



SAN DIEGO STATE UNIVERSITY

CSP 760: Professional Seminar in School Psychology
DEPARTMENT OF COUNSELING AND SCHOOL PSYCHOLOGY
SAN DIEGO STATE UNIVERSITY
Instructor: Oscar Grajeda, Ed.S, NCSP

SPPE 1.6, I, A, P; SPPE 5.0, 5.1. 5.2 I, A, P; SPPE 9.0, 9.1, 9.2., 9.3., 9.4 I, A, P

Course Objective:

The internship year is the culmination of SDSU graduate education in preparation for the school psychology credential in California. Intern development is supported through CSP 780 (fall and spring), CSP 760 (fall and spring) seminar meetings and ongoing communication between the intern, Dr. Jennica Paz, and the on-site internship supervisor.

Our program upholds NASPs vision and standards for internship. NASP training standards for a school psychology internship are as follows:

1. The internship is a collaboration between the student's training program and the field site. Both must agree in writing on the responsibilities of the training program and internship site for providing supervision, support, and evaluation.
2. Time and length: The internship should be completed on a full-time basis over one year or a half time basis over two years. 1200 hours, with at least 600 hours of the internship must be completed in a school setting.
3. Supervision: Interns must receive an average of at least two hours of field-based supervision per full-time week from a credentialed school psychologist.
4. Support: The school system or internship agency must provide support for interns commensurate with that provided to professional school psychologists.

The complete NASP training standards, including the requirements for internship, are available for review at www.nasponline.org/standards/FinalStandards.pdf

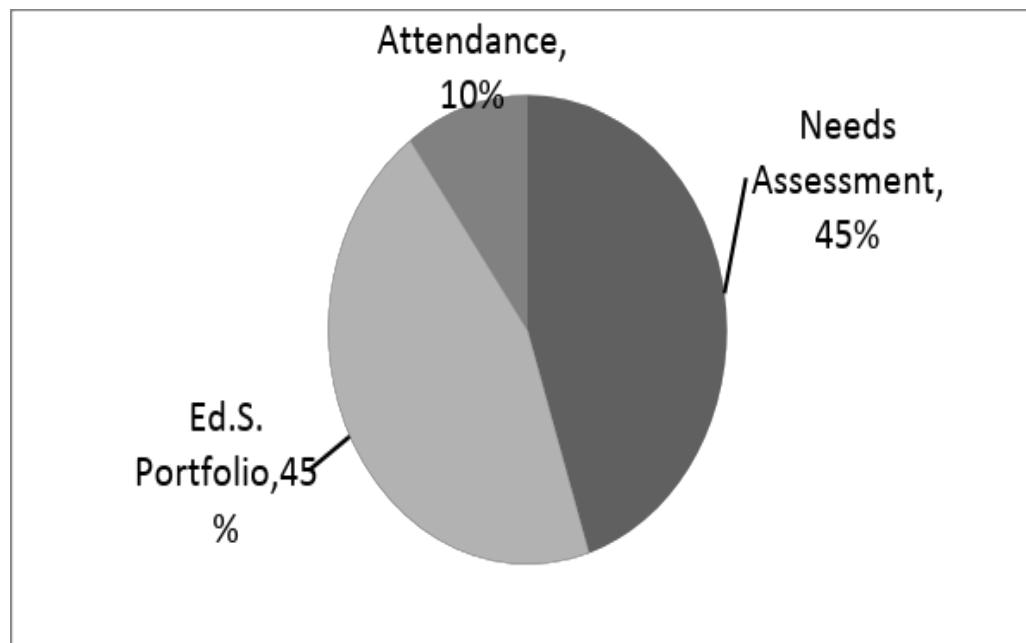
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Student Learning Objectives and Outcomes

1. Conduct a multifaceted, school-specific Needs Assessment (Use PCSIM) resulting in a publishable manuscript.
2. Analyze the results of the Needs Assessment to inform comprehensive, ecosystemic school psychological service delivery.
3. Develop portions of a comprehensive Ed.S. School Psychology Portfolio through the TaskStream electronic Direct Response Folio process. Submit the portfolio draft on-line for evaluation by the December seminar. The December draft should include the Official Documents, and NASP Domains 1-5 with supporting exemplars. By March, demonstrate through the portfolio professional competence in all NASP Domains of Competency.

Additional Student Outcomes within the Ed.S. Culminating Portfolio

The primary objective of the culminating Ed.S. Portfolio is to demonstrate professional competence and mastery across the domains of school psychology. These will be organized within the NASP 10 Domains of Training and School Psychology Practice. Proficiency will be documented, articulated, and evident through oral and written presentations, which make up the course activities. The Portfolio will be submitted on-line through Taskstream.



Evaluation of Learning Outcomes

A letter grade for Spring CSP 760 will be based on the professor's evaluation of the intern's demonstration of knowledge and professional competence as demonstrated in the following projects:

Assignment #1 (SPPE 1.6 I, A, P; SPPE 5.0, 5.1, 5.2 I, A, P)

Needs Assessment Report (Worth a total of 45 points)

Purpose:

In the fall semester, you are required to complete a needs assessment to develop an accurate picture of how and in what context you can serve your school(s). As a result of your needs assessment you will decide to respond to an academic/behavioral/or social need within your school. Your needs assessment allows you to systematically collect/gather information from students, parents, teachers, administrators, and/or other community members (stakeholders) to determine the school-wide issues and priority goals and develop a plan to meet these expectations (within the limit of adequate support and resources).

Products:

- 1a) Needs Assessment Intervention Report Draft and Intervention Action Plan
- 1b) Needs Assessment Presentation and Final Intervention Report

1a. Needs Assessment Intervention Report

You will complete a draft of your intervention report. This is a critical feedback stage in your intervention project. You will receive feedback from me as well as an assigned peer on your draft using the following rubric:

Needs Assessment/Intervention Project Paper: Draft and Final Paper

Criteria	Excellent	Good	Needs Improvement
Executive Summary	Summarized document and allowed readers to rapidly become acquainted with the intervention process and the findings.	Summarized document but important portions of the document are missing in the summary.	Summary is hard to follow and unclear.

Background	Provided detailed background of school that includes information about the student population demographics, teacher demographics including types of credentials, community, history of school, school programs	Provided most details about the school background but some details missing	Limited or missing school background information
Purpose of Needs Assessment	Effectively communicated the purpose of the needs assessment to readers. The purpose is clear, understandable, and well organized. Purpose clearly and explicitly explains the problem, audience, and focus of the needs assessment.	Communicated the purpose of the needs assessment with clarity.	Purpose of needs assessment is unclear and hard to follow.
Methods and Procedures	Provided description of survey(s)instruments used and/or means of data you collected with individuals or small groups to expand understanding of the data and its meaning to individuals at the school. Described the system used to collect and organize the data.	Provided description of survey(s)instruments to expand understanding of the data.	Minimal or no description of survey instruments used
Results of Needs Assessment	Shared the results of needs assessment, in both quantitative and qualitative data that communicates the current and future needs of the school, students, parents, teachers and/or the community.	Shared results of needs assessment using quantitative OR qualitative data	Results of needs assessment missing or unclear
Intervention	Effectively described proposed intervention and procedures used to implement the intervention and the people involved in implementation.	Intervention described and somewhat relates to needs assessment. Implementation details and progress monitoring results are discussed in some detail.	Intervention description is unclear and unorganized. Little or no connection with needs assessment. Implementation and

	Intervention directly relates to results of needs assessment. Intervention is effectively and clearly described along with implementation details and progress monitoring results.		progress monitoring details are missing or minimal.
Limitations	Thoroughly discussed limitations of the intervention answering the questions: What went wrong? What could you have done differently?	Discussed limitations of the intervention.	Little or no mention of the limitations of the intervention.
Writing	Writing is crisp, clear, and succinct. The reader is guided from a broad and general view of the situation to actionable specifics. The writer incorporates the active voice when appropriate. No misspelling, grammar, or punctuation mistakes are evident. The writer takes advantage of information displays such as tables, flow charts, etc. when appropriate.	Writing is clear, but unnecessary words are used. Meaning is sometimes unclear. A few words are either misused or misspelled. A few grammar and punctuation errors have been found. Information displays are improper or confusing. The document could profit from better organization.	It is hard to know what the writer is trying to say. Writing is convoluted. Misspelled words, incorrect grammar, and improper punctuation are evident and distracting.

1b) Needs Assessment Presentation Guidelines

Prepare a PowerPoint presentation or Prezi and share the following:

- 1) Share Background of School including demographics
- 2) Purpose of Needs Assessment and people involved
- 3) Share Data Collected and Results of Needs Assessment (to date)
- 4) Share Proposed Intervention Plan and Type of Outcome Data
- 5) Share Reflections on your experience:
 - a) What worked?/Did not work?
 - b) What would you do differently or change?
 - c) What cultural and/or ethical factors came into play as you completed your needs assessment?

Intervention Action Plan Template

Intervention Plan:		School:			
Objective:					
Desired Outcome:					
Intervention/Strategy:					
Target Dates:	Action:	Person(s) Responsible:	Resources Needed:	Evidence of Implementation/Accountability Measures/Benchmark	Monitoring Date:
Date you plan to begin the intervention	What will be done?	Who will be responsible for implementing the intervention?	What resources will you need to implement the intervention?	How will you know that the intervention has been implemented? What is the benchmark/s?	Date intervention was monitored?

Assignment #2 SPPE 9.0, 9.1, 9.2., 9.3., 9.4 I, A, P

Ed.S. Portfolio (Worth a total of 45 points)

Purpose:

Your Ed.S. Portfolio is your culminating project that demonstrates your knowledge and application of service delivery in schools. Your completion of the 10 NASP Domain Area Summaries, serves as evidence of your understanding of best practices in multicultural school psychology. Your portfolio will address the 10 Domains of NASP Standards for Training. Standards, the Areas, Instructions and Rubrics for evaluation are available on TaskStream.

Portfolio will include:

- Updated vita
- Official documents
- Update/revise “model of service delivery” statement drafted last year in CSP 752
- Supervisor evaluations
- Narrative and supporting documents for NASP Domains 1-5 in Fall (Final portfolio with the remaining 5 Domains of Competency will be due March)

***Domains should be submitted on TaskStream before class on the due date.*

NASPs 10 Domains of School Psychology guide your service delivery:

Domain 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.

Domain 2: Consultation and Collaboration

School psychologists have knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and methods to promote effective implementation of services.

Domain 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 curricula and instructional strategies.

Domain 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.

Domain 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 learning and mental health.

Domain 6: Preventive 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 multi-tiered prevention, and evidence-based strategies for effective crisis response.

Domain 7: Family–School Collaboration 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 and mental health; and strategies to develop collaboration between families and schools.

Domain 8: Diversity in Development and Learning

School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse student characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role difference; and evidence-based strategies to enhance services and address potential influences related to diversity.

Domain 9: Research and Program Evaluation School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings.

Domain 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.

Required Reading

ASP Practice Model for Comprehensive and Integrated School Psychological Services

http://www.nasponline.org/standards/practicemodel/Practice_Model_Brochure.pdf

NASP Standards for School Psychology and *NASP Professional Conduct Manual*, available online from NASP at

<http://www.nasponline.org/standards/index.aspx>

Be sure to bookmark the NASP website at <http://www.nasponline.org/> as a critical professional resource.

Seminar Experience:

Group Supervision

Supervision is a vital component in personal/professional growth and development. Each month time will be allotted for interns to participate in face-to-face group supervision. Group supervision is designed to gain feedback and support from one another. As a group, you will receive supervision on cases you are working with on-site or ethical dilemmas you are facing in the schools. Group supervision will be used as a tool to prepare interns for the successes and challenges that come along with working with children, families, and schools. Several dynamics of the profession will be discussed, such as roles, responsibilities, intervention, limitations, consultation, and professional ethics. You will gain feedback from your classmates and share experiences and professional ideas.

Within group supervision we will discuss **Tears, Fears, Celebrations and Drama and Dilemmas**. Tears, Fears, and Celebrations is designed to provide you with the opportunity to share, reflect, and/or celebrate with your cohort your experience in the schools. There will be times that you may want to shed tears, share your fears, and/or celebrate your success. This is a means of support, validation, and reflective feedback.

Drama and Dilemmas are discussions of legal, ethical, & moral issues in practice. Drama in this context is considered a particularly challenging situation that may be reoccurring. This situation or issue may be causing unneeded stress because of the parties involved, emotional strain, or unsuccessful resolutions (perceived to be unsuccessful). Dilemmas are considered to be situations requiring a difficult choice between one of two alternatives that may be equally favorable but should be guided by legal and ethical considerations.

Confidentiality

Confidentiality is an essential component of our role in the profession of school psychology (Please refer to NASP Standards and Ethics and Laws section on confidentiality). We will hold this ethical practice in high honor at all times whether in the university setting or fieldwork setting. As we discuss cases within the university classroom environment we will keep full names and personal identifying information confidential. You will also obtain written parent permission before beginning your case studies.

Fall 2021 SCHEDULE

***schedule subject to change/guest speakers may be included**

9:00-9:05	Announcements and updates
9:05-10:30	Check Ins and Group Supervision
10:30-10:45	Break
10:45 -11:30	School-Wide Needs Assessment/Behavior/Academic Share time and get support/advice
11:30-12:00	Instructor Presentation/Discussion
12:00 -12:25	Review upcoming NASP Domains that will be due next month and (e.g., interns share ideas for exemplars).
12:25-12:30	Class Wrap up; Assignments due for next month, and reflections

Date	Objective	Whats Due
August	Review Syllabus and Assignments Review NASP Domains Taskstream Tutorial Survival Tips: How to make it through internship	Professional Paperwork: Learning Plan, Professional Development Plan
September	Specific Learning Disability: Review of Identification Methods	Domain 1 and 2 Needs Assessment Idea
October	Assessment of Cognitive/Processing Skills without Standardized Assessment	Domain 3 and 4
November	TBD	
December	WRAP UP Needs Assessment/Bx/Acade Presentations	Domain 5