prepare graduates to serve as school psychologists in P-12 school districts. The programs utilize a cohort model in order to foster collegiality and professional long-lasting relationships amongst students and faculty. Through rigorous coursework and relevant applied fieldwork experiences, school psychology graduates will develop comprehensive school psychological services in: multiculturalism, collaboration, assessment, consultation, intervention, mental health, research, program development/evaluation, and prevention. Graduates learn to collaborate with parents, teachers and administrators to promote positive learning environments in order to maximize success for children.

For more detailed information, please visit the School Counseling and School Psychology catalog online at: <http://catalog.apu.edu/academics/school-education/school-counseling-psychology/educational-psychology-ed.s-school-psychology-embedded-ppsc-school-psychology-ma/>

## PROGRAM LEARNING OUTCOMES

Students who successfully complete this program shall be able to:

1. Demonstrate competency in data-based decision making and accountability.
2. Demonstrate competency in consultation and collaboration.
3. Demonstrate competency in interventions and instructional support to develop academic skills.
4. Demonstrate competency in behavior interventions and mental health services to develop social and life skills.
5. Demonstrate competency in direct and indirect services – school wide practices to promote learning.
6. Demonstrate competency in school-wide practices to promote behavioral and mental health.
7. Demonstrate competency in family-school collaboration.
8. Demonstrate competency in human diversity.
9. Demonstrate competency in research and program evaluation.
10. Demonstrate competency in legal, ethical, and professional practice and disposition.

### NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS (NASP) Standards for Graduate Preparation of School Psychologists

The School Psychology coursework at Azusa Pacific University (APU) has been developed to meet and adhere to the National Association of School Psychologists (NASP) Practice Model Domains (listed below).

#### **NASP Practice Model Domains**

**2.1 Data-Based Decision-Making and Accountability** - School psychologists have knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs.

**2.2 Consultation and Collaboration** - School psychologists have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate effectively with others during design, implementation, and evaluation of services and programs.

**2.3 Interventions and Instructional Support to Develop Academic Skills** - School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum and instructional strategies. School psychologists, in collaboration with



others, demonstrate skills to use assessment and data collection methods and to implement and evaluate services that support cognitive and academic skills.

**2.4 Interventions and Mental Health Services to Develop Social and Life Skills** - School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social–emotional functioning, and mental health. School psychologists, in collaboration with others, demonstrate skills to use assessment and data collection methods and to implement and evaluate services that support socialization, learning, and mental health.

**2.5 School-Wide Practices to Promote Learning** - School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health. School psychologists, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.

**2.6 Preventative and Responsive Services** - School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multitiered prevention, and evidence-based strategies for effective crisis response. School psychologists, in collaboration with others, demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.

**2.7 Family-School Collaborative Services** - School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning, socialization and mental health; and methods to develop collaboration between families and schools. School psychologists, in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnerships/interactions with community agencies for enhancement of academic and social–behavioral outcomes for children.

**2.8 Diversity in Development and Learning** - School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with understanding and respect for diversity in development and learning and advocacy for social justice, are foundations for all aspects of service delivery.

**2.9 Research and Program Evaluation:** School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings. School psychologists demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels.

**2.10 Legal, Ethical and Professional Practice** - School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists

demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.

## PROGRAM EXPECTATIONS

Candidates are expected to take responsibility for their own learning. If you need assistance, ask. If it still is not clear, ask again. If a topic interests you, take the initiative and investigate further. You should take charge of your own learning!

Candidates are expected to set and accept high expectations and seek high support. The School Psychology program faculty have high expectations of all candidates and are willing to help candidates meet these expectations.

Candidates are expected to cultivate professional dispositions (attitudes and habits). From the first course, we expect candidates to demonstrate thoughts and behaviors of a professional. Always turn in your best work with each assignment. Correct your mistakes without defensiveness. Focus on improving yourself in areas of weakness. Cultivating professional dispositions will serve you well throughout your career beyond graduate school.

## PROGRAM ADVISEMENT AND SUPPORT

A valuable aspect for the School Psychology program is the personal attention candidates receive. Although there are printed sources of information for our candidates, most advisement about admission, course evaluation, performance expectations, clinical experiences, and job placement after program completion occurs through personal interactions with the faculty members. All candidates are assigned a full-time faculty advisor when they begin the program. All advisement regarding any special circumstances surrounding a School Psychology candidate's program status is provided directly by the Program Director, Dr. Heather Maguire. Such circumstances include, but are not limited to, a grade below a B- in a course, a prerequisite to a course not completed in the prescribed sequence, and dispositions which may adversely affect a candidate's performance as a school psychologist if left uncorrected.

Additionally, staff members in the Department of School Counseling and School Psychology are available to our candidates for support on a continuing and as-needed basis. Department staff advise or refer candidates regarding administrative procedures (e.g., enrolling in courses, general questions about the program). The [Office of Credentials](#) is also available to support candidates through the Certificate of Clearance process and credential application process. The [Graduate and Professional Center](#) also has staff available to support candidates with questions related to enrollment services like financial aid. The University also provides other Student Support Services such as [Counseling Services](#), [Accessibility Services](#), [Military and Veteran Services](#), [Spiritual Care](#), and the [Writing Center](#) to support candidates.

## COURSE SUBSTITUTION AND TRANSFER CREDIT PROCESS

Students may request course substitutions and transfer of credits according to the university's policies. These requests must be approved through the academic petition process by the department chair and dean or program

director and dean, and may not exceed 20 percent of the total units required for the degree. Such changes must be substantiated with academic reasons that become part of the student's academic record. Students should not assume that the substitution or transfer credit has been approved until they receive written notification directly from the Office of the Graduate Registrar.

**APU Substitution:** A course taken at APU which will substitute for a specific requirement within your degree program (see Graduate Catalog "Course Replacement and Substitution").

**Transfer Credit:** A course taken at another institution, which meets all criteria for masters or doctoral credit, which will be transferred and become part of your cumulative APU record.

**Waived Courses:** A course waiver fulfills a course requirement but no units are awarded. Students with waived courses must choose an alternate elective to meet their program's minimum unit requirement. If applicable, course waivers are processed by the student's department or school (see Graduate Catalog "Waivers").

#### **Application for Substitution and Transfer Credit**

1. The APU Substitution/Transfer Credit Form should be completed and submitted to the Department of School Counseling and School Psychology.
2. The request will be considered only after a student has been admitted to the appropriate credential/degree program.
3. Attach a course description from the institution's catalog and a copy of the cover of the catalog to show the name of the institution and year, OR attach a syllabus to the application form. Highlight or circle the specific course description to be considered.
4. A transcript showing a grade of "B" or better in a graduate level course taken at another accredited university must be on file for any APU equivalent course to be considered.
5. The above responsibilities belong to the student requesting the substitution/transfer credit. The department will not examine transcripts or catalogs and make recommendations to the students. The student should examine the catalog description of courses previously taken, compare the description with course descriptions found in the APU catalog, and make a request when the descriptions match.

## SCHOOL PSYCHOLOGY PROGRAM SCOPE AND SEQUENCE

Candidates are to follow the scope and sequences listed below for their enrolled program. At times, candidates may have life circumstances that cause them to skip a semester or take a course out of sequence. The candidate is advised to meet with the program director and discuss such rare and extenuating circumstances. All coursework, field experience, and other credential or degree requirements must be completed within 5 years of starting the program.

### **Educational Specialist Degree (Ed.S.) with embedded Master of Arts in Education: Educational Psychology (M.Ed.) and Pupil Personnel Services Credential in School Psychology (66 units)**

This program is offered at Azusa, Inland Empire, Murrieta, and Orange County. Please note, one course (EDCO 572) required in this program is not currently available at the Inland Empire Regional Campus. Candidates at the Inland Empire Regional Campus will need to travel to one of the other locations to complete this course.

Prior to the first semester:

- The candidate must seek advisement by the Program Director
- Attend Orientation

#### **Year 1**

Session	Course Number	Course Title (Units)
Fall 1 (8 weeks)	EDCO 533	Counseling Theories and Techniques (3 units)
Fall 1 (8 weeks)	EDCO 557	Human Growth, Development and Learning (3 units)
Fall 2 (8 weeks)	EDPY 624	Disabilities in Children (2 units)
Fall 2 (8 weeks)	EDCO 593	Historical Development of School Counseling and School Psychology (3 units)
Spring 1 (8 weeks)	EDCO 545	Positive Behavior Supports & Classroom Intervention (3 units)
Spring 1 (8 weeks)	EDCO 572	Psychobiology & Psychopharmacology (3 units)
Spring 2 (8 weeks)	EDPY 556	Academic Assessment & Intervention (2 units)
Spring 2 (8 weeks)	EDCO 592	Foundations and Ethics in Research (3 units)
Summer (8 weeks)	EDCO 535	Professionalism, Ethics & Law (3 units)
Summer (8 weeks)	EDCO 528	Community, Family, and School Collaboration (3 units)

*Before moving on to year 2 you must complete 1<sup>st</sup> year coursework and have a practicum site approved.*

#### **Year 2 (Practicum – 450 hours)**

Session	Course Number	Course Title (Units)
Fall (16 weeks)	EDPY 635A	Role and Function of a School Psychologist: Positive Behavior Supports (1 unit)

Fall 1 (8 weeks)	EDPY 690	Advanced Individual Research (3 units)
Fall 1 (8 weeks)	EDPY 681	Psychoeducational Assessment I (3 units)
Fall 2 (8 weeks)	EDPY 682	Psychoeducational Assessment II (3 units)
Fall 2 (8 weeks)	EDPY 636	Research & Evaluation in School Psychology (3 units)
Spring (16 weeks)	EDPY 635B	Role and Function of a School Psychologist: Individual/Group Counseling (1 unit)
Spring 1 (8 weeks)	EDPY 683	Psychoeducational Assessment III (3 units)
Spring 1 (8 weeks)	EDPY 637	Child Psychopathology Assessment and Treatment (3 units)
Spring 2 (8 weeks)	EDCO 550	Crisis/Trauma Response and Interventions (3 units)
Spring 2 (8 weeks)	EDPY 633	Multicultural and Bilingual Assessment and Intervention (3 units)
Summer (16 weeks)	EDPY 635C	Role and Function of a School Psychologist: Assessment (1 unit)

Complete Graduate Research Project (GRP) and complete all M.Ed. designated courses (49 units).

Prior to fieldwork/Internship, candidates must complete all of year 1 and 2 coursework, complete all practicum hours and complete and submit Fieldwork/Internship application in Taskstream. Additionally, candidates must have a fieldwork/internship site approved.

Register for the PRAXIS II exam (School Psychologist). It is recommended to download PRAXIS II study guide and attend a PRAXIS II study workshop.

### **Year 3 (Fieldwork/Internship – 1,200 hours)**

Session	Course Number	Course Title (Units)
Fall (16 weeks)	EDPY 655 or EDPY 695	School Psychology Internship 1 School Psychology Fieldwork 1 (5 units)
Fall 1 (8 weeks)	EDPY 697	Readings in School Psychology (1 unit)
Spring (16 weeks)	EDPY 656 or EDPY 696	School Psychology Internship 2 School Psychology Fieldwork 2 (5 units)

Complete all designated Ed.S. coursework (17 units), successfully complete the Praxis II School Psychologist exam with a passing score of 147 or better, and file for a PPS credential.

## **Master of Arts in Education: Educational Psychology (M.Ed.) and Educational Specialist Degree (Ed.S.) with Embedded Pupil Personnel Services Credential in School Psychology Credential, *Applied Behavior Analysis* (89 units)**

This program is offered at Azusa. Prior to the first semester:

- The candidate must seek advisement by the Program Director
- Attend Orientation

### **Year 1**

Session	Course Number	Course Title (Units)
Fall 1 (8 weeks)	EDCO 533	Counseling Theories and Techniques (3 units)
Fall 1 (8 weeks)	EDCO 557	Human Growth, Development and Learning (3 units)
Fall 2 (8 weeks)	EDPY 624	Disabilities in Children (2 units)
Fall 2 (8 weeks)	EDCO 593	Historical Development of School Counseling and School Psychology (3 units)

Spring 1 (8 weeks)	EDCO 545	Positive Behavior Supports & Classroom Intervention (3 units)
Spring 1 (8 weeks)	EDCO 572	Psychobiology & Psychopharmacology (3 units)
Spring 2 (8 weeks)	EDPY 556	Academic Assessment & Intervention (2 units)
Spring 2 (8 weeks)	EDCO 592	Foundations and Ethics in Research (3 units)
Summer (8 weeks)	EDCO 535	Professionalism, Ethics & Law (3 units)
Summer (8 weeks)	EDCO 528	Community, Family, and School Collaboration (3 units)

*Before moving on to year 2 you must complete 1<sup>st</sup> year coursework and have a practicum site approved.*

### **Year 2 (Practicum – 450 hours)**

Session	Course Number	Course Title (Units)
Fall (16 weeks)	EDPY 635A	Role and Function of a School Psychologist: Positive Behavior Supports (1 unit)
Fall 1 (8 weeks)	EDPY 690	Advanced Individual Research (3 units)
Fall 1 (8 weeks)	EDPY 681	Psychoeducational Assessment I (3 units)
Fall 2 (8 weeks)	EDPY 682	Psychoeducational Assessment II (3 units)
Fall 2 (8 weeks)	EDPY 636	Research & Evaluation in School Psychology (3 units)
Spring (16 weeks)	EDPY 635B	Role and Function of a School Psychologist: Individual/Group Counseling (1 unit)
Spring 1 (8 weeks)	EDPY 683	Psychoeducational Assessment III (3 units)
Spring 1 (8 weeks)	EDPY 637	Child Psychopathology Assessment and Treatment (3 units)
Spring 2 (8 weeks)	EDCO 550	Crisis/Trauma Response and Interventions (3 units)
Spring 2 (8 weeks)	EDPY 633	Multicultural and Bilingual Assessment and Intervention (3 units)
Summer (16 weeks)	EDPY 635C	Role and Function of a School Psychologist: Assessment (1 unit)

*Complete Graduate Research Project (GRP) and complete all M.Ed. designated courses (49 units).*

*Prior to fieldwork/Internship, candidates must complete all of year 1 and 2 coursework, complete all practicum hours and complete and submit Fieldwork/Internship application in Taskstream. Additionally, candidates must have a fieldwork/internship site approved.*

*Register for the PRAXIS II exam (School Psychologist). It is recommended to download PRAXIS II study guide and attend a PRAXIS II study workshop.*

### **Year 3 (Fieldwork/Internship – 1,200 hours)**

Session	Course Number	Course Title (Units)
Fall (16 weeks)	EDPY 655 or EDPY 695	School Psychology Internship 1 School Psychology Fieldwork 1 (5 units)
Fall (16 weeks)	ABA 500	ABA Fieldwork I (1 unit)
Fall 1 (8 weeks)	EDPY 697	Readings in School Psychology (1 unit)
Fall 1 (8 weeks)	ABA 503	Behavior Analysis in Applied Settings I (3 units)
Fall 1 (8 weeks)	ABA 504	Single Case Designs: Measurement and Experimental Evaluation of Behavior (3 units)

Fall 2 (8 weeks)	ABA 505	Behavior Analysis in Applied Settings II (3 units)
Fall 2 (8 weeks)	ABA 515	Behavior Change Procedures in Applied Settings I (3 units)
Spring (16 weeks)	EDPY 656 or EDPY 696	School Psychology Internship 2 School Psychology Fieldwork 2 (5 units)
Spring (16 weeks)	ABA 510	ABA Fieldwork II (1 unit)
Spring 1 (8 weeks)	ABA 524	Ethics in Applied Behavior Analysis (3 units)
Spring 1 (8 weeks)	ABA 534	Behavior Change Procedures in Applied Settings II (3 units)
Spring 2 (8 weeks)	ABA 514	Functional Behavior Assessment in Applied Settings (3 units)

Complete all designated Ed.S. coursework, successfully complete the Praxis II School Psychologist exam with a passing score of 147 or better, and file for a PPS credential.

**Master of Arts in Education: Educational Psychology (M.Ed.) and Educational Specialist Degree (Ed.S.) with embedded Pupil Personnel Services Credential in School Psychology, Clinical and Educationally Related Mental Health Counseling (84 units)**

This program is offered at Azusa, Murrieta, and Orange County. Prior to the first semester:

- The candidate must seek advisement by the Program Director
- Attend Orientation

**Year 1**

Session	Course Number	Course Title (Units)
Fall 1 (8 weeks)	EDCO 533	Counseling Theories and Techniques (3 units)
Fall 1 (8 weeks)	EDCO 557	Human Growth, Development and Learning (3 units)
Fall 2 (8 weeks)	EDPY 624	Disabilities in Children (2 units)
Fall 2 (8 weeks)	EDCO 593	Historical Development of School Counseling and School Psychology (3 units)
Spring 1 (8 weeks)	EDCO 545	Positive Behavior Supports & Classroom Intervention (3 units)
Spring 1 (8 weeks)	EDCO 549	Career Development Theories and Techniques (3 units)
Spring 1 (8 weeks)	EDCO 572	Psychobiology & Psychopharmacology (3 units)
Spring 2 (8 weeks)	EDPY 556	Academic Assessment & Intervention (2 units)
Spring 2 (8 weeks)	EDCO 592	Foundations and Ethics in Research (3 units)
Summer (8 weeks)	EDCO 535	Professionalism, Ethics & Law (3 units)
Summer (8 weeks)	EDCO 528	Community, Family, and School Collaboration (3 units)

Before moving on to year 2 you must complete 1<sup>st</sup> year coursework and have a practicum site approved.

**Year 2 (Practicum – 450 hours)**

Session	Course Number	Course Title (Units)
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Fall (16 weeks)	EDPY 635A	Role and Function of a School Psychologist: Positive Behavior Supports (1 unit)
Fall 1 (8 weeks)	EDPY 690	Advanced Individual Research (3 units)
Fall 1 (8 weeks)	EDPY 681	Psychoeducational Assessment I (3 units)
Fall 2 (8 weeks)	EDPY 682	Psychoeducational Assessment II (3 units)
Fall 2 (8 weeks)	EDPY 636	Research & Evaluation in School Psychology (3 units)
Spring (16 weeks)	EDPY 635B	Role and Function of a School Psychologist: Individual/Group Counseling (1 unit)
Spring (16 weeks)	EDCO 575	Clinical Practica (3 units)
Spring 1 (8 weeks)	EDPY 683	Psychoeducational Assessment III (3 units)
Spring 1 (8 weeks)	EDPY 637	Child Psychopathology Assessment and Treatment (3 units)
Spring 2 (8 weeks)	EDCO 550	Crisis/Trauma Response and Interventions (3 units)
Spring 2 (8 weeks)	EDPY 633	Multicultural and Bilingual Assessment and Intervention (3 units)
Summer (16 weeks)	EDPY 635C	Role and Function of a School Psychologist: Assessment (1 unit)

*Prior to fieldwork/Internship, candidates must complete all of year 1 and 2 coursework, complete all practicum hours and complete and submit Fieldwork/Internship application in Taskstream. Additionally, candidates must have a fieldwork/internship site approved.*

*Register for the PRAXIS II exam (School Psychologist). It is recommended to download PRAXIS II study guide and attend a PRAXIS II study workshop.*

### **Year 3 (Fieldwork/Internship – 1,200 hours)**

Session	Course Number	Course Title (Units)
Fall (16 weeks)	EDPY 655 or EDPY 695	School Psychology Internship 1 School Psychology Fieldwork 1 (5 units)
Fall 1 (8 weeks)	EDPY 697	Readings in School Psychology (1 unit)
Fall 2 (8 weeks)	EDCO 555	Group Counseling Skills (3 units)
Fall 2 (8 weeks)	EDCO 573	Addictions, Assessment, and Interventions (3 units)
Spring (16 weeks)	EDPY 656 or EDPY 696	School Psychology Internship 2 School Psychology Fieldwork 2 (5 units)
Spring 1 (8 weeks)	EDCO 571	Intro to Clinical Practica: Basic Skills (3 units)
Spring 2 (8 weeks)	EDCO 574	Intro to Clinical Practica: Advanced Skills (3 units)

*Complete all designated M.Ed. and Ed.S. coursework, the Graduate Research Project (GRP), successfully complete the Praxis II School Psychologist exam with a passing score of 147 or better, and file for a PPS credential.*

## **NASP STANDARDS/DOMAINS AND APU COURSEWORK MATRIX**

### **APU School Psychology Core Coursework**

APU core coursework has been designed to meet the NASP Standards and Domains. The matrix below outlines how each course lines up with each standard and domain.



APU Coursework	NASP Standard/Domain									
	2.1 Data-Based Decision Making and Accountability	2.2 Consultation and Collaboration	2.3 Interventions and Instructional Support to Develop Academic Skills	2.4 Interventions and Mental Health Services to Develop Social and Life Skills	2.5 School-Wide Practices to Promote Learning	2.6 Preventive and Responsive Services	2.7 Family-School Collaboration Services	2.8 Diversity in Development and Learning	2.9 Research and Program Evaluation	2.10 Legal, Ethical, and Professional Practice
EDCO 533: Counseling Theories and Techniques		I		IP	I	IP	I	IP		IP
EDCO 557: Human Growth, Development, and Learning			I	I	I	I	I	I		I
EDPY 624: Disabilities in Children					I			I		I
EDCO 593: Historical Development of School Counseling and School Psychology	IP		IP		I				IP	IP
EDCO 545: Positive Behavior Supports and Classroom Intervention	IP	IP							IP	IP
EDCO 535: Professionalism, Ethics, and Law				I	I	I			I	IP
EDPY 556: Academic Assessment and Intervention	IP	IP	IP							IP
EDCO 592: Foundations and Ethics in Research	IP		IP	IP	IP	IP			IP	IP
EDCO 528: Community, Family, and School Collaboration	IP	IP	IP	IP	IP	IP	IP	IP	IP	IP
EDPY 681: Psychoeducational Assessment I	IP		IP	IP		IP		IP	IP	
EDPY 690: Advanced Individual Research	IP								IP	IP
EDPY 682: Psychoeducational Assessment II	IP		IP	IP		IP		IP	IP	

EDPY 636: Research and Evaluation	IP								IP	IP
EDPY 683: Psychoeducational Assessment III	IP		IP	IP		IP		IP	IP	
EDPY 637: Child Psychopathology Assessment and Treatment	IP		IP	IP		IP		IP	IP	
EDCO 550: Crisis/Trauma Response and Interventions	IP		IP		IP		IP			
EDPY 633: Multicultural & Bilingual Assessment	IP	IP	IP	IP		IP		IP		IP
EDPY 697: Readings in School Psychology	IP			IP	IP	IP		IP		IP

I=Introduced, P=Practiced, A=Assessed

## PROGRAM ASSESSMENT SYSTEM

The assessment system for candidates in the School Psychology program serves multiple purposes. First and foremost, it is intended to provide the candidate with feedback and support for maximum learning and growth. Second, the system provides information to assist the program in continuous improvement activities. Finally, the assessment system meets the requirements of accreditation agencies to indicate a systematic process for feedback and accountability. The candidate must meet expectations in all the following assessments to graduate from the program.

The candidate is assessed in three areas: knowledge, skills, and dispositions. Performance on specific items are reviewed at three points or benchmarks in the program to ensure candidates are ready and able to progress on to the next stage in the program.

1. Admission – Please review the Admission Requirement section of this Handbook for more information on the expectations at this point or benchmark in the program.
2. Progress to Fieldwork/Internship – Candidates must maintain an overall GPA of no less than 3.0, with no course grade under a B-. A grade of less than a B- will require retaking the course and delay the candidate’s participation in fieldwork/internship. Throughout coursework candidates complete signature assignments that are aligned to NASP’s 10 domains of training.
3. Program Completion – Candidates must continue to maintain an overall GPA of no less than 3.0, with no course grade under a B-. Additionally, candidates must successfully complete the fieldwork/internship experience as evidenced by the evaluation of fieldwork/internship signature assignments aligned to NASP’s 10 domains of training in the Directed Response Folio (DRF) in Taskstream and positive ratings from field supervisors on evaluations. Candidates must demonstrate mastery of knowledge by earning a score of 147 or higher on the Praxis II: School Psychologist exam.

## CLINICAL EXPERIENCES

There are two clinical experience requirements in the School Psychology program. The first clinical experience requirement occurs in Year 2 and is called Practicum. The second clinical experience requirements occurs in Year 3 and is called Fieldwork/Internship. Both Practicum and Fieldwork/Internship must occur at P-12 schools (and/or educational agencies) under the supervision of a School Psychologist that holds a valid, Clear PPS School Psychology Credential and has at least three years of professional experience as a School Psychologist. All placements and subsequent changes must be approved by the School Psychology program. There are occasional assignments in other courses within the program where the student will need to be in the field to complete the assignment. This information is clearly communicated in the specific course syllabi and the experience is supervised by the course instructor.

Practicum: 450 hours of practicum occurs in the Year 2 *Role and Function of a School Psychologist* series of courses. It is in this series of courses that candidates really begin to integrate their study with practice. Candidates are required to fulfill at least 150 hours of field-based professional experiences in each of the *Role and Function of a School Psychologist* courses for a total of 450 hours. During these 450 hours candidates must be in placements with a site supervisor that holds a valid, Clear PPA School Psychology Credential and has at least three years of professional experience as a School Psychologist.

Fieldwork/Internship: The third and final year field-based experience is the capstone of candidates' training as future school psychologists. Candidates will be in the field fulltime completing their fieldwork/internship. Candidates must log at least 1,200 hours of fieldwork/internship, in a local school district, under the supervision of a site supervisor that holds a valid, Clear PPA School Psychology Credential and has at least three years of professional experience as a School Psychologist.

## PRACTICUM: OBJECTIVES AND GUIDELINES

The practicum experience for School Psychology student at APU consists of a total of 450 hours as required by the California Commission on Teaching Credentialing. A minimum of 300 hours must be completed in a preschool-12<sup>th</sup> grade public school setting. Up to 150 hours may be completed through on-campus agencies (e.g., child study centers, psychology clinic) or community-based agencies (e.g., private schools or community-based mental health clinics).

Each student must seek site approval from the Program Director prior to beginning the practicum hours by completing the School Psychology Practicum Application ([Appendix A](#)) through Taskstream.

**Practicum hours must be completed prior to beginning fieldwork/internship.** The required hours are to be completed under the direct supervision of a credentialed school psychologist with no less than three years of experience. One hundred and fifty hours are embedded in each of the three practicum courses:

1. [EDPY 635 \(A\): Role and Function of a Psychologist: Positive Behavior Supports](#)
2. [EDPY 635 \(B\): Role and Function of a Psychologist: Individual/Group Counseling](#)
3. [EDPY 635 \(C\): Role and Function of a Psychologist: Assessment](#)

### **Practicum Experience: NASP Standards & Domains**

The practicum experience at APU has been designed to meet the standards and domains as laid out by the National Association of School Psychologists (NASP). See below to determine how each course meets NASP standards and domains:

Practicum Coursework	NASP Standard/Domain									
	2.1 Data-Based Decision Making and Accountability	2.2 Consultation and Collaboration	2.3 Interventions and Instructional Support to Develop Academic Skills	2.4 Interventions and Mental Health Services to Develop Social and Life Skills	2.5 School-Wide Practices to Promote Learning	2.6 Preventive and Responsive Services	2.7 Family-School Collaboration Services	2.8 Diversity in Development and Learning	2.9 Research and Program Evaluation	2.10 Legal, Ethical, and Professional Practice
EDPY 635 (A)	PA	PA	PA	PA	PA	PA	PA	PA	PA	PA
EDPY 635 (B)	PA	PA	PA	PA	PA	PA	PA	PA	PA	PA
EDPY 635 (C)	PA	PA	PA	PA	PA	PA	PA	PA	PA	PA

I=Introduced, P=Practiced, A=Assessed

When completing (EDPY 635 A, B & C) for one unit each, 450 practicum hours are met. These hours must be completed in a formalized practicum setting in which the student devotes time to learning the profession from a credentialed school psychologist with a minimum of three years of experience. In order to ensure that this experience provides consistency, the placement for the EDPY 635 (A, B, & C) practicum must meet the following criteria:

- A minimum of 10 hours per week is needed to complete the required hours in a 16-week semester, totaling 150 hours per semester
- No more than three sites or two supervisors
- Closely supervised experiences by on-site mentor and university practicum coordinator

Candidates will create an objective plan with the instructor of EDPY 635 (A, B, & C) who will supervise the student in collaboration with the on-site school psychology mentor in the participating school district. The candidate must meet with the instructor of EDPY 635 (A, B, & C) for supervision, didactic seminars, and specific assignments/objectives that demonstrate skills the student acquired during each 150-hour practicum.

Furthermore, students will keep weekly logs of their activities and submit these (signed by the site mentor) to their EDPY 635 (A, B, & C) instructor. Documentation and evaluation of all of the practicum activities and assignments will be maintained by the student and his/her university-based supervisor. Signature assignments for each course are to be submitted into Taskstream prior to the conclusion of each practicum course, after which the university supervisor will evaluate each assignment.

### Documentation

1. Once a preferred school site has been identified, the candidate will complete the Practicum Application ([Appendix A](#)) and return it to the Fieldwork/Internship Coordinator or the Program Director for approval. The candidate is required to identify his/her preferred practicum site, and it must be approved by the by the Fieldwork/Internship Coordinator or Program Director before the practicum begins.
2. The candidate is responsible for distributing the Practicum Responsibilities of On-Site Mentor Document ([Appendix B](#)) to the approved site mentor. The candidate and approved site mentor will review and sign this document, and the candidate will return it to the university supervisor for approval and signature.

3. With the support and guidance of his/her on-site mentor, the candidate will create a Practicum Plan ([Appendix C](#)). The Practicum Plan must also be reviewed and approved by the university supervisor.
4. The candidate is required to maintain a Practicum Monthly Summary of Hours (Appendix D) and submit his/her log through Taskstream. These hours are to be verified by APU faculty and on-site mentors.
5. The candidate must submit the Practicum Plan for each practicum verifying proof of completion. This assignment along with signature assignments will be submitted to the course instructor via Taskstream.
6. The candidate is to keep copies of all paperwork, activities, logs, and assignments in a portfolio on Taskstream as proof of completion of the required hours and experiences.

### **Evaluation**

On-site mentors will evaluate the student based on NASP's Domains for Training and Practice.

**Practicum: Site Mentor Evaluation of Student** ([Appendix E](#))

## **FIELDWORK/INTERNSHIP: OBJECTIVES AND GUIDELINES**

Prior to starting the Fieldwork/Internship experience, candidates must complete all of year 1 and 2 coursework, complete all 450 practicum hours and submit the Fieldwork/Internship Application ([Appendix F](#)) in Taskstream.

### **Description**

The four fieldwork settings for the school psychologists include (a) preschool, (b) elementary, (c) middle school or junior high, and (d) high school. During the culminating fieldwork, candidates have the opportunity to demonstrate the full range of skills acquired during formal training and to acquire additional knowledge and skills most appropriately gained through supervised professional experience. Under the supervision of a credentialed school psychologist, candidates provide direct and indirect services to pupils, parents, and school staff in all areas of training.

*Note: Culminating fieldwork is called an "internship" when the candidate is hired as a School Psychologist by a California Local Education Agency (LEA), receives a salary from the LEA, and is granted an Intern Credential issued from the California Commission on Teacher Credentialing (CTC).*

All fieldwork/internship courses and required objectives are consistent with the Standards for Training and Field Placement Programs established by the National Association of School Psychologists (NASP).

Fieldwork/Internship at APU are for academic credit. Candidates are to enroll in the following courses during their third year in the program:

### **First 600 Hours**

[EDPY 695 School Psychology Fieldwork 1](#) or

[EDPY 655 School Psychology Internship 1](#)

### **Final 600 Hours**

[EDPY 696 School Psychology Fieldwork 2](#) or

[EDPY 656 School Psychology Internship 2](#)

### **Rationale**

The fieldwork/internship is critical to the development of well-trained and professional school psychologists. These 1200 hours of supervised practice are consistent with the *Standards for Training and Field Placement Programs* established by the National Association of School Psychologists (NASP), and they provide essential experiences that allow the candidate to develop competence, confidence, and professional autonomy and identity. Within the fieldwork/internship, the candidate has the opportunity to practice the skills that have been acquired, and learn those professional and interpersonal skills that can more specifically be acquired through on-the-job training. For this reason, a critical and defining characteristic of the fieldwork/internship is the commitment to complete all 1200 fieldwork/internship hours in no more than two academic years. The fieldwork/internship is an intense and diversified experience and requires close supervision.

### **Required Hours**

A minimum of twelve-hundred (1200) hours of fieldwork/internship experience are required. Although candidates are encouraged to obtain diverse field experiences, it is recognized that many candidates will accrue most of their hours of experience in one primary setting. **To ensure that candidates have a breadth of field experience, candidates are required to complete a minimum of 200 hours across a second, third, or fourth experience setting.** These 200 hours can be accrued in both practicum and/or the culminating field experience setting.

### **Standards and Guidelines for Fieldwork/Internship Hours**

1. The fieldwork/internship is typically completed within one (1) academic year but shall be completed within no more than two (2) consecutive academic years, per California requirements. Fieldwork/Internship hours may be completed during the fall, spring, and/or summer semester terms. If necessary, a part-time completion proposal will be developed by the candidate and submitted to the Program Director for review and approval. Even if completed part-time, fieldwork/internship must be completed in no more than two consecutive academic years.
2. Approved Fieldwork/Internship sites are within California public school districts with whom the APU School of Education has an executed, valid Memorandum of Understanding. Additionally, fieldwork/internship sites are to be located within 50 miles of the Azusa, Inland Empire, Murrieta, or Orange County campuses of APU.
3. The fieldwork/internship must include at least 800 hours in a preschool-12<sup>th</sup> grade school setting, providing direct and indirect services to pupils.
4. A maximum of 400 hours of fieldwork/internship may be acquired in other settings. Other acceptable fieldwork/internship settings include (a) private, state-approved educational programs; (b) other appropriate mental health-related program settings involved in education of pupils; or (c) relevant educational research or evaluation activities. Approval to complete fieldwork/internship hours in “other settings” must be granted by School Psychology Program Director.
5. Supervision and support for the fieldwork/internship is primarily the responsibility of the on-site school mentor. The university supervisor provides indirect supervision. Fieldwork/Internship students are to receive a minimum of two hours of weekly supervision by their on-site school mentor.
6. A field-based school psychologist holding a current and valid Pupil Personnel Services Credential authorizing service as a school psychologist provides primary intern supervision. The primary supervisor must have at least the equivalent of three years of full-time experience as a school psychologist. A fieldwork/internship site must be approved by the Fieldwork/Internship Coordinator or Program Director before the fieldwork/internship begins. The site must provide experiences that are consistent with APU School Psychology’s training objectives.
7. A written plan for the fieldwork/internship experience is prepared and agreed upon by representatives of the local educational agency, the on-site mentor, and university supervisor. The fieldwork/internship

plan is completed early in the fieldwork/internship and is periodically reviewed and revised. The plan identifies the fieldwork/internship objectives, describes appropriate experience for the achievement of the objectives across settings, and outlines the evaluation plan for determining the achievement of each objective. The plan also delineates the responsibilities of both the university and the on-site mentor.

8. Candidates receive academic credit for the fieldwork/internship, and the experience is recognized primarily as a training activity with appropriate supervision by the cooperating school district.

### **Fieldwork/Internship Plan**

The Fieldwork/Internship Plan ([Appendix G](#)) contains the NASP Standards/Domains for the field experience. Each candidate must complete this plan to document how he/she will meet fieldwork/internship objectives and review the criteria used to evaluate the candidate's performance. With a help of the on-site mentor, a plan should be developed to outline the activities that will meet the NASP Standards/Domain requirements. The plan must be reviewed with the university supervisor when he/she meets with the candidate and on-site mentor.

### **Professional Liability Insurance**

All candidates participating in fieldwork/internship **must** be covered by professional liability insurance in their capacity as a school psychologist trainee. If a candidate has a liability insurance policy (for example, through a school district or California Teachers Association), the candidate must check to see that it covers him/her in this new role as a school psychologist trainee. If a candidate is a paid intern, then he/she should check with his/her employing LEA to ensure coverage by the District's insurance policy.

**Evidence of coverage must be presented to your University Supervisor before you begin fieldwork.**

NASP members have access to professional liability insurance from two top providers. Both providers offer discounted insurance for NASP members. NASP and APU do not recommend one insurance provider specifically.

- **American Professional Agency**  
(800) 421-6694
- **Forrest T. Jones & Company**  
(800) 265-9366

### **Certification of Clearance**

Candidates who do not hold a valid California Teaching Credential **must** obtain a Certificate of Clearance prior to the admission to the program. Information about the Certificate of Clearance may be obtained from the Office of Credentials. The candidates' valid California Certificate of Clearance or other CTC granted document that requires a background check must be valid throughout the fieldwork/internship experience.

### **Parent Permission for Psychological Services**

Students are advised to secure permission for all psychological services provided during fieldwork/internship experiences. The Parent Permission for School Psychology Services Form ([Appendix K](#)) can be used to seek parental approval. A Spanish version of the parent permission form is also available ([Appendix L](#)).

### **Fieldwork/Internship: Prerequisite Coursework**

Before taking any fieldwork/internship courses, the candidate must have completed the following course requirements:

**Core Courses (1<sup>st</sup> Year)**

EDCO 533	Counseling Theories and Techniques
EDCO 557	Human Growth, Development, and Learning
EDPY 624	Disabilities in Children (Mild, Moderate, and Severe)
EDCO 593	Historical Development of School Counseling and School Psychology
EDCO 545	Positive Behavior Supports and Classroom Invention
EDCO 549	Career Development Theories and Techniques
EDCO 572	Psychobiology and Psychopharmacology
EDPY 556	Academic Assessment and Intervention
EDCO 592	Foundations and Ethics in Research
EDCO 535	Professionalism, Ethics, and Law
EDCO 528	Community, Family, and School Collaboration

**Advanced Courses (2<sup>nd</sup> Year)**

EDPY 690	Advanced Educational Research
EDPY 681	Psychoeducational Assessment I
EDPY 635 A	Role and Function of a School Psychologist: Positive Behavior Supports
EDPY 682	Psychoeducation Assessment II
EDPY 636	Research and Evaluation in School Psychology
EDPY 635 B	Role and Function of a School Psychologist: Individual/Group Counseling
EDPY 683	Psychoeducation Assessment III
EDPY 637	Child Psychopathology Assessment and Treatment
EDCO 550	Crisis/Trauma Response and Interventions
EDPY 633	Multicultural and Bilingual Assessment and Intervention
EDPY 635 C	Role and Function of a School Psychologist: Assessment

**Fieldwork/Internship: Prerequisite Coursework**

In order to receive credit for each fieldwork/internship course, the following must be submitted through Taskstream:

1. The Fieldwork/Internship Plan ([Appendix G](#))
2. The Fieldwork/Internship Monthly Summary of Hours (one per semester course) documenting 600 hours each semester for a total of 1200 hours ([Appendix J](#))
3. Signature Assignments according to the NASP Standards and Domains
  - a. Individual Counseling Session
  - b. Group Counseling Session
  - c. Classroom Presentation
  - d. Psychoeducational Report
  - e. Response to Intervention (if taking EDPY 556)
  - f. Functional Behavior Assessment (FBA) and Behavior Support Plan (BSP)
  - g. Research Presentation (EDPY 636)
4. Fieldwork/Internship Site Mentor Evaluation of Student ([Appendix H](#))
5. Fieldwork/Internship Student Evaluation of Site Mentor & University Supervisor ([Appendix I](#))



## **Supervision**

The Fieldwork/Internship Orientation is offered at the beginning of each semester either by virtual classroom, at Azusa or a regional campus. All school psychology candidates are required to attend an orientation at the beginning of their first semester of fieldwork/internship. Candidates that cannot attend the orientation or cannot make arrangement with their University Supervisor on how to make up orientation attendance, should consider taking the fieldwork/internship course at another time. After the orientation, each student is required to meet with his/her university supervisor a minimum of two times during each semester. Meetings can be conducted by phone conference, video conference, or in person.

Supervision meeting procedure:

1. The student must arrange the first meeting with the university supervisor to:
  - a. Facilitate the introduction of the on-site mentor to the university supervisor
  - b. Discuss candidate's performance to date including any concerns regarding preparation to complete specific tasks (e.g., counseling, consulting, testing, in-servicing).
  - c. Review the candidate's Fieldwork/Internship Plan to ensure that the candidate will have the access to activities and experiences that would allow the candidate to complete specific program requirements and assignments.
2. A second meeting will be scheduled for the university supervisor to discuss progress made as perceived by the site mentor in the specific areas of counseling, consulting, assessing, or providing in-service training at the fieldwork/internship site. Again, this observation could occur via video conference or in person.
3. Two seminar meetings are held that include the university supervisor and other APU School Psychology candidates at one of the APU campuses or through virtual means. The candidates will discuss topical issues and examine solutions to a wide range of problems facing school psychologists. Attendance at these meetings is mandatory, so candidates need to plan ahead.
4. As make-up for a missed seminar, the candidate is required to successfully complete a paper on one of the fieldwork objectives. The paper must be at least five pages in length and follow the writing requirements as found in the APA Publication Manual.
5. If a candidate must reschedule a site or virtual meeting with his/her university supervisor, it must be done in as far in advance as possible.
6. Under some special circumstances, and with authorization of the Fieldwork/Internship Coordinator and the Program Director, university supervisors may substitute a site visitation for seminar attendance and, therefore, meet with the student more than four times.

The university supervisor and the on-site mentor responsibilities can be found in [Appendix M](#) and [Appendix N](#) respectively. The site mentor must be provided the Fieldwork/Internship Responsibilities of the Site Mentor document before agreeing to mentor the School Psychology candidate.

## **FIELDWORK/INTERNSHIP: EVALUATION**

### **Fieldwork/Internship Plan**

The Fieldwork/Internship Plan ([Appendix G](#)) has been developed in accordance with the standards and domains of the National Association of School Psychologists (NASP) and California Teacher Commission (CTC).

This Plan is to be completed by the candidate (with the assistance of the on-site mentor) prior to beginning the fieldwork/internship. The plan is to be designed in accordance with the district's needs to further develop the candidate's professional and interpersonal skills as a school psychologist. The Fieldwork/Internship Plan is to be reviewed at the first scheduled meeting (in person or via technology) with the University Supervisor.

*Using the Fieldwork/Internship Plan Form ([Appendix G](#)), the following columns must be completed:*

- **Column 1:** Candidate will review the appropriate NASP standards and domains. Candidate can review the NASP standards/domains with the University Supervisor for clarification, if necessary.
- **Column 2:** Candidate and on-site mentor will review NASP standards and domains and select activities that meet each domain. The plan will be created in accordance with the district's needs.
- **Column 3:** Candidate and on-site mentor will jointly project when each activity will be completed during the semester.
- **Column 4:** Candidate and on-site mentor will jointly assign a grade level for each activity.
- **Column 5:** Candidate will log when the activity was completed.
- **Column 6:** The Candidate's on-site mentor will evaluate the candidate's level of mastery for the completed activity. This column will be completed by the end of semester.
- **Column 7:** The candidate will evaluate his/her mastery of the completed activity. This column will be completed by the end of the semester.

By the first university seminar meeting of the semester, the candidate should have completed columns 1-3 of the Fieldwork/Internship Plan. Three to four activities should be listed for each of the NASP domains. The candidate will present the Fieldwork/Internship Plan to the University Supervisor at the first seminar of the semester for approval.

By the end of the semester, the candidate will submit the completed Fieldwork/Internship Plan via Taskstream to receive credit for the fieldwork/internship course.

#### **Fieldwork/Internship: Site Mentor Evaluation of Candidate ([Appendix H](#))**

The on-site mentor is asked to complete the Site Mentor Evaluation of Candidate twice during the fieldwork/internship experience. The first completion is near the mid-point of the experience (upon completion of approximately 600 hours). The second completion is at the end of the experience (upon completion of the 1200 hours). This particular assessment is used to evaluate the professional skills, knowledge, and work characteristics of the student from the point of view of the on-site mentor. This evaluation tool is aligned with and directly organized to address the NASP Standards/ Domains and assesses the candidate's knowledge and professional characteristics.

This assessment is collected via Taskstream. Generally, the link to the evaluation is provided to the candidate enrolled in Fieldwork/Internship. It is the responsibility of the candidate to forward the link to his/her on-site mentor for completion.

#### **Fieldwork/Internship: Student Evaluation of the Site Mentor and University Supervisor**

The Fieldwork/Internship Student Evaluation of the Site Mentor and University Supervisor ([Appendix I](#)), which is completed on Taskstream, is an assessment administered at the end of the student's field experience of 1200 hours. This particular evaluation is used to survey the student's overall perception and experience while working under supervision of their on-site mentor and university supervisor. The evaluation is confidential and is not shared individually with the on-site mentor or university supervisor. Data from this survey are reviewed by the

program to determine if approved placements should be used again in the future and in the aggregate to determine areas of professional development or support for on-site mentors and/or university supervisors.

**Fieldwork/Internship Signature Assignments**

Candidates are required to complete each course objective within the 1200 hours of field experience. The Department of School Counseling and School Psychology has selected the following assignments to serve as signature assignments (performance-based assessments) for each course in the School Psychology Fieldwork/Internship Experience (see table). In order to receive credit for fieldwork/internship, each of the assignments is to be submitted onto Taskstream for faculty evaluation. Each of the assignments has been designed to meet NASP Standards and Domains.

**NASP ALIGNED SIGNATURE COURSE ASSIGNMENTS**

<b>Course</b>	<b>Assignment</b>	<b>Description</b>
Fieldwork/Internship 1 & 2	Individual Counseling Session (1 per 600 hours)	Engage in individual counseling sessions with students.
Fieldwork/Internship 1 & 2	Group Counseling Session (1 per 600 hours)	Engage in two group counseling activities with students that address social skills.
Fieldwork/Internship 1 & 2	Class Presentation (1 per 600 hours)	Engage in at least one classroom presentation to students on a lesson focusing on social skills, time management, or behavioral considerations.
Fieldwork/Internship 1 & 2	Psycho-educational Assessment Report (1 per 600 hours)	Demonstrate skills in writing at least three psychoeducational reports from a variety of sources.
Fieldwork/Internship 1 & 2	Response to Intervention (if taking EDPY 556 & 1 per 600 hours)	Demonstrate knowledge of individual academic assessment in the education of children through response to intervention (RTI).
Fieldwork/Internship 1 & 2	Functional Behavior Assessment/ Behavior Support Plan (1 per 600 hours)	Demonstrate skill in using direct methods and appropriate techniques, such as behavioral management and pupil counseling, to improve school performance by providing a behavior plan and individual counseling to at least one behaviorally challenged pupil.
First 600 hours	Research Presentation (Research Project from EDPY 636)	Demonstrate understanding of research in psychology and education and present the information as part of professional development training for your peers.

**Fieldwork/Internship: NASP Standards & Domains**

Fieldwork/Internship signature assignments (performance-based assessments) were specifically designed to meet the following NASP Standards and Domains.

	NASP Standard/Domain									
	2.1 Data-Based Decision Making and Accountability	2.2 Consultation and Collaboration	2.3 Interventions and Instructional Support to Develop Academic Skills	2.4 Interventions and Mental Health Services to Develop Social and Life Skills	2.5 School-Wide Practices to Promote Learning	2.6 Preventive and Responsive Services	2.7 Family-School Collaboration Services	2.8 Diversity in Development and Learning	2.9 Research and Program Evaluation	2.10 Legal, Ethical, and Professional Practice
EDPY 655/695 School Psychology Internship/Fieldwork 1	PA	PA	PA	PA	PA	PA	PA	PA	PA	PA
EDPY 656/696 School Psychology Internship/Fieldwork 2	PA	PA	PA	PA	PA	PA	PA	PA	PA	PA

I=Introduced, P=Practiced, A=Assessed

**Fieldwork/Internship Monthly Summary Log of Hours**

The Fieldwork/Internship Monthly Summary of Hours ([Appendix J](#)) is a record kept by the student to document the time spent on each of the NASP Standards and Domains. The student should indicate the activity with a description, and log the hours spent on the activity. These entries should contain enough information to allow the student to reconstruct what transpired several months later. This log must be submitted through Taskstream upon completion of each 600-hour field experience.

**Due Dates**

All fieldwork/internship coursework documentation and assignments are due no later than the last day of the semester. Submitted documentation which does not accurately reflect the above requirements will be returned to the student for revision. It is recommended that the student review the documentation with the university supervisor at his/her last visitation to insure accuracy.

**Course Grading**

There are two possible grades for fieldwork/internship course:

**Credit (CR):** Student receives credit for successful completion of the course

**No Credit (NC):** Student does not receive credit for the course and must repeat the course. Any student that receives an NC will be placed on Academic Probation. If the NC is earned in a culminating field experience (the second set of 600 hours), the student must petition to retake the field experience course.

The university supervisor will grade on the following items:

1. The Fieldwork/Internship Plan was completed and approved within two weeks of the orientation
2. The Fieldwork/Internship Log of Hours was completed and submitted on time

3. Signature assignments were submitted on time and were of high quality
4. The two site mentor evaluations of the candidate were completed and submitted on time
5. All required reports/assignments were typed and of graduate quality
6. All mandatory meetings/visitations were attended
7. Clear compliance with all fieldwork/internship expectations as outlined in the School Psychology Handbook

## GRADUATION REQUIREMENTS

Formal admission to the School Psychology program and successful completion of all academic coursework are necessary but not sufficient by themselves for candidates to graduate from the APU School Psychology program.

Program graduation and credential recommendation occur only after all program requirements are satisfactorily met as determined by the Program Director with input from on-site mentors during fieldwork/internship. In addition, the following must be completed.

### **Graduate Research Project (GRP)**

Each candidate is required to complete a Graduate Research Project (GRP). This requirement is a capstone research project that is woven into the School Psychology program at APU and must be completed prior to graduation. During the early part of the program, each candidate will develop an individual area of interest as a focus of his/her study. The area of interest will be developed in *EDCO 592 Educational Psychology: Theory into Practice*. Upon completion of EDCO 592, a comprehensive literature review on the chosen topic will be completed. The first semester of the second year, all school psychology candidates will take *EDPY 690: Advanced Educational Research*. This course will cover statistical methods that will serve as a tool for the chosen research area. During the second semester of the second year, all school psychology candidates will take *EDPY 636: Research and Evaluation in School Psychology*. Upon completion of this course, candidates will have carried out a research project that will culminate into his/her GRP.

The GRP must be completed using the American Psychological Association (APA) style, including a minimum of 25-30 pages and 10 references. The research projects are read and approved by full-time faculty members. The candidate must submit his/her GRP on Taskstream. After the project is approved, the candidate will be asked to participate in an oral presentation.

### **Oral Presentation of the GRP**

Each candidate will participate in an oral presentation to his/her peers and the faculty of the school psychology program.

### **PRAXIS II Exam**

All school psychology candidates must take the PRAXIS II for School Psychologist and pass with a score of 147 or higher. Candidates will be allotted two opportunities to earn a passing score on the PRAXIS II. If a candidate does not pass with after two opportunities, an appointment must be set up with the School Psychology Program Director to determine a remediation plan. It is recommended that each candidate download PRAXIS II study guide and attend a PRAXIS II study workshop.

Visit the PRAXIS II website for information about registering for the exam in school psychology.

Upon earning a passing score of 147, the candidate is eligible to apply to become a Nationally Certified School Psychologists (NCSP) through the National Association of School Psychologists (NASP). Go to [www.nasponline.org](http://www.nasponline.org) to download the application.

### **Final Grade Check**

The candidate's grades are reviewed to ensure all courses have been passed with a grade of B- or better and credit has been earned in fieldwork/internship courses.

### **Intent to Commence**

Candidates wanting to graduate must file a "Notice of Intent to Commence" form with the Office of the Graduate and Professional Registrar in accordance with deadlines in the University's [academic calendar](#).

## **CREDENTIAL REQUIREMENTS**

### **Filing for your Credential**

Once a candidate successfully completes all of the graduation requirements, he/she can apply for a Pupil Personnel Services (PPS) Credential through the California Commission on Teacher Credentialing (CTC). This credential is not automatically received at graduation and requires an application to the CTC.

The candidate must contact his/her Credential Analyst to request the credential application. Complete transcripts, which include all of the candidate's grades, will be needed for the application. (Credential applications are not accepted until all of the grades are posted on the transcripts.) It is recommended that a candidate apply for his/her credential as soon as all the coursework and fieldwork are completed, grades are posted, and the graduation requirements listed above have been completed.

## DEPARTMENT CONTACT INFORMATION

### **Department Chair**

Michael Salce, Ed.D.  
Assistant Professor  
(626) 815-6000 x 5130  
Email: [msalce@apu.edu](mailto:msalce@apu.edu)

### **School Counseling Program Director**

Michelle Cox, Ph.D.  
Professor  
(626) 815-5436  
Email: [mcox@apu.edu](mailto:mcox@apu.edu)

### **School Psychology Program Director**

Heather Maguire, Psy.D.  
Assistant Professor  
(626) 387-5791  
Email: [hmaguire@apu.edu](mailto:hmaguire@apu.edu)

### **Faculty**

Robert Alba, Ed.D.  
Assistant Professor  
(626) 815-5364  
Email: [ralba@apu.edu](mailto:ralba@apu.edu)

Lewis Bonney, Ph.D.  
Professor  
(626) 815-5361  
Email: [lbbonney@apu.edu](mailto:lbbonney@apu.edu)

Randy Fall, Ph.D.  
Professor  
(626) 815-5399  
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Judy Johnson, Ed.D.  
*Clinical Counseling Coordinator*  
Assistant Professor  
(626) 815-6000 x5124  
Email: [jmjohnson@apu.edu](mailto:jmjohnson@apu.edu)

Robert Martin, Ph.D.  
*Fieldwork/Internship Coordinator*  
Professor  
(626) 815-6000 x 5131  
Email: [rmartin@apu.edu](mailto:rmartin@apu.edu)

David Morrison, Ed.D.  
Professor  
(626) 815-6000 x5129  
Email: [drmorrison@apu.edu](mailto:drmorrison@apu.edu)

### **Department Assistants**

Rose Brito  
(626) 815-5467  
[rbrito@apu.edu](mailto:rbrito@apu.edu)

Carol Tuthill  
(626) 815-5026  
[ctuthill@apu.edu](mailto:ctuthill@apu.edu)

### **Office Hours**

Monday - Friday 8:30 a.m. to 4:30 p.m.  
Phone: (626) 815-5424 Fax: (626) 815-5351

### **Mailing Address**

Department of School Counseling and  
School Psychology - West Campus  
Azusa Pacific University  
P.O. Box 7000, Azusa, CA 91702-7000

### **Physical Address**

Department of School Counseling and  
School Psychology – West Campus  
701 E. Foothill Blvd. Suite 209, Azusa, CA 91702

## APPENDIX A: SCHOOL PSYCHOLOGY PRACTICUM APPLICATION

\* = Response is required

### Section 1: Candidate & University Information

\* Candidate Information

---

Candidate Name:

Candidate APU ID No.:

---

\* Candidate Information

Street Address:

Apt. No.:

---

\* Candidate Information

City, State:

Zip Code:

---

\* Candidate Information

Day-time Phone Number:

Email Address:

---

\* Regional Center:

Azusa Main Campus High  
Desert  
Inland Empire Los  
Angeles

Murrieta  
Online  
Orange County Professional  
Development

School (Hodge  
Elementary)  
San Diego  
Ventura

\* Field Experience Course Number:

EDPY

635A

EDPY

635B

EDPY

635C

\* Session:

Select the session you plan to begin this field experience: Fall I, Fall II; Spring I, Spring II; Summer I, Summer II

### Section 2: Employment Information

If you are employed by a school district, please complete this:

School District:

Phone Number:

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**School Information**

---

School:

Phone Number:

---

**Employment Information**

---

Position:

Grade/Subject:

Number of years in Education:

Please type the number (e.g. 10)

If you are not employed by a district, please complete this

section. Employer Information

Employer:

Street Address:

---

**Employer Information**

---

City, State:

Zip Code:

**Section 3: Placement Requirements**

\* The following 5 items must be met prior to placement:

Have you completed the following items? Response Legend:

1 = Yes 2 = No

	1	2
Certificate of Clearance/Fingerprint Verification		
TB Clearance		
Completion of prerequisite coursework: EDCO 533, 557, 593, 545, 572, 592, 535, 528 and EDPY 624, 556		
Enrolled in Practicum Units (EDPY 635A - Fall, 635B - Spring, 635C - Summer)		

\* As stated in the PPS Field Experience Handbook, in order to obtain the PPS credential a candidate must pass the CBEST. Please indicate whether or not you have passed the CBEST at this time.

Ye

s

No

**Section 4: Placement Site Information**

\* School (include level, e.g. elementary, middle, high school), Non-School Site Name, or indicate as TBD:

\* Site Information or indicate as TBD

Street Address:

City, State &amp; Zip code:

---

## School Site Demographics

Complete this section by accessing the California Board of Education website. Please follow these directions to find the demographics for your school site:

- Go to [www.cde.ca.gov](http://www.cde.ca.gov)
- Click on 'Data & Statistics'
- Click on 'DataQuest'
- Select Level: School
- Select Subject: School Performance API
- Click Submit: Click on 'Submit'
- Enter part of school name and click on 'Submit'
- Use the down arrow to find the right school and click on it.
- Click on 'Submit'
- Click on 'School Demographic Characteristics'
- Look at 'School Year State API'

Percentage of Total School Enrollment - Black or African American  
Percentage of Total School Enrollment - Asian  
Percentage of Total School Enrollment - Filipino  
Percentage of Total School Enrollment - Hispanic or Latino  
Percentage of Total School Enrollment - Native Hawaiian or Pacific Islander  
Percentage of Total School Enrollment - White  
Percentage of Total School Enrollment - Two or More Races  
Percentage of Participants in Free or Reduced-Price Lunch  
Percentage of Participants in Gifted and Talented Education Program  
Percentage of English Learners  
Percentage of Students with Disabilities

\* Site Mentor Information or indicate as TBD

---

Site Mentor:

Position:

\* Site Mentor Information or indicate as TBD

---

Phone Number:

Email Address:

\* Please indicate whether or not this site supervisor meets the following CTC requirements:

Response Legend:

1 = Yes 2 = No 3 = TBD

	1	2	3
Holds a valid PPS Credential			
Has at least two years school psychology experience			

*Section 5: District Information*

\* District, N/A, or indicate as TBD:

District Information (skip if non-school site)

---

Street Address:

City, State & Zip code:

---

Does this district hold an MOU with Azusa Pacific University? (skip if non-school site)

Yes

No

Other

:

*Section 6: Final Practicum Preparation*

\* Proposed Field Experience Schedule:

	0	1-2	3	4	5	6	7-8
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							

\* Have you met with your PPS Practicum Faculty Advisor?

Yes

No

**IMPORTANT - PLEASE READ CAREFULLY**

By entering practicum, I understand that I must also enroll in the appropriate practicum course. I understand that I must successfully complete 450 practicum hours (150 hours per practicum section), the setting to be approved by the practicum faculty advisor. I am aware that I am to attend an all practicum seminars. I understand that I am under agreement with APU and the school district where I am placed. I agree to the release of this practicum application information to the school district in which I am applying for a placement. I recognize that I am a representative of Azusa Pacific University. I am aware that the School Psychology Handbook details additional policies and procedures for practicum. Lastly, I agree that all the information above is accurate.

\* Electronic Signature and Date

---

Electronic Signature:

Date:

---

## APPENDIX B: PRACTICUM: RESPONSIBILITIES OF ON-SITE MENTOR

Thank you for contributing your time and expertise toward mentoring an Azusa Pacific University School Psychology practicum student. Mentoring is central to the continuation of this profession. The practicum experience the trainee receives is a key element in his/her professional development. Through your support, encouragement and example, the trainee gains the practical, hands-on experience needed to be a successful, school psychologist intern/fieldwork student.

### To execute the role, the site mentor:

1. Supports and guides the trainee in developing the Practicum Plan.
2. Provides the trainee with appropriate structure, direction, and oversight.
3. Assists the trainee in learning the day-to-day tasks, skills, and responsibilities of school psychologists.
4. Provides assistance in learning and performing the complex tasks of consulting with teachers and parents, interfacing with the community, understanding the school's culture, and working effectively within the school system.
5. Provides the trainee with constructive and timely feedback following observations of the trainee's work or during consultations and other contacts with the trainee on, minimally, a weekly basis (2 hours).
6. Completes the "Practicum Evaluation," reviews the evaluation with the trainee, and returns the evaluation to the trainee or the university supervisor.
7. Holds a current credential in school psychology and has a minimum of two years of experience.
8. Models adherence to the laws and ethics of school psychology.
9. Introduce the trainee, if the trainee is new to the school, to appropriate staff as a school psychologist trainee and orients the trainee to the school.
10. Provides an adequate work area, work resources, and materials.
11. Maintains an objective, professional, and supportive relationship with the trainee.
12. Communicates as needed with the university supervisor regarding the trainee's problems and concerns or the process of the supervision/mentoring.
13. Ensures that the work given to the trainee, over and above the work required by the Practicum Plan, is commensurate with the trainee's ability and training.
14. Should any concerns or suggestions arise, the university practicum supervisor should be contacted.

Respectfully,

Heather Maguire, PsyD, BCBA-D  
Director of School Psychology Program  
School of Education, Azusa Pacific  
University

## APPENDIX C: SCHOOL PSYCHOLOGY PRACTICUM PLAN

Student: \_\_\_\_\_  
 Site Mentor: \_\_\_\_\_  
 University Supervisor: \_\_\_\_\_

Fieldwork/Internship Section: \_\_\_\_\_  
 School Site/District: \_\_\_\_\_  
 Fieldwork/Internship Year: \_\_\_\_\_

<b>National Association of School Psychologists (NASP) Domain</b>	<b>Practicum Activity to Fulfill Domain</b>  <u>Complete with Site Mentor</u>  * = Required	<b>Projected Date Of Completion</b>	<b>Grade Level Completed</b>  PS = Preschool  EL = K-6  MS = Middle School  HS = High School	<b>Date Completed</b>	<b>Mastery of Activity by the End of the Semester</b>  <u>Site Mentor Evaluation</u>  n  Please rate each activity individually: (1-5)  1= Unacceptable 2= Marginal/Weak 3= Competent 4= Above Average 5 = Outstanding  Date of Evaluation:	<b>Mastery of Activity by the End of the Semester</b>  <u>Self-Evaluation</u>  Please rate each activity individually: (1-5)  1= Unacceptable 2= Marginal/Weak 3= Competent 4= Above Average 5 = Outstanding  Date of Evaluation:
<b>2.1 Data-Based Decision-Making and Accountability:</b>  School psychologists have knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and	<b>Please see Taskstream for submission guidelines for the following:</b>  1. Functional Behavior Assessment/Behavior Support Plan (2 Required)					

<p>programs, and measuring progress and outcomes. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs.</p>					<p>Overall mastery of domain: ____</p>	<p>Overall mastery of domain: ____</p>
<p><b>2.2 Consultation and Collaboration:</b></p> <p>School psychologists have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate effectively with others during design, implementation, and evaluation of services and programs.</p>	<p><b>Please see Taskstream for submission guidelines for the following:</b></p> <ol style="list-style-type: none"> <li>1. Functional Behavior Assessment/Behavior Support Plan (2 Required)</li> <li>2. Observe 3 SSTs</li> <li>3. Observe 3 IEPs</li> </ol>				<p>Overall mastery of domain: ____</p>	<p>Overall mastery of domain: ____</p>
<p><b>2.3 Interventions and Instructional Support to Develop Academic Skills</b></p>	<p><b>Observe the following:</b></p>					

<p>School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum and instructional strategies. School psychologists, in collaboration with others, demonstrate skills to use assessment and data collection methods and to implement and evaluate services that support cognitive and academic skills.</p>	<ol style="list-style-type: none"> <li>1. Special Day Class (Social Emotional, ED, Autism)</li> <li>2. Special Day Class (Moderate- Severe)</li> </ol> <p><b>Interview the following:</b></p> <ol style="list-style-type: none"> <li>1. SDC/RSP Teacher</li> <li>2. School Psychologist</li> <li>2. Behavior Intervention Case Manager (BICM)</li> </ol>				<p>Overall mastery of domain: ____</p>	<p>Overall mastery of domain: ____</p>
<p><b>2.4 Interventions and Mental Health Services to Develop Social and Life Skills:</b></p> <p>School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social-emotional functioning, and mental health. School psychologists, in collaboration with others, demonstrate skills to use assessment and data collection methods and to implement and evaluate services that support socialization, learning, and mental health.</p>	<p><b>Please see Taskstream for submission guidelines for the following:</b></p> <ol style="list-style-type: none"> <li>1. Functional Behavior Assessment/Behavior Support Plan (2 Required)</li> <li>2. Observe 3 SSTs</li> <li>3. Observe 3 IEPs</li> </ol>				<p>Overall mastery of domain: ____</p>	<p>Overall mastery of domain: ____</p>
<p><b>2.5 School-Wide Practices to Promote Learning:</b></p>						

<p>School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health. School psychologists, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.</p>					<p>Overall mastery of domain: ____</p>	<p>Overall mastery of domain: ____</p>
<p><b>2.6 Preventative and Responsive Services:</b></p> <p>School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multitiered prevention, and evidence-based strategies for effective crisis response. School psychologists, in collaboration with others, demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.</p>	<p><b>Please see Taskstream for submission guidelines for the following:</b></p> <ol style="list-style-type: none"> <li>1. Functional Behavior Assessment/Behavior Support Plan (2 Required)</li> <li>2. Observe 3 SSTs</li> <li>3. Observe 3 IEPs</li> </ol>				<p>Overall mastery of domain: ____</p>	<p>Overall mastery of domain: ____</p>
<p><b>2.7 Family-School Collaborative Services:</b></p>	<p><b>Please see Taskstream for submission guidelines for the following:</b></p>					



<p>School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning, socialization and mental health; and methods to develop collaboration between families and schools. School psychologists, in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnerships/interactions with community agencies for enhancement of academic and social–behavioral outcomes for children.</p>	<p>1. Functional Behavior Assessment/Behavior Support Plan (2 Required)</p>				<p>Overall mastery of domain: ____</p>	<p>Overall mastery of domain: ____</p>
<p><b>2.8 Diversity in Development and Learning:</b></p> <p>School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple</p>	<p><b>Please see Taskstream for submission guidelines for the following:</b></p> <p>1. Functional Behavior Assessment/Behavior Support Plan (2 Required)</p> <p>2. Observe 3 SSTs</p> <p>3. Observe 3 IEPs</p>				<p>Overall mastery of domain: ____</p>	<p>Overall mastery of domain: ____</p>

<p>contexts, with understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of service delivery.</p>						
<p><b>2.9 Research and Program Evaluation:</b></p> <p>School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings.</p> <p>School psychologists demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels</p>	<p><b>Please see Taskstream for submission guidelines for the following:</b></p> <p>1. Functional Behavior Assessment/Behavior Support Plan (2 Required)</p>				<p>Overall mastery of domain: ____</p>	<p>Overall mastery of domain: ____</p>
<p><b>2.10 Legal, Ethical and Professional Practice:</b></p> <p>School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists demonstrate skills to provide services consistent with</p>	<p><b>Please see Taskstream for submission guidelines for the following:</b></p> <p>1. Functional Behavior Assessment/Behavior Support Plan (2 Required)</p> <p>2. Observe 3 SSTs</p> <p>3. Observe 3 IEPs</p>				<p>Overall mastery of domain: ____</p>	<p>Overall mastery of domain: ____</p>

<p>ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.</p>						
--	--	--	--	--	--	--

\_\_\_\_\_  
Fieldwork/Internship Student

\_\_\_\_\_  
Date

\_\_\_\_\_  
School Psychologist Site Mentor

\_\_\_\_\_  
Date

\_\_\_\_\_  
University Supervisor

\_\_\_\_\_  
Date

## APPENDIX D: SCHOOL PSYCHOLOGY PRACTICUM MONTHLY SUMMARY OF HOURS

Student: \_\_\_\_\_ Practicum Section: \_\_\_\_\_  
 Site Mentor: \_\_\_\_\_ School Site/District: \_\_\_\_\_  
 University Supervisor: \_\_\_\_\_ Practicum Year: \_\_\_\_\_

Monthly Summary of Practicum Hours						
Month of:	Week 1 Hours	Week 2 Hours	Week 3 Hours	Week 4 Hours	Grade Level	Total Hours
<b>NASP 2.1</b> Data-Based Decision-Making and Accountability						
<b>NASP 2.2</b> Consultation and Collaboration						
<b>NASP 2.3</b> Interventions and Instructional Support to Develop Academic Skills						
<b>NASP 2.4</b> Interventions and Mental Health Services to Develop Social and Life Skills						
<b>NASP 2.5</b> School-Wide Practices to Promote Learning						
<b>NASP 2.6</b> Preventative and Responsive Services						
<b>NASP 2.7</b> Family-School Collaborative Services						
<b>NASP 2.8</b> Diversity in Development and Learning						

<b>NASP 2.9</b> Research and Program Evaluation						
<b>NASP 2.10</b> Legal, Ethical and Professional Practice						
Other Hours						
<b>Total Hours for Month</b>						
<b>Supervisor's Initials</b>						

# APPENDIX E: SCHOOL PSYCHOLOGY PRACTICUM SITE MENTOR EVALUATION OF THE STUDENT

## Form: "School Psychology Practicum Evaluation"

---

\* = Response is required

---

### Evaluation Information

\* Practicum Student's Name

\* Practicum Supervisor's Name

\* School District

\* Term(s) Served

(Fall, Spring, Summer)

\* APU Campus Where Fieldwork Candidate Takes Coursework

- Azusa
- High Desert
- Inland Empire
- Murrieta
- Orange County
- San Diego

\* Date of Evaluation

---

### Directions

The ratings should be based upon actual observation and reports from teachers, staff, families, etc. On the following items, please indicate the rating that best describes the Practicum Student's competence.

Rating Scale -

N/A = Not applicable. The student was not observed practicing this skill, and it may not be appropriate for practice in this setting.

Unsatisfactory = Student's performance reflects lack of critical knowledge and skill. Consultation with University Supervisor is recommended.

Developing = Student's skills are developing in this area. Plans should be made to assure student has continued supervised practice in this area.

Competent = Student's skills in this area reflect sufficient mastery for independent practice in the setting with appropriate supervision. Satisfactory quality of work.

High Competent = Student's skills in this area are very well developed and performed at an above average level. Student practices independently with minimal supervision.

## Professional Disposition

---

**\* 1. Presents a professional appearance**

N/A    Unsatisfactory    Developing    Competent    High Competent

---

**\* 2. Is punctual for appointments and meetings**

N/A    Unsatisfactory    Developing    Competent    High Competent

---

**\* 3. Appropriately prepared/organized for meetings, reports, and appointments**

N/A    Unsatisfactory    Developing    Competent    High Competent

---

**\* 4. Follows through with tasks and responsibilities in a prompt, well-organized manner**

N/A    Unsatisfactory    Developing    Competent    High Competent

---

**\* 5. Manages time efficiently**

N/A    Unsatisfactory    Developing    Competent    High Competent

---

**\* 6. Completes written reports and forms in an orderly, methodical, precise manner**

N/A    Unsatisfactory    Developing    Competent    High Competent

---

**\* 7. Works with school staff in a professional manner**

N/A    Unsatisfactory    Developing    Competent    High Competent

---

**\* 8. Displays initiative and resourcefulness**

N/A    Unsatisfactory    Developing    Competent    High Competent

## Data-Based Decision Making and Accountability

NASP 2.1

---

**\* 1. Participates in alternative models (i.e., CBM)**

N/A    Unsatisfactory    Developing    Competent    High Competent

---

**\* 2. Recognizes assessment findings in collaboration with mentor**

N/A    Unsatisfactory    Developing    Competent    High Competent

---

**\* 3. Identifies recommendations based on assessment findings**

N/A    Unsatisfactory    Developing    Competent    High Competent

---

**\* 4. Identifies nature of the referral question and the rationale of the assessment**

N/A    Unsatisfactory    Developing    Competent    High Competent

---

**\* 5. Identifies strengths and limitations of assessment procedures**

N/A    Unsatisfactory    Developing    Competent    High Competent

---

**\* 6. Develops sensitivity to potential biases when selecting, administering, and interpreting tests**

N/A    Unsatisfactory    Developing    Competent    High Competent

---

**\* 7. Administers and scores tests according to standardization procedures**

N/A    Unsatisfactory    Developing    Competent    High Competent

---

## Consultation and Collaboration

NASP 2.2

---

**\* 1. Participates in collaborative consultative processes**

N/A    Unsatisfactory    Developing    Competent    High Competent

---

**\* 2. Develops knowledge of problem-solving process**

N/A    Unsatisfactory    Developing    Competent    High Competent

---

**\* 3. Shows concern, value, and sensitivity for others**

N/A    Unsatisfactory    Developing    Competent    High Competent

---

**\* 4. Knowledge of consultation strategies**

N/A    Unsatisfactory    Developing    Competent    High Competent

---

**\* 5. Communicates and listens effectively**

N/A    Unsatisfactory    Developing    Competent    High Competent

---

**\* 6. Awareness of others' values and perspectives**

N/A    Unsatisfactory    Developing    Competent    High Competent

---

**\* 7. Participates with others in planning and decision-making**

N/A    Unsatisfactory    Developing    Competent    High Competent

---

## Effective Instruction and Development of Cognitive/Academic Skills

NASP 2.3

---

**\* 1. Demonstrates knowledge of human learning and development**

N/A    Unsatisfactory    Developing    Competent    High Competent

---

**\* 2. Demonstrates knowledge of direct and indirect services relevant to the development of cognitive and academic skills**



N/A  Unsatisfactory  Developing  Competent  High Competent

---

**\* 3. Participates in identifying interventions to attain behavior goals**

N/A  Unsatisfactory  Developing  Competent  High Competent

---

**\* 4. Knowledge of academic interventions and consultation methods**

N/A  Unsatisfactory  Developing  Competent  High Competent

---

**\* 5. Knowledge of procedures to assess efficacy intervention processes**

N/A  Unsatisfactory  Developing  Competent  High Competent

---

**\* 6. Collaborates to develop cognitive and academic goals for students with different abilities, disabilities, strengths, and needs**

N/A  Unsatisfactory  Developing  Competent  High Competent

## Socialization and Development of Life Skills

NASP 2.4

---

**\* 1. Comprehends human physical, psychological, social, and spiritual development impact on learning life skills**

N/A  Unsatisfactory  Developing  Competent  High Competent

---

**\* 2. Comprehends interventions, addressing goals which may include consultation, behavioral intervention and counseling**

N/A  Unsatisfactory  Developing  Competent  High Competent

---

**\* 3. Develops behavioral, affective, and social goals in collaboration with mentor**

N/A  Unsatisfactory  Developing  Competent  High Competent

---

**\* 4. Demonstrates knowledge of classroom management procedures to facilitate socialization**

N/A  Unsatisfactory  Developing  Competent  High Competent

---

**\* 5. Develops strengths-based interventions for students in collaboration with mentor**

N/A  Unsatisfactory  Developing  Competent  High Competent

---

**\* 6. Participates in implementation of interventions to achieve identified affective, behavioral, adaptive, and social goals**

N/A  Unsatisfactory  Developing  Competent  High Competent

## Student Diversity in Development and Learning

NASP 2.5

---

**\* 1. Awareness of personal cultural background and its impact upon practice**

N/A  Unsatisfactory  Developing  Competent  High Competent

---

**\* 2. Willingness to accept the impact of diversity on the school environment**

N/A  Unsatisfactory  Developing  Competent  High Competent

---

**\* 3. Develops awareness of specific cultural and social background of the children and families that are receiving direct services**

N/A  Unsatisfactory  Developing  Competent  High Competent

---

**\* 4. Sensitivity to cultural and diversity issues in assessment, intervention, prevention, evaluation, and research activities**

N/A  Unsatisfactory  Developing  Competent  High Competent

---

**\* 5. Communicates the impact of culture and diversity on the functioning of students**

N/A  Unsatisfactory  Developing  Competent  High Competent

---

**\* 6. Awareness of community supports for individuals of diverse backgrounds**

N/A  Unsatisfactory  Developing  Competent  High Competent

## School and Systems Organization, Policy, Development, and Climate

NASP 2.6

---

**\* 1. Demonstrates knowledge of general education, special education, and other educational related services**

N/A  Unsatisfactory  Developing  Competent  High Competent

---

**\* 2. Demonstrates understanding of schools and other settings as systems**

N/A  Unsatisfactory  Developing  Competent  High Competent

---

**\* 3. Awareness of policies and practices in the school environment that create a positive learning climate**

N/A  Unsatisfactory  Developing  Competent  High Competent

## Prevention, Crisis Intervention, and Mental Health

NASP 2.7

---

**\* 1. Participates in the development of goals to facilitate students' mental health**

N/A  Unsatisfactory  Developing  Competent  High Competent

---

**\* 2. Demonstrates awareness of the strengths and limitations of counseling**

N/A  Unsatisfactory  Developing  Competent  High Competent

---

**\* 3. Develops rapport with students**

N/A  Unsatisfactory  Developing  Competent  High Competent

---

**\* 4. Understands the impact of data in making counseling decisions**

N/A    Unsatisfactory    Developing    Competent    High Competent

---

**\* 5. Uses evidence-based strategies which are appropriate to the mental health needs of the student**

N/A    Unsatisfactory    Developing    Competent    High Competent

---

**\* 6. Demonstrates good communication skills (e.g., open-ended questions, reflection on feelings, paraphrasing, and summarization, etc.) during counseling process**

N/A    Unsatisfactory    Developing    Competent    High Competent

---

**\* 7. Aware of crisis intervention strategies**

N/A    Unsatisfactory    Developing    Competent    High Competent

## Home/School/Community Collaboration

NASP 2.8

---

**\* 1. Demonstrates knowledge of family and systems and how family strengthens and challenges student progress in the school setting**

N/A    Unsatisfactory    Developing    Competent    High Competent

---

**\* 2. Awareness of the social-emotional and well-being of the family**

N/A    Unsatisfactory    Developing    Competent    High Competent

---

**\* 3. Understands family functioning in order to support families' participation and engagement in home/school collaboration**

N/A    Unsatisfactory    Developing    Competent    High Competent

---

**\* 4. Understands strategies to work with families, educators, and others in the community on collaboration**

N/A    Unsatisfactory    Developing    Competent    High Competent

---

**\* 5. Knowledge of parent/community-based programs**

N/A    Unsatisfactory    Developing    Competent    High Competent

---

**\* 6. Demonstrates knowledge of methods to involve families in education and service delivery**

N/A    Unsatisfactory    Developing    Competent    High Competent

## Research and Program Evaluation

NASP 2.9

---

**\* 1. Participates in the monitoring of intervention and program implementation**

N/A    Unsatisfactory    Developing    Competent    High Competent

---

**\* 2. Consults the literature when gathering information, planning assessments and interventions, and making recommendations**

N/A  Unsatisfactory  Developing  Competent  High Competent

---

**\* 3. Participates in the application of evidence-based practices**

N/A  Unsatisfactory  Developing  Competent  High Competent

---

**\* 4. Shares knowledge about evidence-based practices with parents and staff**

N/A  Unsatisfactory  Developing  Competent  High Competent

## School Psychology Practice and Development

NASP 2.10

---

**\* 1. Sensitive to ethical issues**

N/A  Unsatisfactory  Developing  Competent  High Competent

---

**\* 2. Understands legal issues as they pertain to individual rights of students (e.g., confidentiality, informed consent)**

N/A  Unsatisfactory  Developing  Competent  High Competent

---

**\* 3. Understands specific state laws and regulations that govern the educational system**

N/A  Unsatisfactory  Developing  Competent  High Competent

---

**\* 4. Understands how state laws impact the delivery of special education services**

N/A  Unsatisfactory  Developing  Competent  High Competent

---

**\* 5. Comprehends meaning of Free Appropriate Public Education and Least Restrictive Environment**

N/A  Unsatisfactory  Developing  Competent  High Competent

---

**\* 6. Understands the difference between legal and ethical practices**

N/A  Unsatisfactory  Developing  Competent  High Competent

---

**\* 7. Communicates with mentor regarding legal and ethical practices**

N/A  Unsatisfactory  Developing  Competent  High Competent

## Information Technology

NASP 2.11

---

**\* 1. Uses word processing applications to write assessment and other reports (i.e., Microsoft Word)**

N/A  Unsatisfactory  Developing  Competent  High Competent

---

**\* 2. Demonstrates appropriate use of email and other communication or presentation media**

N/A  Unsatisfactory  Developing  Competent  High Competent

---

**\* 3. Evaluates information obtained from the internet**

N/A    Unsatisfactory    Developing    Competent    High Competent

---

**4. Uses information technology to locate evidence-based strategies, help make informed decisions, and solve problems**

N/A    Unsatisfactory    Developing    Competent    High Competent

---

**5. Makes appropriate use of software to analyze the results of assessments and interventions (i.e., Excel)**

N/A    Unsatisfactory    Developing    Competent    High Competent

---

**Please comment concerning the student's strengths and weaknesses, with particular attention to their training and level of expertise.**

*No answer specified*

---

**Do you believe that the student is ready to begin internship in the upcoming semester?**

*No answer specified*

---

**Thank you very much for providing APU with this valuable information!**

---

## APPENDIX F: SCHOOL PSYCHOLOGY FIELDWORK/INTERNSHIP APPLICATION

\* = Response is required

### *Section 1: Candidate & University Information*

\* Candidate Information

---

Candidate Name:

Candidate APU ID No.:

\* Candidate Information

---

Street Address:

Apt. No.:

\* Candidate Information

---

City, State:

Zip Code:

\* Candidate Information

---

Day-time Phone Number:

Email Address:

\* Regional Center:

Azusa Main Campus  
High Desert  
Inland Empire Los  
Angeles

Murrieta Online  
Orange County

Professional  
Development  
School (Hodge  
Elementary) San  
Diego  
Ventura

\* Fieldwork Course Number:

EDPY 655  
EDPY 695 (Internship)  
EDPY 656  
EDCO 696 (Internship)

\* Session:

Select the session you plan to begin this field experience: Fall I, Fall II; Spring I, Spring II; Summer I, Summer II

### *Section 2: Employment Information*

If you are employed by a school district, please complete this section:

School District Information

---

School District:

Phone Number:

---

---

---

**School Information**

---

School:

Phone Number:

---

**Employment Information**

---

Position:

Grade/Subject:

---

Number of years in Education:  
Please type the number (e.g. 10)

---

If you are not employed by a district, please complete this section:**Employer Information**

---

Employer:

Street Address:

---

**Employer Information**

---

City, State:

Zip Code:

---

*Section 3: Placement Requirements*

\* The following 5 items must be met prior to placement:

Have you completed the following items?

Response Legend:

1 = Yes 2 = No

	1	2
Certificate of Clearance/Fingerprint Verification		
TB Clearance		
Completion of GRE		
Attainment of B or higher for the following prerequisite coursework: EDPY 690, 681, 682, 683, 637, 633 and EDCO 550		
Attainment of Credit for all Practicum sections: EDPY 635A, 635B, and 635C		
Attainment of 3.0 or higher for Graduate Research Project (GRP)		
Enrolled in appropriate fieldwork/internship units: EDPY 655, 695, 656, or 696		

\* As stated in the PPS Fieldwork/Internship Handbook, in order to obtain the PPS credential a candidate must pass the CBEST. Please indicate whether or not you have passed the CBEST at this time. YES/NO

*Section 4: Placement Site Information*

\* School (include level, e.g. elementary, middle, high school), Non-School Site Name, or indicate as TBD:

\* Site Information or indicate as TBD

---

Street Address:

City, State & Zip code:

---

School Site Demographics

Complete this section by accessing the California Board of Education website. Please follow these directions to find the demographics for your school site:

- Go to [www.cde.ca.gov](http://www.cde.ca.gov)
- Click on 'Data & Statistics'
- Click on 'DataQuest'
- Select Level: School
- Select Subject: School Performance API
- Click Submit: Click on 'Submit'
- Enter part of school name and click on 'Submit'
- Use the down arrow to find the right school and click on it.
- Click on 'Submit'
- Click on 'School Demographic Characteristics'
- Look at 'School Year State API'

Percentage of Total School Enrollment - Black or African American  
Percentage of Total School Enrollment - American Indian or Alaska  
Native Percentage of Total School Enrollment - Asian  
Percentage of Total School Enrollment - Filipino  
Percentage of Total School Enrollment - Hispanic or  
Latino  
Percentage of Total School Enrollment - Native Hawaiian or Pacific  
Islander Percentage of Total School Enrollment - White  
Percentage of Total School Enrollment - Two or More Races  
Percentage of Participants in Free or Reduced-Price Lunch  
Percentage of Participants in Gifted and Talented Education  
Program Percentage of English Learners  
Percentage of Students with Disabilities

\* Site Mentor Information or indicate as TBD

---

Site Mentor:

Position:

---

\* Site Mentor Information or indicate as TBD

---

Phone Number:

Email Address:

---



\* Please indicate whether or not this site supervisor meets the following CTC requirements:

Response Legend:

1 = Yes 2 = No 3 = TBD

	1	2	3
Holds a valid PPS Credential			
Has at least two years school psychology experience			

*Section 5: District Information*

\* District, N/A, or indicate as TBD:

District Information (skip if non-school site)

---

Street Address:

City, State & Zip code:

---

Does this district hold an MOU with Azusa Pacific University? (skip if non-school site) Yes

No

Other

:

*Section 6: Final Fieldwork/Internship Preparation*

\* Proposed Field Experience Schedule:

Response Legend:

1 = 1 2 = 2 3 = 3 4 = 4 5 = 5 6 = 6 7 = 7-8 N/A = Not Applicable

	1	2	3	4	5	6	7	Not Applicable
Monday								
Tuesday								
Wednesday								
Thursday								
Friday								

\* Have you met with your PPS Practicum Faculty Advisor?

Yes

No

**IMPORTANT - PLEASE READ CAREFULLY**

By entering fieldwork/internship, I understand that I must also enroll in the appropriate fieldwork/internship course. I understand that I must successfully complete 1200 hours of fieldwork/internship (600 hours per semester) at an approved setting or settings by the Fieldwork Faculty Advisor. I am aware that I am to attend an orientation and seminar for each placement. I understand that I am under agreement with APU and the school district where I am placed. I agree to the release of this fieldwork/internship application information to the school district in which I am applying for a placement. I recognize that I am a representative of Azusa Pacific University. I am aware that the School Psychology Handbook details additional policies and procedures for fieldwork/internship. Lastly, I agree that all the information above is accurate.

\* Electronic Signature and Date

---

Electronic Signature:

Date:

---

## APPENDIX G: SCHOOL PSYCHOLOGY FIELDWORK/INTERNSHIP PLAN

Student: \_\_\_\_\_  
 Site Mentor: \_\_\_\_\_  
 University Supervisor: \_\_\_\_\_

Fieldwork/Internship Section: \_\_\_\_\_  
 School Site/District: \_\_\_\_\_  
 Fieldwork/Internship Year: \_\_\_\_\_

<b>National Association of School Psychologists (NASP) Domain</b>	<b>Fieldwork/Internship Activity to Fulfill Domain</b>  <u>Complete with Site Mentor</u>  * = Required	<b>Projected Date Of Completion</b>	<b>Grade Level Completed</b> PS = Preschool EL = K-6  MS = Middle School  HS = High School	<b>Date Completed</b>	<b>Mastery of Activity by the End of the Semester</b>  <u>Site Mentor Evaluation</u>  Please rate each activity individually: (1-5)  1= Unacceptable 2= Marginal/Weak 3= Competent 4= Above Average 5 = Outstanding  Date of Evaluation:	<b>Mastery of Activity by the End of the Semester</b>  <u>Self-Evaluation Evaluation</u>  Please rate each activity individually: (1-5)  1= Unacceptable 2= Marginal/Weak 3= Competent 4= Above Average 5 = Outstanding  Date of Evaluation:
<b>2.1 Data-Based Decision-Making and Accountability:</b>  School psychologists have knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and	<b>Please see Taskstream for submission guidelines for the following:</b>  1. Functional Behavior Assessment/Behavior or Support Plan * (2 Required: 1 per 600 hours)					

<p>outcomes. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs.</p>	<p>2. Individual Counseling Session * (2 Required: 1 per 600 hours)</p> <p>3. Group Counseling Session * (2 Required: 1 per 600 hours)</p> <p>4. Psychoeducational Report * (2 Required: 1 per 600 hours)</p> <p>5. Response to Intervention (Only if EDPY 556 has been taken). * (2 Required: 1 per 600 hours)</p> <p>Other Activities:</p>				<p>Overall mastery of domain: ____</p>	<p>Overall mastery of domain: ____</p>
<p><b>2.2 Consultation and Collaboration:</b></p> <p>School psychologists have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service</p>	<p><b>Please see Taskstream for submission guidelines for the following:</b></p> <p>1. Functional Behavior Assessment/ Behavior Support Plan * (2 Required: 1 per 600 hours)</p> <p>2. Individual Counseling Session * (2 Required: 1 per 600 hours)</p>					

<p>delivery, school psychologists demonstrate skills to consult, collaborate, and communicate effectively with others during design, implementation, and evaluation of services and programs.</p>	<p>3. Group Counseling Session * (2 Required: 1 per 600 hours)</p> <p>4. Classroom Presentation * (2 Required: 1 per 600 hours)</p> <p>5. Response to Intervention (Only if EDPY 556 has been taken). * (2 Required: 1 per 600 hours)</p> <p>6. Research Presentation (Please submit GRP from EDPY 636)</p> <p>Other Activities:</p>				<p>Overall mastery of domain: ____</p>	<p>Overall mastery of domain: ____</p>
<p><b>2.3 Interventions and Instructional Support to Develop Academic Skills</b></p> <p>School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum and instructional strategies. School psychologists, in collaboration with others, demonstrate skills to use assessment and data collection methods and to implement and</p>	<p><b>Please see Taskstream for submission guidelines for the following:</b></p> <p>1. Individual Counseling Session * (2 Required: 1 per 600 hours)</p> <p>2. Group Counseling Session * (2 Required: 1 per 600 hours)</p> <p>3. Classroom Presentation * (2 Required: 1 per 600 hours)</p>					

<p>evaluate services that support cognitive and academic skills.</p>	<p>4. Psychoeducational Report * (2 Required: 1 per 600 hours)</p> <p>5. Response to Intervention (Only if EDPY 556 has been taken) * (2 Required: 1 per 600 hours)</p> <p>Other Activities:</p>				<p>Overall mastery of domain: ____</p>	<p>Overall mastery of domain: ____</p>
<p><b>2.4 Interventions and Mental Health Services to Develop Social and Life Skills:</b></p> <p>School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social–emotional functioning, and mental health. School psychologists, in collaboration with others, demonstrate skills to use assessment and data collection methods and to implement and evaluate services that support socialization, learning, and mental health.</p>	<p><b>Please see Taskstream for submission guidelines for the following:</b></p> <p>1. Functional Behavior Assessment/ Behavior Support Plan * (2 Required: 1 per 600 hours)</p> <p>2. Individual Counseling Session * (2 Required: 1 per 600 hours)</p> <p>3. Group Counseling Session * (2 Required: 1 per 600 hours)</p> <p>4. Classroom Presentation * (2 Required: 1 per 600 hours)</p>					

	<p>5. Psychoeducational Report * (2 Required: 1 per 600 hours)</p> <p>6. Response to Intervention (Only if EDPY 556 has been taken) * (2 Required: 1 per 600 hours)</p> <p>Other Activities:</p>				Overall mastery of domain: ____	Overall mastery of domain: ____
<p><b>2.5 School-Wide Practices to Promote Learning:</b></p> <p>School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health. School psychologists, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.</p>	<p><b>Please see Taskstream for submission guidelines for the following:</b></p> <p>1. Individual Counseling Session * (2 Required: 1 per 600 hours)</p> <p>2. Group Counseling Session * (2 Required: 1 per 600 hours)</p> <p>3. Classroom Presentation * (2 Required: 1 per 600 hours)</p> <p>4. Psychoeducational Report * (2 Required: 1 per 600 hours)</p> <p>5. Response to Intervention (Only if EDPY 556 has been taken) * (2 Required: 1 per 600 hours)</p>				Overall mastery of domain: ____	Overall mastery of domain: ____

	Other Activities:					
<p><b>2.6 Preventative and Responsive Services:</b></p> <p>School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multitiered prevention, and evidence-based strategies for effective crisis response. School psychologists, in collaboration with others, demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.</p>	<p><b>Please see Taskstream for submission guidelines for the following:</b></p> <p>1. Functional Behavior Assessment/ Behavior Support Plan * (2 Required: 1 per 600 hours)</p> <p>2. Classroom Presentation * (2 Required: 1 per 600 hours)</p> <p>3. Psychoeducational Report * (2 Required: 1 per 600 hours)</p> <p>4. Response to Intervention (Only if EDPY 556 has been taken) * (2 Required: 1 per 600 hours)</p> <p>Other Activities:</p>				Overall mastery of domain: ____	Overall mastery of domain: ____



<p><b>2.7 Family-School Collaborative Services:</b>  School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning, socialization and mental health; and methods to develop collaboration between families and schools. School psychologists, in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnerships/interactions with community agencies for enhancement of academic and social–behavioral outcomes for children.</p>	<p><b>Please see Taskstream for submission guidelines for the following:</b></p> <ol style="list-style-type: none"> <li>1. Individual Counseling Session * (2 Required: 1 per 600 hours)</li> <li>2. Group Counseling Session * (2 Required: 1 per 600 hours)</li> <li>3. Classroom Presentation * (2 Required: 1 per 600 hours)</li> <li>4. Response to Intervention (Only if EDPY 556 has been taken) * (2 Required: 1 per 600 hours)</li> <li>5. Research Presentation (Please submit GRP from EDPY 636).</li> </ol> <p>Other Activities:</p>				<p>Overall mastery of domain: ____</p>	<p>Overall mastery of domain: ____</p>
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<p><b>2.8 Diversity in Development and Learning:</b></p> <p>School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with understanding and respect for diversity in development and learning and advocacy for social justice, are foundations for all aspects of service delivery.</p>	<p><b>Please see Taskstream for submission guidelines for the following:</b></p> <ol style="list-style-type: none"> <li>1. Functional Behavior Assessment/ Behavior Support Plan * (2 Required: 1 per 600 hours)</li> <li>2. Individual Counseling Session * (2 Required: 1 per 600 hours)</li> <li>3. Group Counseling Session * (2 Required: 1 per 600 hours)</li> <li>4. Classroom Presentation * (2 Required: 1 per 600 hours)</li> <li>5. Psychoeducational Report * (2 Required: 1 per 600 hours)</li> <li>6. Response to Intervention (Only if EDPY 556 has been taken) * (2 Required: 1 per 600 hours)</li> </ol> <p>Other Activities:</p>				<p>Overall mastery of domain: ____</p>	<p>Overall mastery of domain: ____</p>
---	--	--	--	--	--	--

<p><b>2.9 Research and Program Evaluation:</b></p> <p>School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings.</p> <p>School psychologists demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels</p>	<p><b>Please see Taskstream for submission guidelines for the following:</b></p> <p>1. Functional Behavior Assessment/ Behavior Support Plan * (2 Required: 1 per 600 hours)</p> <p>2. Classroom Presentation * (2 Required: 1 per 600 hours)</p> <p>3. Response to Intervention (Only if EDPY 556 has been taken) * (2 Required: 1 per 600 hours)</p> <p>4. Research Presentation (Please submit GRP from EDPY 636).</p> <p>Other Activities:</p>				<p>Overall mastery of domain: ____</p>	<p>Overall mastery of domain: ____</p>
<p><b>2.10 Legal, Ethical and Professional Practice:</b></p> <p>School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists demonstrate skills to</p>	<p><b>Please see Taskstream for submission guidelines for the following:</b></p> <p>1. Functional Behavior Assessment/ Behavior Support Plan * (2 Required: 1 per 600 hours)</p> <p>2. Individual Counseling Session *</p>					

<p>provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.</p>	<p>(2 Required: 1 per 600 hours)</p> <p>3. Group Counseling Session * (2 Required: 1 per 600 hours)</p> <p>4. Classroom Presentation * (2 Required: 1 per 600 hours)</p> <p>5. Psychoeducational Report * (2 Required: 1 per 600 hours)</p> <p>6. Response to Intervention (Only if EDPY 556 has been taken) * (2 Required: 1 per 600 hours)</p> <p>Other Activities:</p>				<p>Overall mastery of domain: ____</p>	<p>Overall mastery of domain: ____</p>
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\_\_\_\_\_  
Fieldwork/Internship Student

\_\_\_\_\_  
Date

\_\_\_\_\_  
School Psychologist Site Mentor

\_\_\_\_\_  
Date

\_\_\_\_\_  
University Supervisor

\_\_\_\_\_  
Date

## APPENDIX H: SCHOOL PSYCHOLOGY FIELDWORK/INTERNSHIP: SITE MENTOR EVALUATION OF THE CANDIDATE

**\*** = Response is required

### General Information

**\*** **Student's Name**

*No answer specified*

**\*** **Site Mentor's Name**

*No answer specified*

**\*** **Primary Site of Service**

*No answer specified*

**\*** **Term(s) of Fieldwork**

(Fall, Spring, Summer)

*No answer specified*

**\*** **APU Campus Where You Take Courses**

If you have taken courses in your School Psychology program at more than one campus, please indicate the campus where you take the majority of your courses.

- Azusa
- Inland Empire
- Orange County

### Information about the Site Mentor or Fieldwork Supervisor

To execute the mentor role, the site supervisor:

**1. Assisted me in developing the fieldwork/internship plan found in the School Psychology Handbook**

Yes  No

**2. Completed the field experience/internship evaluation, found in the School Psychology Handbook, reviewed the evaluation with me, and returned the evaluation to me or to the University Supervisor**

Yes  No

**3. Held a current PPS credential with authorization in School Psychology**

Yes  No

**4. Provided me with appropriate structure, direction and oversight**

Seldom  Occasionally  Usually

**5. Assisted me in learning the day to day tasks, skills and responsibilities of a School Psychologist**

Seldom  Occasionally  Usually

**6. Provided assistance in learning and performing the complex tasks of consulting with teachers and parents, interfacing with the community, understanding the school's culture, and working effectively within the school system**

Seldom  Occasionally  Usually

**7. Provided constructive and timely feedback following observations of my work or during consultations and other contacts with me on, minimally, a weekly basis**

Seldom  Occasionally  Usually

**8. Modeled adherence to the laws and ethics of School Psychology**

Seldom  Occasionally  Usually

**9. Introduced me, if I was new to the school, to the appropriate staff as a psychologist trainee and oriented me to the school**

Seldom  Occasionally  Usually

**10. Provided an adequate work area, work resources, and other needed resources**

Seldom  Occasionally  Usually

**11. Maintained an objective, professional and supportive relationship with me**

Seldom  Occasionally  Usually

**12. Ensured that the work given to me, over and above the work required by the fieldwork/internship plan, was commensurate with my ability and training**

Seldom  Occasionally  Usually

**Please provide any comments you may have regarding your fieldwork experience.**

*No answer specified*

Thank you very much for providing APU with this valuable information!

**School Psychology Practicum Survey**

**\*** = Response is required

**Evaluation Information**

**\*** Practicum Student's Name

*No answer specified*

**\* Practicum Supervisor's Name**

*No answer specified*

**\* School District**

*No answer specified*

**\* Term(s) Served**

(Fall, Spring, Summer)

*No answer specified*

**\* APU Campus Where Fieldwork Candidate Takes Coursework**

- Azusa
- High Desert
- Inland Empire
- Murrieta
- Orange County
- San Diego

**\* Date of Evaluation**

*No answer specified*

**Directions**

The ratings should be based upon actual observation and reports from teachers, staff, families, etc. On the following items, please indicate the rating that best describes the Practicum Student's competence.

Rating Scale -

N/A = Not applicable. The student was not observed practicing this skill, and it may not be appropriate for practice in this setting.

Unsatisfactory = Student's performance reflects lack of critical knowledge and skill. Consultation with University Supervisor is recommended.

Developing = Student's skills are developing in this area. Plans should be made to assure student has continued supervised practice in this area.

Competent = Student's skills in this area reflect sufficient mastery for independent practice in the setting with appropriate supervision. Satisfactory quality of work.

High Competent = Student's skills in this area are very well developed and performed at an above average level. Student practices independently with minimal supervision.

Professional Disposition

**\* 1. Presents a professional appearance**

N/A  Unsatisfactory  Developing  Competent  High Competent

**\* 2. Is punctual for appointments and meetings**

N/A  Unsatisfactory  Developing  Competent  High Competent

**\* 3. Appropriately prepared/organized for meetings, reports, and appointments**

N/A  Unsatisfactory  Developing  Competent  High Competent

**\* 4. Follows through with tasks and responsibilities in a prompt, well-organized manner**

N/A  Unsatisfactory  Developing  Competent  High Competent

**\* 5. Manages time efficiently**

N/A  Unsatisfactory  Developing  Competent  High Competent

**\* 6. Completes written reports and forms in an orderly, methodical, precise manner**

N/A  Unsatisfactory  Developing  Competent  High Competent

**\* 7. Works with school staff in a professional manner**

N/A  Unsatisfactory  Developing  Competent  High Competent

**\* 8. Displays initiative and resourcefulness**

N/A  Unsatisfactory  Developing  Competent  High Competent

Data-Based Decision Making and Accountability

NASP 2.1

**\* 1. Participates in alternative models (i.e., CBM)**

N/A  Unsatisfactory  Developing  Competent  High Competent

**\* 2. Recognizes assessment findings in collaboration with mentor**

N/A  Unsatisfactory  Developing  Competent  High Competent

**\* 3. Identifies recommendations based on assessment findings**

N/A  Unsatisfactory  Developing  Competent  High Competent

**\* 4. Identifies nature of the referral question and the rationale of the assessment**

N/A  Unsatisfactory  Developing  Competent  High Competent

**\* 5. Identifies strengths and limitations of assessment procedures**



N/A  Unsatisfactory  Developing  Competent  High Competent

**\* 6. Develops sensitivity to potential biases when selecting, administering, and interpreting tests**

N/A  Unsatisfactory  Developing  Competent  High Competent

**\* 7. Administers and scores tests according to standardization procedures**

N/A  Unsatisfactory  Developing  Competent  High Competent

Consultation and Collaboration

NASP 2.2

**\* 1. Participates in collaborative consultative processes**

N/A  Unsatisfactory  Developing  Competent  High Competent

**\* 2. Develops knowledge of problem-solving process**

N/A  Unsatisfactory  Developing  Competent  High Competent

**\* 3. Shows concern, value, and sensitivity for others**

N/A  Unsatisfactory  Developing  Competent  High Competent

**\* 4. Knowledge of consultation strategies**

N/A  Unsatisfactory  Developing  Competent  High Competent

**\* 5. Communicates and listens effectively**

N/A  Unsatisfactory  Developing  Competent  High Competent

**\* 6. Awareness of others' values and perspectives**

N/A  Unsatisfactory  Developing  Competent  High Competent

**\* 7. Participates with others in planning and decision-making**

N/A  Unsatisfactory  Developing  Competent  High Competent

Effective Instruction and Development of Cognitive/Academic Skills

NASP 2.3

**\* 1. Demonstrates knowledge of human learning and development**

N/A  Unsatisfactory  Developing  Competent  High Competent

**\* 2. Demonstrates knowledge of direct and indirect services relevant to the development of cognitive and academic skills**

N/A  Unsatisfactory  Developing  Competent  High Competent

**\* 3. Participates in identifying interventions to attain behavior goals**

N/A  Unsatisfactory  Developing  Competent  High Competent

**\* 4. Knowledge of academic interventions and consultation methods**

N/A  Unsatisfactory  Developing  Competent  High Competent

**\* 5. Knowledge of procedures to assess efficacy intervention processes**

N/A  Unsatisfactory  Developing  Competent  High Competent

**\* 6. Collaborates to develop cognitive and academic goals for students with different abilities, disabilities, strengths, and needs**

N/A  Unsatisfactory  Developing  Competent  High Competent

Socialization and Development of Life Skills

NASP 2.4

**\* 1. Comprehends human physical, psychological, social, and spiritual development impact on learning life skills**

N/A  Unsatisfactory  Developing  Competent  High Competent

**\* 2. Comprehends interventions, addressing goals which may include consultation, behavioral intervention and counseling**

N/A  Unsatisfactory  Developing  Competent  High Competent

**\* 3. Develops behavioral, affective, and social goals in collaboration with mentor**

N/A  Unsatisfactory  Developing  Competent  High Competent

**\* 4. Demonstrates knowledge of classroom management procedures to facilitate socialization**

N/A  Unsatisfactory  Developing  Competent  High Competent

**\* 5. Develops strengths-based interventions for students in collaboration with mentor**

N/A  Unsatisfactory  Developing  Competent  High Competent

**\* 6. Participates in implementation of interventions to achieve identified affective, behavioral, adaptive, and social goals**

N/A  Unsatisfactory  Developing  Competent  High Competent

Student Diversity in Development and Learning

NASP 2.5

**\* 1. Awareness of personal cultural background and its impact upon practice**

N/A  Unsatisfactory  Developing  Competent  High Competent

**\* 2. Willingness to accept the impact of diversity on the school environment**

N/A  Unsatisfactory  Developing  Competent  High Competent

**\* 3. Develops awareness of specific cultural and social background of the children and families that are receiving direct services**

N/A  Unsatisfactory  Developing  Competent  High Competent

**\* 4. Sensitivity to cultural and diversity issues in assessment, intervention, prevention, evaluation, and research activities**

N/A  Unsatisfactory  Developing  Competent  High Competent

**\* 5. Communicates the impact of culture and diversity on the functioning of students**

N/A  Unsatisfactory  Developing  Competent  High Competent

**\* 6. Awareness of community supports for individuals of diverse backgrounds**

N/A  Unsatisfactory  Developing  Competent  High Competent

School and Systems Organization, Policy, Development, and Climate

NASP 2.6

**\* 1. Demonstrates knowledge of general education, special education, and other educational related services**

N/A  Unsatisfactory  Developing  Competent  High Competent

**\* 2. Demonstrates understanding of schools and other settings as systems**

N/A  Unsatisfactory  Developing  Competent  High Competent

**\* 3. Awareness of policies and practices in the school environment that create a positive learning climate**

N/A  Unsatisfactory  Developing  Competent  High Competent

Prevention, Crisis Intervention, and Mental Health

NASP 2.7

**\* 1. Participates in the development of goals to facilitate students' mental health**

N/A  Unsatisfactory  Developing  Competent  High Competent

**\* 2. Demonstrates awareness of the strengths and limitations of counseling**

N/A  Unsatisfactory  Developing  Competent  High Competent

**\* 3. Develops rapport with students**

N/A  Unsatisfactory  Developing  Competent  High Competent

**\* 4. Understands the impact of data in making counseling decisions**

N/A  Unsatisfactory  Developing  Competent  High Competent

**\* 5. Uses evidence-based strategies which are appropriate to the mental health needs of the student**

N/A  Unsatisfactory  Developing  Competent  High Competent

**\* 6. Demonstrates good communication skills (e.g., open-ended questions, reflection on feelings, paraphrasing, and summarization, etc.) during counseling process**

N/A  Unsatisfactory  Developing  Competent  High Competent

**\* 7. Aware of crisis intervention strategies**

N/A  Unsatisfactory  Developing  Competent  High Competent

Home/School/Community Collaboration

NASP 2.8

**\* 1. Demonstrates knowledge of family and systems and how family strengthens and challenges student progress in the school setting**

N/A  Unsatisfactory  Developing  Competent  High Competent

**\* 2. Awareness of the social-emotional and well-being of the family**

N/A  Unsatisfactory  Developing  Competent  High Competent

**\* 3. Understands family functioning in order to support families' participation and engagement in home/school collaboration**

N/A  Unsatisfactory  Developing  Competent  High Competent

**\* 4. Understands strategies to work with families, educators, and others in the community on collaboration**

N/A  Unsatisfactory  Developing  Competent  High Competent

**\* 5. Knowledge of parent/community-based programs**

N/A  Unsatisfactory  Developing  Competent  High Competent

**\* 6. Demonstrates knowledge of methods to involve families in education and service delivery**

N/A  Unsatisfactory  Developing  Competent  High Competent

Research and Program Evaluation

NASP 2.9

**\* 1. Participates in the monitoring of intervention and program implementation**

N/A  Unsatisfactory  Developing  Competent  High Competent

**\* 2. Consults the literature when gathering information, planning assessments and interventions, and making recommendations**

N/A  Unsatisfactory  Developing  Competent  High Competent

**\* 3. Participates in the application of evidence-based practices**

N/A  Unsatisfactory  Developing  Competent  High Competent

**\* 4. Shares knowledge about evidence-based practices with parents and staff**

N/A  Unsatisfactory  Developing  Competent  High Competent

School Psychology Practice and Development

NASP 2.10

**\* 1. Sensitive to ethical issues**

N/A  Unsatisfactory  Developing  Competent  High Competent

**\* 2. Understands legal issues as they pertain to individual rights of students (e.g., confidentiality, informed consent)**

N/A  Unsatisfactory  Developing  Competent  High Competent

**\* 3. Understands specific state laws and regulations that govern the educational system**

N/A  Unsatisfactory  Developing  Competent  High Competent

**\* 4. Understands how state laws impact the delivery of special education services**

N/A  Unsatisfactory  Developing  Competent  High Competent

**\* 5. Comprehends meaning of Free Appropriate Public Education and Least Restrictive Environment**

N/A  Unsatisfactory  Developing  Competent  High Competent

**\* 6. Understands the difference between legal and ethical practices**

N/A  Unsatisfactory  Developing  Competent  High Competent

**\* 7. Communicates with mentor regarding legal and ethical practices**

N/A  Unsatisfactory  Developing  Competent  High Competent

Information Technology

NASP 2.11

**\* 1. Uses word processing applications to write assessment and other reports (i.e., Microsoft Word)**

N/A  Unsatisfactory  Developing  Competent  High Competent

**\* 2. Demonstrates appropriate use of email and other communication or presentation media**

N/A  Unsatisfactory  Developing  Competent  High Competent

**\* 3. Evaluates information obtained from the internet**

N/A  Unsatisfactory  Developing  Competent  High Competent

**\* 4. Uses information technology to locate evidence-based strategies, help make informed decisions, and solve problems**

N/A  Unsatisfactory  Developing  Competent  High Competent

**5. Makes appropriate use of software to analyze the results of assessments and interventions (i.e., Excel)**

N/A  Unsatisfactory  Developing  Competent  High Competent

**Please comment concerning the student's strengths and weaknesses, with particular attention to their training and level of expertise.**

*No answer specified*

**Do you believe that the student is ready to begin internship in the upcoming semester?**

*No answer specified*

Thank you very much for providing APU with this valuable information!

**APPENDIX I: SCHOOL PSYCHOLOGY FIELDWORK/INTERNSHIP  
STUDENT EVALUATION OF SITE MENTOR & UNIVERSITY SUPERVISOR**

\* = Response is required

\* Candidate Information

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Candidate's Name: \_\_\_\_\_ APU ID No.: \_\_\_\_\_

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\* Regional Center:

- Azusa
- High Desert
- Inland
- Empire
- Murrieta
- Orange
- County San
- Diego

Evaluation of Site Mentor

\* Site Mentor Name:

\* School/District Information

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School: \_\_\_\_\_ District: \_\_\_\_\_

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[Feedback on your Site Mentor](#)

The ratings provided are intended to guide the School Psychology program in its overall evaluation of the fieldwork/internship experience. Please use the rating scale provided to evaluate your site mentor in each of the dimensions below. Please keep in mind that this evaluation will be kept confidential and will under no circumstances be shared with your site mentor.

	1 - Strongly Disagree	2 - Disagree	3 Neither Agree nor Disagree	4 - Agree	5 - Strongly Agree	N/A
Your site mentor made himself/herself available for consultation beyond scheduled meetings and supervision.						
Your site mentor accepted and respected you as a person.						
Your site mentor encouraged and listened to your suggestions for developing your assessment and counseling skills.						
Your site mentor supported and helped you gain confidence.						

	1 - Strongly Disagree	2 - Disagree	3 - Neither Agree nor Disagree	4 - Agree	5 - Strongly Agree	N/A
You were given positive and constructive feedback.						
You were provided corrective criticism in a sensitive and respectful manner.						
You were given useful, practical suggestions for solving challenging problems.						
You were provided direct supervision at least weekly.						
You were encouraged to evaluate your skills.						
Your site mentor encouraged further development of your strengths and capabilities.						
Your site mentor shared evidence-based resources with you.						
Your site mentor gave time and energy in directly observing your internship objectives and practices.						
Your site mentor gave useful feedback when you did something well.						
Your site mentor provided suggestions for developing your counseling and assessment skills.						
Your site mentor helped you define and achieve specific concrete goals for yourself during the fieldwork/intern experience.						
Your site mentor gave you constructive feedback when you did something wrong.						



	1 - Strongly Disagree	2 - Disagree	3 - Neither Agree nor Disagree	4 - Agree	5 - Strongly Agree	N/A
Your site mentor helped you define and maintain ethical behavior in counseling, assessment, and case management.						
Your site mentor encouraged you to engage in professional behavior.						
Your site mentor-maintained confidentiality to material discussed in supervisory sessions.						
You are very satisfied with the support provided by your site mentor during the fieldwork/internship experience.						

\* Would you recommend this site mentor be used again?

Yes

No

Undecided

Additional Comments Related to Your Experience with Your Site Mentor:

*Evaluation of University Supervisor*

\* University Supervisor Name:

\* Feedback on your University Supervisor

The ratings provided are intended to guide the School Psychology program in its overall evaluation of the fieldwork/internship experience. Please use the rating scale provided to evaluate your university supervisor in each of the dimensions below. Please keep in mind that this evaluation will be kept confidential and only aggregate data will be shared with university supervisors.

	1 - Strongly Disagree	2 - Disagree	3 - Neither Agree nor Disagree	4 - Agree	5 - Strongly Agree	N/A
Your university supervisor encouraged a student-teacher relationship that promoted self-reliance and personal responsibility.						
Your university supervisor encouraged and accepted your questions, ideas, and concerns.						
Your university supervisor was reasonably available for consultation.						
Your university supervisor provided helpful critiques of your notebook entries and reports.						
Your university supervisor encouraged you to ask for and consider suggestions for improvement.						
Your university supervisor supported and encouraged your school psychology fieldwork/internship activities.						
Your university supervisor conducted seminars that encouraged participation, sharing of ideas, asking questions, assisting other trainees, and in other ways demonstrated interest and enthusiasm.						
Your university supervisor expected you to demonstrate superior skill, motivation, and human relations.						
Your university supervisor was available to assist in developing and reviewing the fieldwork/internship plan.						
Your university supervisor encouraged you to evaluate your skills.						
You are very satisfied with the support provided by your university supervisor during the fieldwork/internship experience.						

Additional Comments Related to Your Experience with Your University Supervisor:

Overall Fieldwork/Internship Feedback

\* How would you rate the effectiveness of your fieldwork/internship experience in preparing you for success as a school psychologist?

- Highly Ineffective
- Ineffective
- Acceptable
- Effective
- Highly Effective

\* What aspect of your fieldwork/internship experience was most valuable to your preparation for the school psychologist role? Briefly tell why.

\* Based on your experience, what could APU School of Education do to improve the fieldwork/internship experience.

# APPENDIX J: SCHOOL PSYCHOLOGY FIELDWORK/INTERNSHIP MONTHLY SUMMARY OF HOURS

Student: \_\_\_\_\_ Practicum Section: \_\_\_\_\_  
 Site Mentor: \_\_\_\_\_ School Site/District: \_\_\_\_\_  
 University Supervisor: \_\_\_\_\_ Practicum Year: \_\_\_\_\_

Monthly Summary of Fieldwork/Internship Hours						
Month and Year:	Week 1 Hours	Week 2 Hours	Week 3 Hours	Week 4 Hours	Grade Level	Total Hours
<b>NASP 2.1</b> Data-Based Decision-Making and Accountability						
<b>NASP 2.2</b> Consultation and Collaboration						
<b>NASP 2.3</b> Interventions and Instructional Support to Develop Academic Skills						
<b>NASP 2.4</b> Interventions and Mental Health Services to Develop Social and Life Skills						
<b>NASP 2.5</b> School-Wide Practices to Promote Learning						
<b>NASP 2.6</b> Preventative and Responsive Services						
<b>NASP 2.7</b> Family-School Collaborative Services						
<b>NASP 2.8</b> Diversity in Development and Learning						

<b>NASP 2.9</b> Research and Program Evaluation						
<b>NASP 2.10</b> Legal, Ethical and Professional Practice						
Other Hours						
<b>Total Hours for Month</b>						
<b>Supervisor's Initials</b>						

**APPENDIX K: PARENT PERMISSION FOR COUNSELING AND PSYCHOLOGICAL SERVICES**

Student Information		
Student's Name:		Birthdate:
School:	Grade:	Teacher:
Parent/Guardian Information		
Parent/Guardian's Name:		Phone:

Consent for Services

I hereby give permission for a school psychology trainee from Azusa Pacific University to provide services to my child. The trainee will work under the supervision of the district school psychologist(s) and/or administrators, as well as Azusa Pacific University faculty.

The services provided by the trainee may include assessments, individual/group counseling, and/or consultation with myself, teachers, auxiliary personnel, and/or other professionals to gain information so as to better serve my child.

I understand that all information discussed during counseling sessions will be confidential, excepting where disclosure is required by law.

Written permission will be considered valid for one year, unless revoked by myself.

\_\_\_\_\_ **Yes:** I hereby give permission for my child to receive appropriate counseling services from a school counseling/school psychology trainee under the supervision of the school and university personnel.

\_\_\_\_\_ **No:** I do not give permission for my child to receive counseling services at this time.

Signature of Parent/Guardian: \_\_\_\_\_

Date: \_\_\_\_\_

(Please return to the school)

## APPENDIX L: EL PERMISO DEL PADRE O GUARDIÁN PARA PROBAR A NIÑOS

Student Information		
Nombre de Estudiante:		Fecha de Nacimiento:
Escuela:	Nivel:	Profesor/a:
Parent/Guardian Information		
Nombre de Padre o Guardián:		Número de teléfono:

### Consentimiento Para Servicios

Comprendo que estudiantes de la Escuela de Psicología de de Azusa Pacific University requiere administrar la parte psicológica de pruebas como parte de su entrenamiento. El propósito de la tarea es para que los estudiantes de la Escuela de Psicología puedan obtener la habilidad de administrar pruebas que son acostumbradas en las escuelas. La mayoría de los niños encuentran las pruebas ambos divertido y desafiar. Si su niño siente cualquier pena, el estudiante de la psicología de la escuela parará la prueba y aliviará al niño. El/ella le reporteará cualquier pena a usted.

Los resultados de la prueba no pueden ser mas que una estimación exacta de la capacidad de los niños porque el estudiante esta aprendiendo administrar y rayar las pruebas. Los resultados de la prueba no son utilizados para decisiones educativa y no son compartidos con los padres. El estudiante de la psicología de la escuela compartirá respuestas de prueba con el instructor y compañeros de clase para propósitos de instrucción. Los nombres de padres y niños serán borrados de materias compartidas.

\_\_\_\_\_ **Sí:** Doy permiso para que mi hijo/a reciba los servicios de asesoramiento adecuados de un aprendiz de psicología escolar bajo la supervision del personal de la escuela y la universidad.

\_\_\_\_\_ **No:** No do permiso para que mi hijo/a reciba servicios de asesoramiento en este momento.

Firma de Padre o Guardián: \_\_\_\_\_

Fecha: \_\_\_\_\_

Usted puede comunicarse con preguntas o preocupaciones al Departamento de Escuela de Psicología, Escuela de Educación, Azusa Pacific University. Numero telefónico (626) 815-5424.

## APPENDIX M: FIELDWORK/INTERNSHIP: RESPONSIBILITIES OF ON-SITE MENTOR

Dear On-Site Mentor,

Thank you for contributing your time and expertise toward mentoring an Azusa Pacific University school psychology trainee. Mentoring is central to the continuation of this profession. The fieldwork/internship experience the psychologist trainee receives is a key element in his/her professional development. Through your support, encouragement, and example, the trainee gains the practical, hands-on experience needed to be a successful entry-level psychologist.

*To execute the role, the site mentor:*

1. Assists the trainee in developing the "Field Experience/Internship Plan" found in the APU School Psychology Handbook.
2. Provides the trainee with appropriate structure, direction, and oversight (minimum of two hours per week).
3. Assists the trainee in learning the day-to-day tasks, skills, and responsibilities of school psychologists.
4. Provides assistance in learning and performing the complex tasks of consulting with teachers and parents, interfacing with the community, understanding the school's culture, and working effectively within the school system.
5. Provides the trainee with constructive and timely feedback following observations of the trainee's work or during consultations and other contacts with the trainee on, minimally, a twice-weekly basis.
6. Completes the "Field Experience/Internship Evaluation," found in the School Psychology Handbook, reviews the evaluation with the trainee, and returns the evaluation to the trainee or the university supervisor.
7. Holds a current credential in school psychology.
8. Models adherence to the laws and ethics of school psychology.
9. Introduces the trainee, if the trainee is new to the school, to appropriate staff as a school psychologist trainee and orients the trainee to the school.
10. Provides an adequate work area, work resources, and materials.
11. Maintains an objective, professional, and supportive relationship with the trainee.
12. Communicates as needed with the university supervisor regarding the trainee's problems and concerns or the process of supervision/mentoring.
13. Ensures that the work given to the trainee, over and above the work required by the Field Experience/Internship Plan, is commensurate with the trainee's ability and training.
14. Feels encouraged to share ideas for improving the fieldwork experience with the University Director of the School Psychology Program, or the University Fieldwork and Internship Director.

The mentor's major instrumental responsibilities are enumerated in the statements above numbered one through six. If you have any questions or concerns, please share them with your trainee's university fieldwork supervisor, or Dr. Martin (626-815-6000 x5131), Fieldwork and Internship Coordinator. We want to support your valuable contribution to the school psychology profession.

Respectfully,

Robert Martin, Ph.D.  
Fieldwork and Internship Coordinator  
School of Education, Azusa Pacific  
University



## **APPENDIX N: FIELDWORK/INTERNSHIP: RESPONSIBILITIES OF THE UNIVERSITY SUPERVISOR**

1. Conduct a Field Experience/Internship Orientation meeting each term.
2. Meet with your trainee at least four times during the semester. The Fieldwork Experience Orientation is at one of the university campuses and is offered at the beginning of each semester. The date, time, and location should be set by the university supervisor and this information is given to the students by their supervisor. If one of your trainees is unable to attend the orientation meeting, arrange an individual orientation for your trainee or counsel him/her to take fieldwork/internship at a later time when he/she has more time to devote to fieldwork/internship.
3. At the first meeting with your trainee, which the trainee is to arrange, you need to: a) observe the trainee performing an appropriate task (e.g., counseling, consulting, testing, in-servicing), b) review the trainee's Field Experience Plan, and c) meet with the site mentor. Sample agenda items for your meeting with the on-site mentor include:
  - General fieldwork/internship requirements
  - Specific responsibilities of the on-site mentor (itemized in the document "Responsibilities of the Site Mentor" found in the Handbook)
  - Requirements of the field experience team
  - Site mentor and university's expectations of the trainee
  - Legal and ethical issues
  - Forms used by the site mentor and university supervisor to evaluate the trainee
  - Forms used by the trainee to evaluate the site mentor and university supervisor
  - Coordination among the site mentor, trainee and university supervisor during the field experience
4. The second on-site meeting should be arranged at the end of the first meeting. Monthly meetings are scheduled for trainees enrolled in the Internship Program. This meeting will consist of an observation by the university supervisor of the trainee performing an appropriate task, e.g., counseling, consulting, testing, and in-servicing. You may decide to meet with the site mentor as well, if you believe another meeting is warranted.
5. Two meetings are required with your trainee in a seminar format at one of the APU campuses or other locations as you may determine. You are to facilitate a discussion of topical issues and concerns, including legal and ethical issues, and examine solutions to a wide range of problems facing school psychologists. You may find that non-directive methods facilitate meaningful sharing and connecting with other trainees, encourage practical, frank discussion of issues, and produce useful information. Remind trainees that attendance at the seminars is mandatory and critical to their training.
6. The Department of School Counseling and School Psychology will inform the trainees assigned to you that you are their supervisor, and that they are to schedule their first meeting at their site. They will be informed about the date and time of the two seminar meetings.
7. Assist in maintaining smooth professional relations between the trainee, site personnel, and the university.
8. Monitor the trainee's progress and remain available to the trainee and site mentor for consultation.