UNIVERSITY OF LA VERNE
College of Education and
Organizational Leadership
School Psychology
Preparation Program

Course Syllabus for
EDUCATION 589B
SUPERVISED FIELDWORK
(INTERNSHIP)- LEVEL II

Instructors: Dr. Jackie
Allen and Leah Barragan
Dr. Allen’s Office Hours are
Monday, Tuesday,
Wednesday, and Thursday
By Appointment

2- units for Level II
(Graduate Level Only)

Prerequisites for Field Work: Education 502, 535, 547, 548, 577, 578, 579, 586
A & B. Education 574 and 579 are taken concurrently.

California Commission on Teacher Credentialing Standards for Pupil
Personnel Services Credential

This course meets or partially meets Standard 3—Socio-Cultural Competence,
Standard 4—Assessment, Standard 5—Comprehensive Prevention and Early
Intervention for Achievement, Standard 6—Professional Ethics and Legal Mandates,
Standard 7—Family-School Collaboration, Standard 8—Self-esteem and Personal
and Social Responsibility, Standard 9—School Safety and Violence Prevention,
Standard 10—Consultation, Standard 11—Learning Theory and Educational
Psychology, Standard 12—Professional Leadership Development, Standard 13—
Collaboration and Coordination of Pupil Support Systems, Standard 14a—Human
Relations, Standard 15—Technological Literacy, Standard 16—Supervision and
mentoring, Specialization Standard 19—Legal, Ethical and Professional
Foundations, Specialization Standard 20—Collaborative Consultation, Specialization
Standard 21—Wellness Promotion, Crisis Intervention and Counseling,
Specialization Standard 22—Individual Evaluation and Assessment, Specialization
Standard 23—Program Planning and Evaluation, Specialization Standard 26—
Course Description: (This course cannot be challenged)
This course provides school psychology candidates with the second semester of 600 hours of supervised field work in school and/or community settings. This course emphasizes collaboration and consultation, wellness promotion, counseling and crisis intervention, individual assessment, educational planning and evaluation, program planning and evaluation, and research and measurement.

Evidence of Learning Outcomes:

Students will:

1. Become familiar with, and practice, the day-to-day service delivery skills and procedures used by school psychologists in the field, especially in a multicultural environment.
2. Apply classroom learning in carrying out the responsibilities of a credentialed school psychologist.
3. Develop and demonstrate competence in required experience/skill areas necessary for the delivery of professional school psychology services; individual assessment and evaluation; wellness promotion; crisis prevention and intervention; psychological counseling; diagnosis of learning disabilities; consultation; collaboration; program planning and evaluation; legal and ethical issues; and research, measurement, and technology.
4. Demonstrate skills in assessing and working with students, parents, and families from diverse backgrounds.
5. Develop and demonstrate the ability to work effectively and professionally with other school staff, parents, community members, and other groups to carry out the mission of the school site/district.
6. Demonstrate socio-cultural competence by (a) acceptance and respect for differences; (b) ongoing assessment of one’s own and the organizations’ culture; (c) attention to the dynamics of difference; (d) continuous expansion of socio-cultural knowledge and resources; (e) using culturally appropriate assessment and evaluation methods; (f) using culturally appropriate intervention strategies and/or (g) the adaptation of one’s values and behaviors.
7. Develop, practice, and demonstrate personal values, attitudes, and behaviors, which promote the healthy cognitive, emotional, physical, and social development of children and adolescents.
8. Develop and monitor individual and group interventions using data-based decision-making skills of students for a variety of academic and personal-social concerns.
9. Demonstrate the ability to use outside resources and make appropriate referrals.
10. Demonstrate ability to use communication skills to facilitate pupils' efforts to learn and develop positive learning behaviors in student study and IEP meetings, and in consultation with staff and parents.
11. Demonstrate knowledge of the current literature and practices regarding assessment, legal and ethical issues, program planning and evaluation, special education eligibility and rules and regulations, crisis prevention and intervention, student support models, and professional growth and development in preparation for the future role as supervisor.
12. Gain appreciation for the vital role that site supervisors play in the professional training of candidates in a school psychology preparation program.
13. Plan, organize, and evaluate suicide and crisis prevention, intervention, and postvention (aftermath) programs to enable students and school staff to acquire attitudes and interpersonal skills that help them understand and respect themselves and others, understand and develop safety and survival skills, and collaborate on school wide implementation of violence prevention programs.
14. Solicit professional feedback on their performance from supervisors and co-workers, and respond constructively to suggestions for improvement and growth.
15. Demonstrate and document, with the assistance of the university Supervisor of Fieldwork Experience and Site Level Supervisors, the professional standards for the Pupil Personnel Services credential required by the California Commission on Teacher Credentialing.
16. Demonstrate the ability to select appropriate assessment methods, especially with multicultural and language minority students and students with low incidence disabilities to evaluate student cognitive ability, learning potential, academic performance, behavior, and emotional development.
17. Apply knowledge of cognitive, academic, psycho-educational processing, behavioral, emotional, and adaptive behavior assessment methods and procedures in the diagnosis of learning disabilities and other handicapping conditions.
18. Demonstrate the ability to collaborate in the development and monitoring of individual education programs (IEPs) and behavior intervention plans for students from diverse backgrounds and with different abilities from preschool through high school.
19. Demonstrate skills in organizing and implementing inservice education programs for school staff focused on the issues related to school psychology.
20. Demonstrate an ability to identify learning, emotional, physical, and behavioral problems early and develop effective intervention strategies within a variety of school, community, and family environments.
Course Outline:

The fieldwork seminar activities focus on the practical application of competencies developed in prior school psychology preparation program courses and the continuing development of knowledge and skills addressed under “Evidence of Learning Outcomes” enumerated above. Time will be scheduled on a regular basis to deal with problems encountered during the field work experience and to integrate theory into practice.

NOTE: Since the demographics of California public schools are continually changing, it is the policy of the School Psychology Preparation Program that socio-cultural competence be appropriately addressed in all courses. Socio-cultural competence is defined as involving school psychology trainees in the continual development of attitude/beliefs, knowledge, and skills related to: (a) awareness of one’s own assumptions, values, and biases; (b) understanding the worldview of the culturally different client; (c) culturally appropriate intervention strategies and techniques; and (d) sociopolitical influences that impinge upon the life of racial/ethnic minorities [based on Sue (2001)].

COURSE SCHEDULE, OUTLINE, AND ACTIVITIES:

(SEE SEPARATE HANDOUT FOR MEETING TIMES)

Activities of Participant:
Student will:

1. Actively engage in group discussions
2. Actively listen to student and instructor presentations
3. Present a case study and an article critique
4. Regularly log fieldwork activities and self-evaluate progress
5. Solicit feedback for the improvement of school psychology skills
6. Perform as a professional in carrying out the duties assigned by the University of Field Work Experience and the On-Site Supervisor

Assessment Plan:

1. The on-site Supervisor will meet with the student and University Supervisor and complete an evaluation of student progress in all competency areas which will become part of the student’s permanent file.
2. Each student will complete the Evidence of Learning Outcomes (listed in the syllabus) including learning outcome, how and to what extent knowledge, experiences, and /or skills under each learning outcome was met, and a statement of self-reflection on expectations and needs for future growth under each outcome.
3. After being critiqued by the instructor, these documents are to be signed, dated, and returned to the student in order that they can be placed in the student’s Professional Growth Portfolio for School Psychology Candidates.

Credit: A credit grade for “2” units will be granted upon completion of all the Field Work requirements.

1. Completion of 600 field experience hours
2. Completion of “Evidence of Learning Outcomes” for Field Work-Level II
3. Receipt by the University Supervisor of Field Work Experience of a signed Field Experience Agreement and Demonstrated Skills Evaluation rating form completed by the On-Site Supervisor at each site
4. A rating of “3” or Competent or higher on all competency areas identified on the Demonstrated Skills Evaluation form (NOTE: A student receiving a substandard rating of “2” (Emerging) in a given competency area may subsequently demonstrate competency in that area at the same or a different site). 
5. Completion and verified Field Experience Logs and Summary Log

NOTES:

1. Students are reminded of the University of La Verne policies on academic honesty which appear in the ULV Catalogue. Academic dishonesty will be viewed as a serious offense.
2. Because this course centers around discussions all classes must be attended. If a class is missed, a student will have to make up that class.
3. The instructor reserves the right to change the class requirements as appropriate.

ARTICLE CRITIQUE for FIELD WORK-LEVEL II

The student will present a brief summary of the chosen article. A written summary (2-3 pages) will be prepared using APA format with a title page, an abstract, and a resource/reference page and turned in on the night of the discussion. Student will share with the class how this information will help a practicing school psychologist.

CASE STUDY

Use same format at Fall Semester to complete a case study of one of your students you are currently assessing. Pick a student who has an unusual learning disability or other eligibility area such as autism, mental retardation, speech and language, emotional disturbance, etc. Present your case study in class and discuss the reasons why you used certain tests and how the IEP team decided on eligibility and placement. Submit a written summary of your case study (on the night you
FIELD WORK - Agenda for Combined 1st Session

DEBRIEF PRAXIS TESTS

CHECKING OUT OF FIELD WORK I

SIGN UP FOR TASK STREAM

NEW ASSIGNMENTS OR CHANGES IN ASSIGNMENTS
   Verification of Placement-Supervised Field Work
   Field Experience Planning Document

CASE STUDY - prepare a Power Point to present in class with handouts for each classmate; protect confidentiality of the student

ARTICLE CRITIQUE - Decide on articles based on needs from Praxis Exam

SIGN UP FOR CASE STUDY AND ARTICLE CRITIQUE

ELOS - Due at end of the Field Work