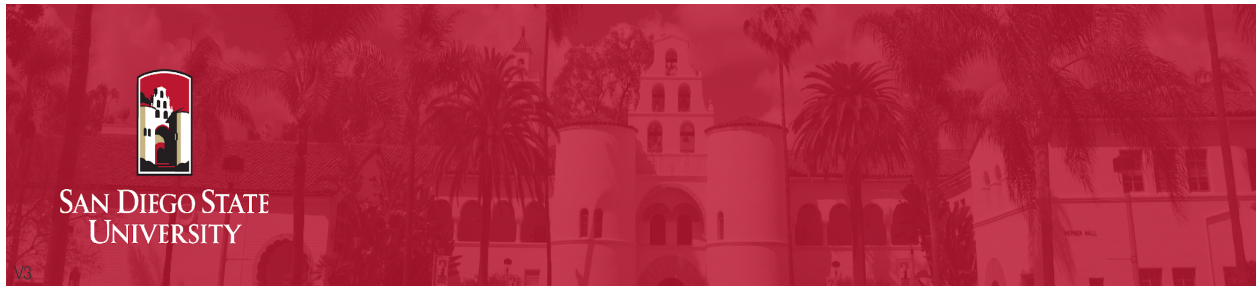


Yellow highlights show how candidates are assessed for various learning goals and standards. Rubrics for assignments are near the end of the syllabus, before the week by week schedule.



CSP 730: FIELDWORK IN SCHOOL PSYCHOLOGY

Tuesday 4:00-6:40 pm Zoom and NE 275

Department of Counseling and School Psychology

Course Description

Fieldwork in School Psychology is a year-long course taken during the second year of the SDSU school psychology program. It consists of 1-2 days/week of supervised fieldwork in an approved school placement and a weekly seminar at SDSU to support each student's professional learning and growth. The purpose of the seminar that accompanies the field experience in schools is to provide content regarding the practice of multicultural school psychology and to provide school psychology trainees a safe place to process their experiences in the schools. Furthermore, this seminar encourages school psychology trainees to become reflective practitioners by reflecting on and critiquing their services and participating in data-based decision making, self-evaluation, and self-monitoring. The signature/core learning experiences that drive the course focus on indirect and direct interventions (consultation, individual and group counseling, data-based decision making, multicultural school psychology theory and practice, restorative practices, and trauma informed services). The Fall semester will highlight collaborations with families, group counseling, beginning consultation, special education disability criteria, law and ethics, and trauma informed and restorative school practices. The Spring semester will highlight trauma informed and restorative school practices, and direct (counseling and academic interventions) and indirect (consultation) service delivery. Other issues discussed in the course include culturally affirming practices, academic assessment-intervention, consultation, ecosystemic assessment-intervention, professional growth and development, personal goals and outcomes. The underlying principle of this field experience is to facilitate and support school psychology graduate students' growth as they begin to:

- Develop culturally responsive and compassionate practice in the area of direct and indirect intervention in multicultural schools.
- Enhance Fall: California special education programs, law and professional ethics, group counseling: and Spring: knowledge of restorative practice and trauma informed services in schools, consultation, and individual counseling.
- Reinforce and refine their repertoire of applied skills, building on previous experiences.
- Integrate new skills, following demonstrated proficiency in your current skills (i.e., recommendation of course instructor/supervisor).
- Enhance their efficiency with assessment and intervention (e.g., consultation, ecosystemic assessment-interventions, academic assessment-intervention, and counseling interventions).
- Utilize data-based decision making to improve outcomes for children in schools.
- Develop knowledge and skills to support delivery of services aligned with NASP Standards, specifically, the 10 domains of the [NASP Professional Standards and Practice Model \(2020\)](#), the [NASP Practice Model](#)

[Implementation Guide \(2015\)](#) and the [NASP Standards for Graduate Preparation of School Psychologists \(2010\)](#)

Student Learning Outcomes (and their methods of assessment)

1. Design individual goals and activities and articulate emerging professional identity as a school psychologist to be pursued in the field experience ([Learning Plan for CSP 730 and Individual Professional Development Plan: IPDP](#)).
 2. Integrate learning and field experiences to build experience in the full range of psychological service delivery in multicultural schools (i.e., interventions, consultation, assessment, evaluation, and counseling) ([IPDP](#)).
 3. Employ culturally responsive and compassionate practice (as demonstrated in [Supervisor ECD](#): Evaluation of Competence Development, written reflections, class discussions, and assignments).
 4. Participate in reflective writing assignments by summarizing experiences on-site and reflecting on field experiences and readings ([Weekly Logs and Reflections](#), refer to rubric A-2 for assessment).
 5. Using critical analysis and reflective professional practice, discuss readings, field experiences, and your own professional development (in class and written assignments, refer to [Rubrics A-1, A-2, A-3](#)).
 6. Identify effective interventions that respond to and address the needs of ethnically and linguistically diverse children, families, and communities (through class discussions of readings, [presentations](#), and [ECD](#), group supervision).
 7. Demonstrate competence across the 10 NASP domains of practice through class sessions, assignments, and in the written evaluation completed by you and your supervisor ([ECD](#)).
 8. Implement data-based decision-making practices and progress monitoring to conduct effective interventions ([Counseling Intervention and Outcomes](#), refer to rubric A-3).
 9. Lead and facilitate a discussion on multicultural school psychology professional practice to gain a deeper understanding of the field, its practices, and policies. This will also help learners understand situations across schools, districts and regions (facilitation of class discuss readings and professional practice).
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10 Domains of NASP STANDARDS (2020). Students will develop knowledge and skills, applying these through fieldwork and course assignments across the 10 Domains of NASP standards:

- 1 Data-Based Decision Making
- 2 Consultation and Collaboration
- 3 Academic Interventions and Supports
- 4 Mental and Behavioral Health Services
- 5 School-Wide Practices to Promote Learning
- 6 Services to Promote Safe and Supportive Schools
- 7 Family, School and Community Collaboration
- 8 Equitable Practices for Diverse Populations
- 9 Research and Evidence-Based Practice
- 10 Legal, Ethical, and Professional Practice

Appendix A.1

Rubric for Counseling Intervention Plan (spring semester)

Purpose/Goal of Intervention	0 Points Does not include goal/purpose		1 Point Describes goal/purpose in detail and relates to intervention
Referral of Students	0 Points Does not include how students were selected		1 Point Describes how students were referred or selected
Student Background	0 Points Does not include each students' backgrounds		1 Point Includes multiple types of student backgrounds such as: family members, school history, social, medical, etc. factors.
Other relevant data	0 Points Does not include relevant data		1 Point Includes other relevant data such as discipline referrals, teacher interviews, observations, etc.)
Tool for Data Collection & Progress Monitoring	0 Points Does not include any tool or describes how data will be collected	1 Point Lists the tool or procedures that will be used to collect data	2 Points Lists tools or procedures for collecting data as well as describes what you are measuring, how often, and how outcomes will be demonstrated (did it work or not?)
Measuring Change	0 points Does not include the tool to measure change	1 Point Has materials to measure change, but not complete	2 Points Includes a complete ample of the tool to measure change
Graphing Change	0 points does not include a graph of anticipated changes	1 Point Include a graph but not accurate way to display change.	2 Points Includes a clear graph to demonstrate anticipated outcomes based on data to be collected.
Additional Comments:			10 TOTAL POINTS POSSIBLE Your Points: _____

Appendix A.2**WEEKLY COUNSELING SESSION PROGRESS NOTES FOR REFLECTIONS****CSP 730****(Complete at least 4 per/semester)**

Counselee name (or pseudonym): _____ Date: _____

Trainee: _____

- (1) Overall counseling goal
- (2) Goal of session
- (3) **Briefly** summarize the session
- (4) Did it go as planned?
- (5) What did you learn about yourself as the counselor? (individual reflection)
- (6) What did you learn about the student?
- (7) Progress Monitoring: Did you collect data during this session? What did you find?
- (8) Questions for Dr. Ingraham, if any

Rubric for Counseling Reflections

Length	0 Points 1-2 sentences per weekly reflection.	1 Point 3-4 sentences per weekly reflection.	2 Points 1 paragraph with >5 sentences per weekly reflection.
Description of counseling activities	0 Points Does not list any activities.	2 Points Lists activity/activities but not very descriptive.	3 Points Describes counseling session activities in detail and links them to reflection/feelings/experiences.
Takeaways from Counseling Session	0 Points Does not describe any self reflection, what you learned about yourself, or self critique.	2 Points Lists one or two things that you learned or reflected on.	3 Points Describes in detail what you learned or reflected on during your group session and lists what differences/changes you would make.
Was this proof-read for any grammatical, spelling, punctuation errors?	0 Points Several grammatical, spelling, punctuation errors.		2 Points Only one or two grammatical, spelling, punctuation errors.

Additional Comments:	10 TOTAL POINTS POSSIBLE Your Points: _____
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Appendix A.3-revised

Rubric for Counseling Intervention Outcomes Presentation

Format of Presentation	0 Points No visuals or written format of outcomes		1 Point Uses technology or other visual forms to present outcomes to the class.
Purpose/Goal of Intervention	0 Points Does not include goal/purpose		1 Point Describes goal/purpose in detail and relates to intervention
Referral of Students	0 Points Does not include how students were selected		1 Point Describes how students were referred or selected
Student Background & Data	0 Points Does not include information related to students		1 Point Includes multiple types of student information such as: family members, school history, social, medical factors, teacher interviews, observations, etc.
Data Collection & Progress Monitoring	0 Points Does not include enough data or describes how data was collected and interpreted		1 Point Describes how data were collected as well as outcomes of intervention (Was your group intervention effective? How do you know?) and includes graphs or charts to show the data
Data Outcomes	0 points No outcomes data graphed.	1-2 points Some outcome data graphed but greater precision of displaying data points or changes are needed.	3 points Outcome data clearly and appropriately graphed to show beginning and ending levels of targeted measures.
Self-Reflection	0 Points Does not include much self-reflection		2 Points Answers the following questions: What did you learn about yourself? About the group? What would you do differently? What was successful?
Additional Comments:			10 TOTAL POINTS POSSIBLE Your Points: _____

Appendix B

Rubric for Weekly Practicum Reflections

Length	0 points 1-2 sentences per weekly reflection.	1 point 3-4 sentences per weekly reflection.	2 points 1 paragraph per weekly reflection.
Description of practicum activities	0 points Does not list any activities completed at practicum.	3 points Lists practicum activities but not very descriptive.	6 points Describes practicum activities in detail and links them to reflection/feelings/experiences.
Was this proof-read for any grammatical, spelling, punctuation errors?	0 points Several grammatical, spelling, punctuation errors.		2 points Only one or two grammatical, spelling, punctuation errors.
Additional Comments:			10 TOTAL POINTS POSSIBLE Your Points: _____