



PRACTICUM GUIDE/LOG:

**(ACTIVITIES THAT ARE ASSOCIATED WITH PPS 6104, PPS 6105, PPS 6106 AND/OR COURSES TAUGHT
DURING THE FIRST YEAR OF THE SCHOOL PSYCHOLOGY PROGRAM)**

(CTC STANDARD 25)

The California Commission of Teacher Credentialing (CCTC) requires 450 total practica hours for School Psychologist candidates. However, it is recognized that since the practicum experience is a challenging and ongoing process it often requires additional time in order for students to be adequately prepared prior to their fieldwork/internship. Therefore, the Alliant International University, California School of Education School Psychology Program strongly recommends **more** than the basic number of hours that are required by CCTC (Alliant International University CSOE strongly suggests: approximately 600 hours for School Psychologists)

University Mission Statement:

Alliant International University prepares students for professional careers of service and leadership and promotes the discovery and application of knowledge to improve the lives of people in diverse cultures and communities around the world. Alliant is committed to excellence in four areas:

- Education for Professional Practice:** Alliant’s educational programs are designed to give students the knowledge, skills and ethical values they need to serve and lead effectively in a variety of professional settings. Alliant graduates are expected to achieve mastery of a body of knowledge and be able to apply that knowledge in professional practice in order to achieve desired and beneficial outcomes.
- Scholarship:** Scholarship in the Alliant context includes the discovery of new knowledge; the discovery of new applications of knowledge to solve practical problems; the integration of knowledge in new ways; and innovation in teaching knowledge and professional competencies.
- Multicultural and International Competence:** Alliant is an inclusive institution committed to serving diverse populations around the world by preparing professionals to work effectively across cultural and national boundaries, by increasing the number of professionals working in underserved areas, and by understanding and responding to the needs of diverse communities.
- Community Engagement:** Alliant’s faculty, students, alumni and staff are dedicated to making a positive difference in the world through professional education and practice. We measure the success of our university in part by the impact we have, both directly and indirectly, on the welfare of individuals, families, organizations and communities.

Required Practicum Activities	CTC Standards Covered	NASP Practice Model Domains	Date & * (Suggested or approximate hours) / Actual Hours Completed	Signature / Title (e.g., Practicum Supervisor; Teacher; School Counselor; School Psychologist, Parent, DIS Staff, etc.)
1. Participate and Report on Group Counseling Session(s) 2. Review and Report on Consultation and Collaboration Procedures between School Staff and Agencies 3. Visit/Review a Non-Public School Program (NPS) 4. Review Community Resources within Local School District	17. <i>Psychological Foundations</i> 18. <i>Educational Foundations</i> 19. <i>Legal, Ethical and Professional Foundations</i> 20. <i>Collaborative Consultation</i>	Domain 2: Consultation and Collaboration Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills Domain 6: Preventive and Responsive	1. (20) / _____ 2. (4) / _____ 3. (6) / _____ 4. (4) / _____	1. _____ 2. _____ 3. _____ 4. _____

<p>5. Observe/Review components of a Mild-Moderate Special Day Classroom</p> <p>6. Investigate Procedures on Completing a Mental Health Referral and follow-up</p> <p>7. Psycho-Educational Case Assessments (4)</p> <p>8. Parent Interviews (4) <i>(goes along with the Psycho-educational assessments from #7 above)</i></p> <p>9. Interview a Mental Health Counselor <i>(MFT or Clinical Psychologist from outside agency)</i> and Report on Treatment Procedures</p>	<p>21. <i>Wellness Promotion, Crisis Intervention and Counseling</i></p> <p>22. <i>Individual Evaluation and Assessment</i></p> <p>23. <i>Program Planning and Evaluation</i></p>	<p>Domain 8: Diversity in Development and Learning</p> <p>Domain 3: Interventions and Instructional Support to Develop Academic Skills</p> <p>Domain 7: Family-School Collaboration Services</p> <p>Domain 1: Data-Based Decision Making and Accountability</p> <p>Domain 10: Legal, Ethical, and Professional Practice</p> <p>Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills</p> <p>Domain 6: Preventive and Responsive Services</p> <p>Domain 7: Family-School Collaboration Services</p>	<p>5. (3) / _____</p> <p>6. (8) / _____</p> <p>7. (40) / _____</p> <p>8. (8) / _____</p> <p>9. (3) / _____</p>	<p>5. _____</p> <p>6. _____</p> <p>7. _____</p> <p>8. _____</p> <p>9. _____</p>
<p>10. Observe students and/or assist in overall procedures of Response to Intervention process (RTI)</p> <p>11. Observe/Assist School Psychologist in development of Academic Intervention for general education student</p> <p>12. Review School-Wide Discipline Policy/Practices <i>(PBIS)</i></p> <p>13. Interview a School Psychologist and report on Cross-cultural Assessment Procedures <i>(per Larry P)</i></p> <p>14. Observe / Interview teacher of Emotionally-Disabled students</p> <p>15. Observe/Assist Assessment of an Emotionally-Disabled student</p>	<p>17. <i>Psychological Foundations</i></p> <p>18. <i>Educational Foundations</i></p> <p>20. <i>Collaborative Consultation</i></p> <p>21. <i>Wellness Promotion, Crisis Intervention and Counseling</i></p> <p>23. <i>Program Planning and Evaluation</i></p>	<p>Domain 1: Data-Based Decision Making and Accountability</p> <p>Domain 6: Preventive and Responsive Services</p> <p>Domain 3: Interventions and Instructional Support to Develop Academic Skills</p> <p>Domain 8: Diversity in Development and Learning</p> <p>Domain 8: Diversity in Development and Learning</p> <p>Domain 6: Preventive and Responsive Services</p>	<p>10. (5) / _____</p> <p>11. (4) / _____</p> <p>12. (4) / _____</p> <p>13. (4) / _____</p> <p>14. (5) / _____</p> <p>15. (6) / _____</p>	<p>10. _____</p> <p>11. _____</p> <p>12. _____</p> <p>13. _____</p> <p>14. _____</p> <p>15. _____</p>

<p>16. Observe/Assist Assessment of an Autism student</p> <p>17. Observe/Assist Assessment of Moderate to Severe student</p> <p>18. Completion of two (2) Functional Behavioral Assessments</p>	<p>24. <i>Research, Measurement, and Technology</i></p> <p>21. <i>Wellness Promotion, Crisis Intervention and Counseling</i></p>	<p>Domain 1: Data-Based Decision Making and Accountability</p> <p>Domain 10: Legal, Ethical, and Professional Practice</p> <p>Domain 6: Preventive and Responsive Services</p> <p>Domain 10: Legal, Ethical, and Professional Practice</p>	<p>16. (6) / _____</p> <p>17. (5) / _____</p> <p>18. (10) / _____</p>	<p>16. _____</p> <p>17. _____</p> <p>18. _____</p>
<p>19. Completion of two (2) Positive Behavior Intervention Plans</p> <p>20. Review issues related to Psychopharmacology (<i>per DSM 5</i>)</p> <p>21. Visit Behavior Mental Health Facility (inpatient) and investigate/report on 5150 procedures</p> <p>22. Review/Report on District/Workshop Trainings (<i>can be academic-related or behavior-related</i>)</p> <p>23. Practicum Supervision (<i>Discussions and Assignments for PPS 6104, PPS 6105 and PPS 6106</i>)</p>	<p>19. <i>Legal, Ethical and Professional Foundations</i></p> <p>21. <i>Wellness Promotion, Crisis Intervention and Counseling</i></p> <p>22. <i>Individual Evaluation and Assessment</i></p> <p>23. <i>Program Planning and Evaluation</i></p>	<p>Domain 1: Data-Based Decision Making and Accountability</p> <p>Domain 6: Preventive and Responsive Services</p> <p>Domain 8: Diversity in Development and Learning</p> <p>Domain 10: Legal, Ethical, and Professional Practice</p> <p>Domain 9: Research and Program Evaluation</p> <p>Domain 10: Legal, Ethical, and Professional Practice</p>	<p>19. (10) / _____</p> <p>20. (5) / _____</p> <p>21. (10) / _____</p> <p>22. (10) / _____</p> <p>23. (10) / _____</p>	<p>19. _____</p> <p>20. _____</p> <p>21. _____</p> <p>22. _____</p> <p>23. _____</p>

Other: On-site Practicum work, Presentations, e.g., CASP / NASP / Local School District Inservices/Workshops, etc (75-100 hours):

_____ Date(s) _____ (Supervisor's) Signature _____

_____ Date(s) _____ (Supervisor's) Signature _____

_____ Date(s) _____ (Supervisor's) Signature _____

Number of Hours for this Document ("Practica 2"): _____

For this document ("Practica 2"): Provide evidence of no less than 225 hours (which required by CCTC); However, 300 hours is recommended by Alliant International University California School of Education

Total Number of Hours Completed for Practicum _____

Supervisor's Signature _____ **Printed Name** _____ **Date** _____

Student Signature _____ **Printed Name** _____ **Date** _____

*** NOTE:** "Suggested or approximate hours" does NOT mean students cannot document more (or less) hours than this. It only serves as a "guide" as to how many hours it might typically take in order to complete this particular activity.