SCHOOL PSYCHOLOGY FIELD EXPERIENCE POLICIES AND PROCEDURES

Eligibility for Field Experiences

1. A Certificate of Clearance is required prior to beginning the field experience sequence. Apply for the Certificate immediately upon acceptance to the Program. Applications are available in the Center for Careers in Education (in the Education Building). Submit a copy of your application and of the Certificate itself (upon receipt) to the School Psychology Office.

2. Taking the CBEST is prerequisite to beginning the field experience sequence. Every time you take the CBEST, give a copy of the results to the School Psychology Office whether you passed or not! (We are trying to build a data-based profile of students’ needs for workshops.) The CBEST must be PASSED prior to award of the internship credential.

3. Evidence of professional liability insurance is required prior to beginning each year of field experience.

4. Eligibility to enroll in the culminating full-time internship is determined formally through the Internship Planning Conference. Students must be recommended for internship and their internship approved by the faculty supervisor and program director before signing a contract with a school district.

Selection of Field Experience Placements

1. Students must follow the approved channels for effecting placements with an approved supervisor in the schools
   - 1st Year: The program director assigns students to one of the two practica.
   - 2nd Year: The fieldwork instructor coordinates placements of students (in pairs) with program-approved supervisors.
   - 3rd Year: The practicum instructor orchestrates a series of interviews between students and at least two potential supervisors; then creates the best matches for placements.
   - Internship: Intern candidates apply directly with school districts offering internships. Upon internship offers, candidates prepare a formal proposal for review and approval by the internship faculty member and program director. Interns may not accept an offer of employment/internship prior to program approval.

2. Placements for each experience are expected to be in the same school with the same supervisor for the academic year; however, a change of placements can be arranged at any time if needed.

4. Placements across years, however, must be in different schools (preferably different school districts) and with different supervisors.

5. All students must have both elementary and secondary school experiences at some time in the program - regardless of the level at which they intend to eventually work - with a minimum of 100 clock hours in at least two of three settings (elementary, middle/junior, and/or senior high schools).
6. It is the student's responsibility to complete the SDSU-required Service Learning Plan agreement contract, to obtain all required district signatures, and to submit the agreement to the instructor prior to beginning the experience.

**Supervisors**

1. Supervisors must be credentialed school psychologists who have at least two years of experience in the schools.

2. Supervisors must be role models, engaging in philosophically compatible delivery of a broad range of psychological services.

3. Supervisors are appointed with probationary approval; following at least two years of successful supervision and participation in program supervisor institutes, supervisors may be recognized with full approval and adjunct faculty status.

4. School psychologists may be nominated as potential supervisors by the faculty, students, colleagues, and/or themselves. Faculty will review their vita, description of schools and services, and may request an interview. School psychologists will be designated with probationary approval upon the joint recommendation of the faculty member associated with the field experience and the program director.

5. Approval of internship supervisors is included in the negotiation of the Internship Contracts.

**Student Responsibilities Regarding Supervision**

1. It is the student's responsibility to be sure that at least one hour of face-to-face supervision is received for every day in the field placement.

2. Students must provide a written evaluation of the quantity and quality of supervision received each semester.

**Field Experiences and Activities**

1. Students are expected to integrate course assignments into their field placement activities. It is the student's responsibility to provide the field supervisor with a copy of the field experience course syllabus plus copies of other such course syllabi with field assignments.

2. Students participating in federally funded projects may have additional requirements to be integrated into their field experience. Students should consult with the director of the project for specifics.

3. At the beginning of each semester, the student, supervisor, and faculty member work collaboratively to develop goals and an activity plan to reflect the seven areas of competence.

4. Students document their hours and activities in each of the competency areas. Each month students turn in to their university supervisors monthly logs of their activities related to each area of competence. At the end of the semester, the monthly reports are compiled (by
competency area) and reviewed by the field supervisor who should add appropriate commentary, sign and date the document.

5. During internship, a portion of the time must be designated in the contract for "desk activities," although interns may expect to complete many routine tasks (i.e., report writing) off-site. In all pre-internship field experiences students are expected to complete all such activities (e.g., report writing, studying test manuals, scoring tests) on their own time above and beyond the required time in the placement.

6. The "calendar" also varies across phases: First year practicum is based on the university's academic year calendar (unless otherwise agreed upon with supervisor), whereas the calendar for all other field experiences is negotiated by the trainee/intern, university supervisor, and field supervisor as part of the Service Learning Plan. Students are responsible for negotiating with their field supervisors when university and school district holidays do not coincide.

7. Many public schools are on year-around schedules which complicate coordination of course requirements with field activities. If your field experience site is on a year-around schedule, it is imperative to make alternative arrangements for "off-track" times.

Evaluation of Student Progress and Performance

1. Evaluation of the student's progress is the joint responsibility of field supervisor and university faculty member.

2. Evaluation is an ongoing process with oral feedback occurring throughout the semester.

3. The field supervisor completes a written evaluation, designed to reflect the seven areas of competence, at least once each semester. It is the student's responsibility to obtain the supervisor's evaluation. This written evaluation is required for a CR grade and becomes part of the student's official file. Students need to keep each evaluation to include in their culminating portfolio.

4. Evaluation (near the end of each semester) should inform the development of the goals and activities plan for the next semester.

Grading

1. Typically, field experiences are graded "credit" (CR) or "no credit" (NC). "Incomplete's" (I) are awarded only under the most unusual of circumstances and require a specific contract between the student and university faculty member and field supervisor.

2. The award and posting of grades are the responsibility of the university faculty member who serves as university supervisor.

3. Typically, The grade of "credit" is awarded upon (a) receipt of a written satisfactory evaluation from the field supervisor, (b) documentation of the required number of hours of experience, and (c) satisfactory completion of all requirements for the associated professional development seminar.
**Ethics**

1. Students are expected to adhere to the NASP Code of Ethics, state and federal laws, and university and school district policies in their field activities.

2. Violation of an ethical code, law or policy may result in a grade of "no credit" and/or dismissal from the program.

**Policies Specific to Internship**

The yearlong Internship experience (minimum 1200 hours) is the culminating educational activity leading to the school psychology credential. The seven areas of competence is the organizing framework for the program's integration of California CTC requirements, NASP standards, and program objectives. Part of the condition of approval of an internship site is the district's agreement to provide opportunities for the intern to develop these competencies. Interns are responsible for completing course requirements at the university while working under the dual supervision of the university and field site credentialed school psychologist. Interns meet on a regularly scheduled basis for group supervision and the professional development seminar. We encourage interns to work in an internship site which will provide opportunities for them to meet their unique professional goals, as well as the credential competencies. Several creative possibilities are options for approved internship sites, provided the following generic criteria are met. Approved internship sites and supervisors must agree to provide the following:

1. Interns must be supervised by a California-credentialed school psychologist who has worked in the field at least two years.

   a. One school psychologist must be designated to work as the main supervisor for each intern, with responsibilities to include evaluation of intern competencies, overseeing of all intern professional activities in the district, and guidance throughout the intern's professional growth and development. After the first few months, the intern may also work with other credentialed school psychologists for specific activities (such as evaluations with different populations), as appropriate, but the original designated supervisor must still maintain overall supervision.

   b. All written evaluation and intervention reports must be cosigned by a credentialed school psychologist throughout the internship year.

   c. The intern supervisor must provide a minimum of two hours a week of district intern supervision, although many supervisors have found four hours a week to be more realistic, especially during the fall semester.

   d. The designation of an intern supervisor is subject to the approval of the University and Program.

2. Interns should be full-time and may work five days per week but must dedicate 20% of their time to professional development (e.g., regularly scheduled seminars, supervision, conferences, workshops, teaching or research assistantships, and pursuit of individual professional goals.) The on-site activities in the district must include:
a. A broad spectrum of professional activities to provide opportunities for the intern to develop professional competence in the areas of assessment, intervention, consultation, counseling, research, program evaluation, in service, prevention and early intervention, etc.

b. Opportunities to develop their professional competencies with a broad range of programs and populations (e.g., ages, disabilities, cultures), as described in the Continuum of Competencies.

c. Time to develop their skills and receive supervision. Consequently, they should be assigned to a workload which is not more than 75% of what a credentialed school psychologist would work. In other words, when in the district four days a week they should not exceed the workload of a three-day-a-week school psychologist. Interns may serve one or two schools with an intern:student ratio of approximately 1:1,000.

d. Opportunity to demonstrate and document a wide variety of competencies, as required for the school psychologist credential. (Interns will continue to develop their program portfolios documenting their development of competencies.)

e. No less than 20%, but no more than 40%, of the intern's time may be devoted to special education evaluations and related procedures.

f. Opportunities to work in both general and special education programs within the district.

3. Interns are to be treated by the district as part of the professional staff.

a. The district or agency provides a supportive work environment (including access to computers and technology) and adequate supplies (including counseling and test materials).

b. The intern is encouraged to participate on district, SELPA, and/or county-level committees, where appropriate.

c. The intern is released from the district a minimum of 20% time to attend approved professional development experiences such as national, state, and local meetings of educators and school psychologists.