
ASSESSING LEARNING IN A GRADUATE DEGREE SCHOOL PSYCHOLOGY PROGRAM

CASA E-LEADER CONFERENCE
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OVERVIEW OF THE SCHOOL PSYCHOLOGY PROGRAM AT NATIONAL UNIVERSITY'S SANFORD COLLEGE OF EDUCATION

- **Master's program with Pupil Personnel Services Credential (PPSC) - School Psychology**
 - **Credentialed in the State of California**
 - **Credential only option available**
- **Full-time 3-year+ program**
- **Total of 20 courses/90-unit program**
- **1, 650 hours of fieldwork**
- **Online and Hybrid Program offered**
- **Candidates represent all 58 counties in California**

WHAT IS A SCHOOL PSYCHOLOGIST?

- Consult & Collaborate with educational stakeholders, families, and community partners
 - Conduct Psychoeducational assessments
 - Improve academic achievement
 - Promote positive well-being, mental health, and social-emotional functioning
 - Design & implement evidence-based academic and behavioral interventions
 - Support Diverse Learners
 - Engage in systems-level advocacy and program evaluation
- School Psychologists work in a variety of settings including:
 - K-12 public schools
 - Private schools
 - Preschools
 - School district administration offices
 - Universities
 - School-based health and mental health centers
 - Community-based day treatment or residential clinics and hospitals
 - Juvenile justice programs
 - Independent private practice

AREAS OF PROFESSIONAL COMPETENCY: NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS (NASP) PRACTICE MODEL

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

NATIONAL UNIVERSITY'S GRADUATE SCHOOL PSYCHOLOGY PROGRAM

HYBRID PROGRAM

- Offered at four campus locations
 - Los Angeles
 - Fresno
 - Rancho Cordova
 - San Diego
- Weekly classes once a week from 5:30- 10:00 pm
- Additional course work located in course shell
- Taught by regional instructors

ONLINE PROGRAM

- All coursework fully online with the exception of the assessment courses
- Asynchronous
 - Candidates not required to attend live, online sessions
- Taught by faculty and instructors across the state

COURSES WITHIN THE SCHOOL PSYCHOLOGY PROGRAM

- Most courses are 4-week or 8-week courses
- Course categories
 - General core courses
 - Most are four-week courses with the exception of the ABA course which is 8-weeks
 - Assessment Courses
 - Four assessment courses: cognitive, academic, emotional, and special populations
 - Eight (8) weeks
 - Hybrid- one night each week
 - Online – Four full day Saturday sessions (biweekly) with mandatory attendance requirements in addition to weekly work within course shell

COURSES WITHIN THE SCHOOL PSYCHOLOGY PROGRAM

- **Fieldwork Courses**
 - **Practicum**
 - Minimum 450 hours of fieldwork in k-12 grade setting
 - 2-month seminar course
 - Reviews 10 domains of professional practice
 - **Internship**
 - Minimum of 1,200 hours of fieldwork in k-12 grade setting
 - Three (3) courses for internship
 - PED 689/690 - 600-hour supervision courses (online for hybrid & online program)
 - PED 685 – Internship seminar course (2-month)
- **Research/Master's Course**
 - Candidates are required to complete a master's thesis on original research
 - All candidates required to have proposed study reviewed by Institutional Review Board (IRB)
 - Two (2) 2-month courses associated with master's thesis

COURSE TYPES

- **1 - INTRO**
- **2 - CORE**
- **3 - ASSESSMENT**
- **4 – RESEARCH / THESIS**
- **5 – PRACTICUM**
- **6 – INTERNSHIP / SEMINAR**

TYPE 1 – INTRO COURSES

- PED 603 – SCHOOL PSYCHOLOGY ORIENTATION

TYPE 2 – CORE COURSES

- **PED 662 – Leadership in School Psychology**
- **PED 663 – Curriculum Interventions**
- **PED 664 – Crisis Response and Intervention**
- **PED 665 – Tests & Measurement**
- **PED 667 – Developmental Psychopathology**
- **PED 680 – Roles & Ethics**
- **PED 676 – Applied Behavior Analysis**

TYPE 3 – ASSESSMENT COURSES

- **PED 671 – Cognitive Assessments**
- **PED 672 – Academic Assessment**
- **PED 673 – Emotional Assessment**
- **PED 674 – Special Populations Assessment**

TYPE 4 – RESEARCH / THESIS COURSES

- **PED 625 – Research Methods in Education**
- **PED 637 – School Psychology Research**

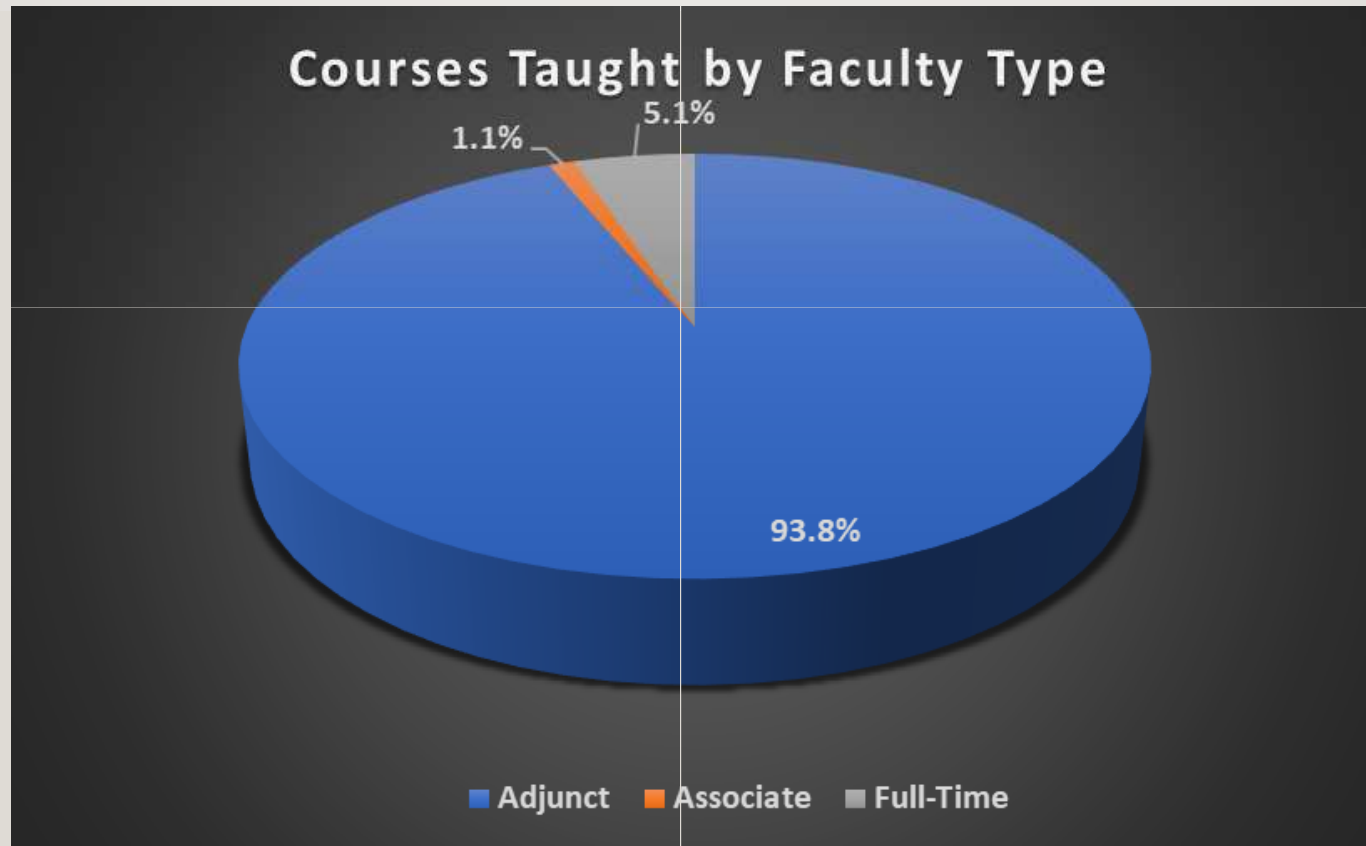
TYPE 5 – PRACTICUM COURSES

- PED 678 – Practicum in School Psychology

TYPE 6 – INTERSHIP / SEMINAR COURSES

- **PED 689 – School Psychology Internship I**
- **PED 690 – School Psychology Internship II**
- **PED 685 – School Psychology Internship Seminar**

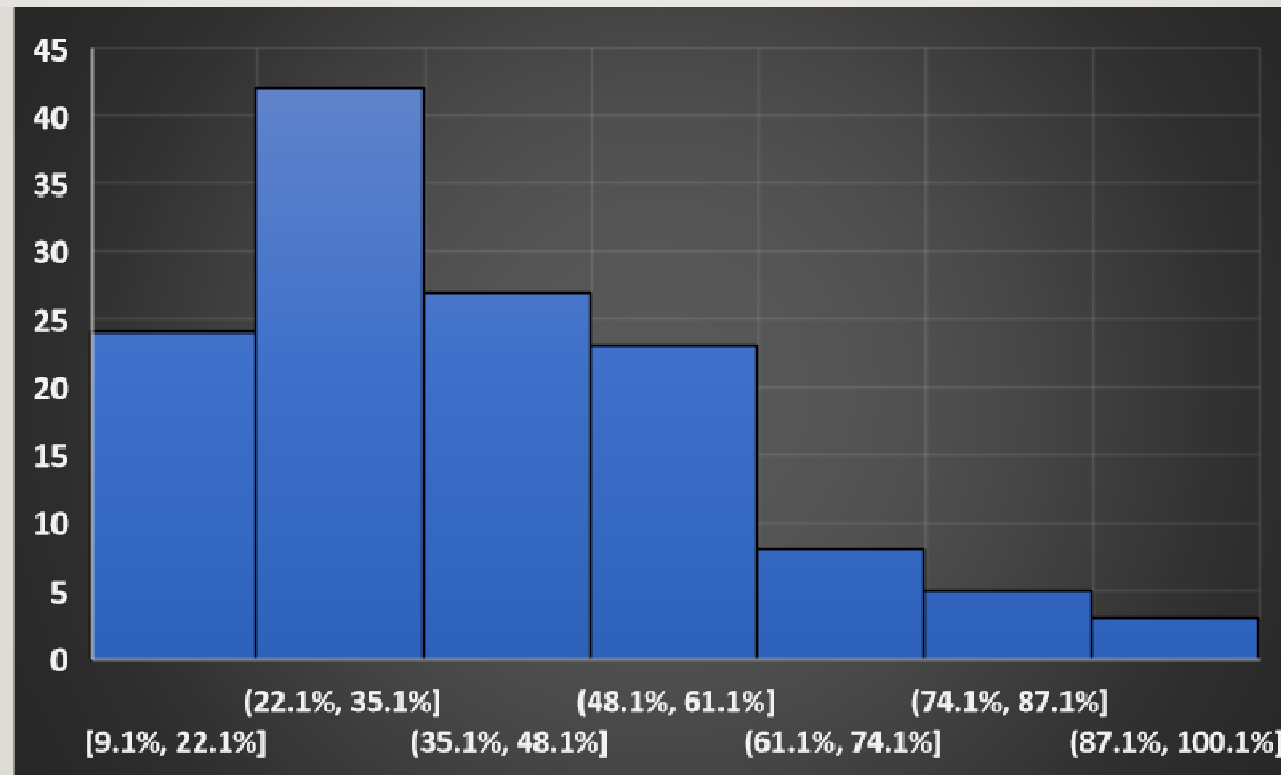
FACULTY TEACHING SCHOOL PSYCHOLOGY COURSES



STUDENT END OF COURSE ASSESSMENT SURVEY

- **JOINT CREATION BY NU'S FACULTY SENATE AND ADMINISTRATION**
- **STUDENTS ASKED TO COMPLETE AT END OF EACH COURSE**
 - **UTILIZES A 5-POINT LIKERT SCALE RESPONSE**
- **DATA IS FROM ACADEMIC YEAR 2020-2021**
- **SCHOOL PSYCHOLOGY PROGRAM RESPONSE RATE: 39.1%**

END OF COURSE SURVEY RESPONSE RATES



STUDENT PERCEPTION OF LEARNING

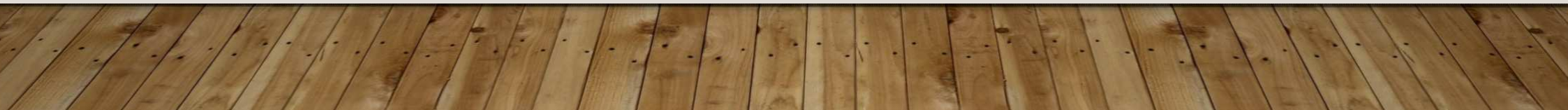
Question

- A1 My ability to write about this subject has improved.
- A2 The required speaking assignment(s) improved my oral communication skills.
- A3 I gained significant knowledge about this subject.**
- A4 My ability to think critically about topics in this class has improved.
- A5 If research was required, my ability to do research has improved.
- A6 Discussions contributed to my learning.
- A7 I can apply what I learned in this course beyond the classroom.
- A8 I can apply what I learned in this course to my job or career goals.**

STUDENT PERCEPTION OF LEARNING

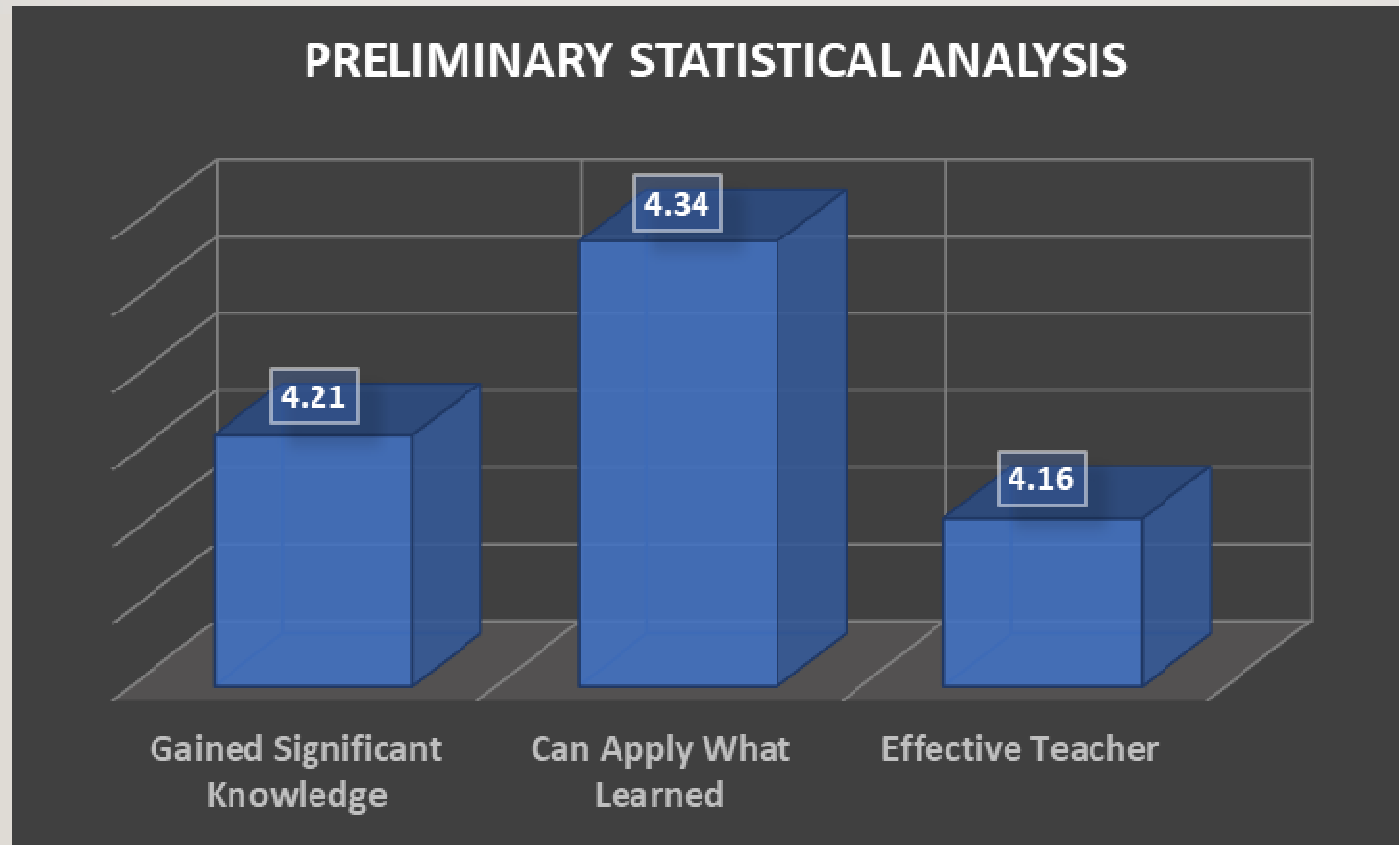
Question

- B1 Instructor was well organized.
- B2 The instructor encouraged student interaction.
- B3 Instructor responded promptly to emails and other questions.
- B4 Method of assigning grades was clear.
- B5 The instructor gave clear explanations.
- B6 Instructor was receptive to questions.
- B7 The instructor was an active participant in this class.
- B8 Instructor encouraged students to think independently.
- B9 Instructor was available for assistance.
- B10 Instructor provided timely feedback on my work.
- B11 I received useful comments on my work.
- B12 The instructor was an effective teacher.**



INITIAL PROGRAM ANALYSIS

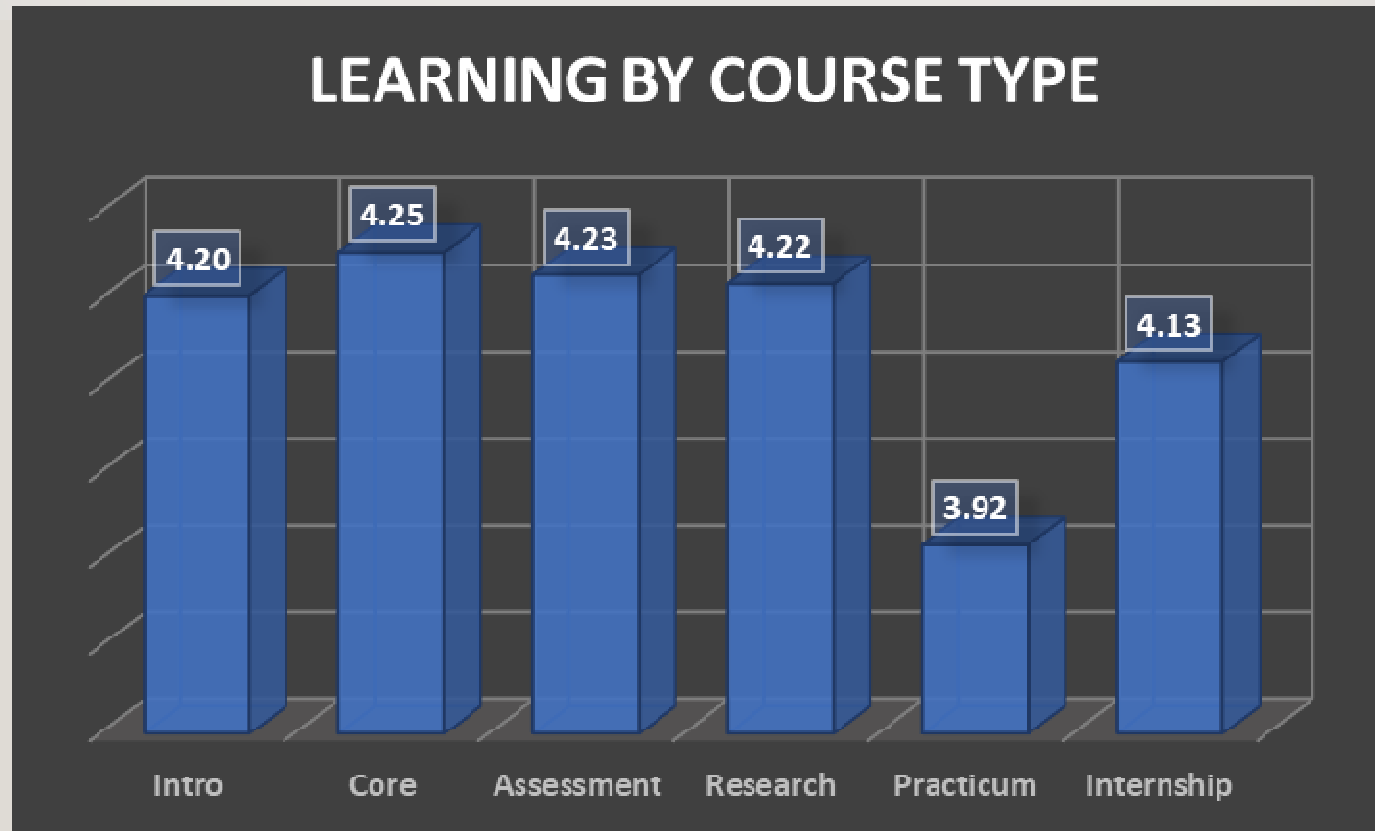
ANOVA - $F=2.016$, 3/393 DF, $<.05$ (2.68)



SURVEY QUESTION A3 BY COURSE TYPE

"I GAINED SIGNIFICANT KNOWLEDGE ABOUT THIS SUBJECT"

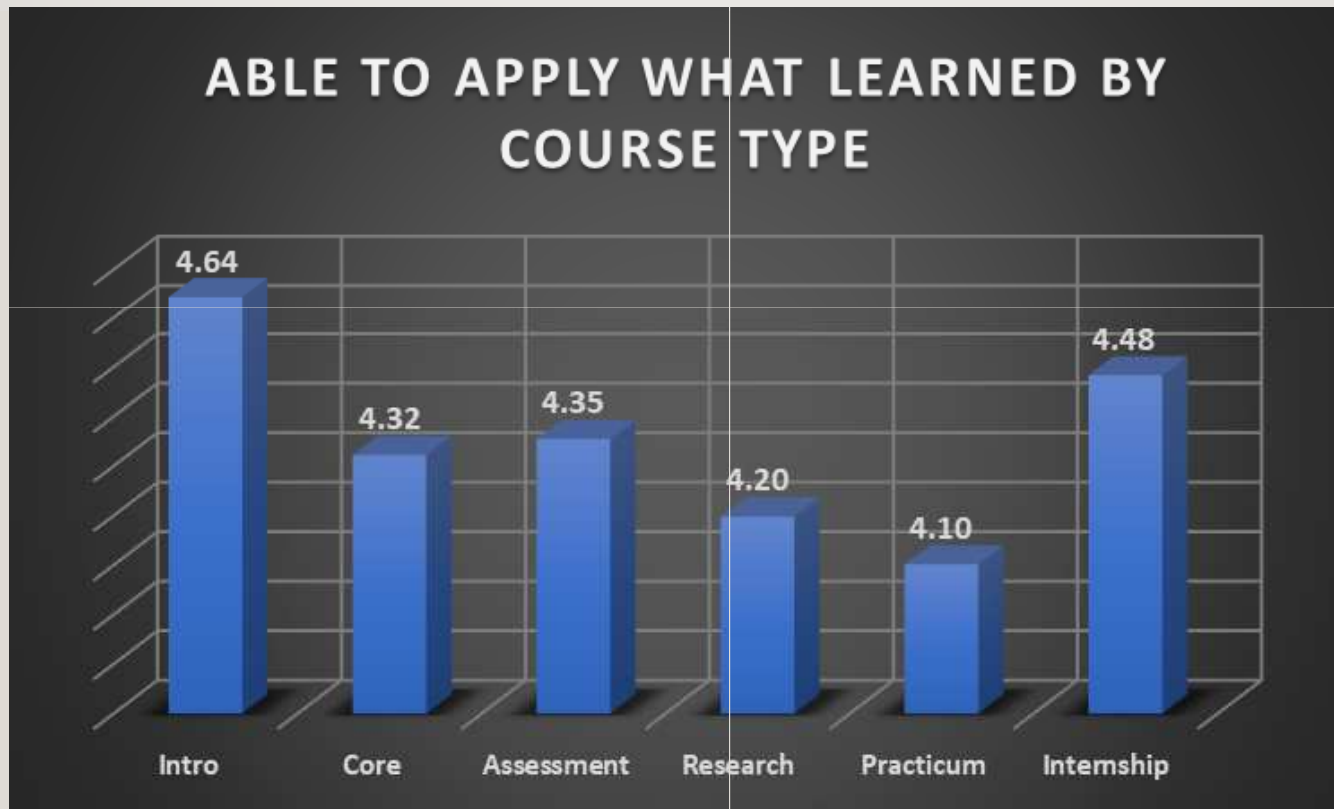
ANOVA – $F=0.308$, 5/123 DF, $>.05$ LEVEL (2.29)



SURVEY QUESTION A8 BY COURSE TYPE

“I CAN APPLY WHAT I LEARNED IN THIS COURSE TO MY JOB OR CAREER GOALS”

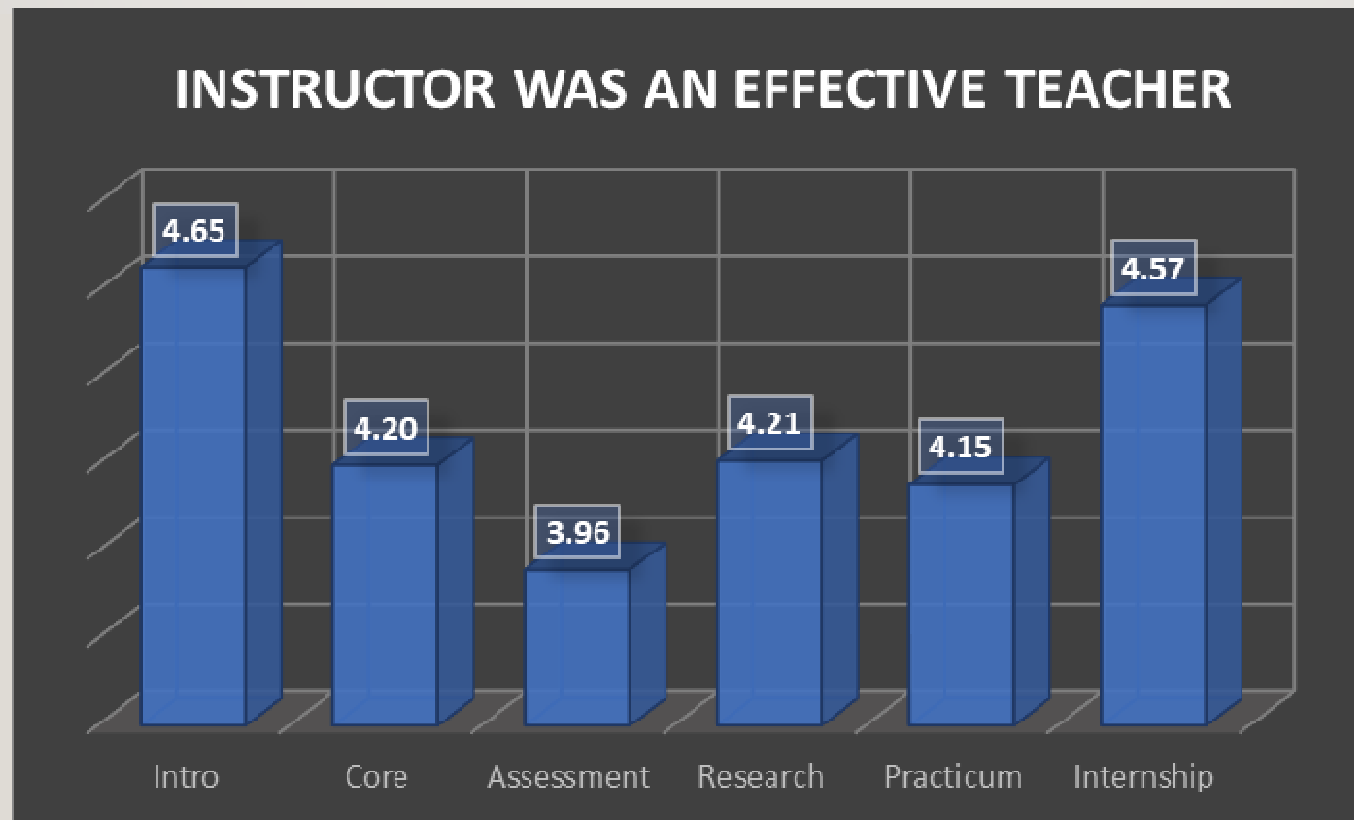
ANOVA – $F=0.749$, 5/123 DF, $>.05$ LEVEL (2.29)



SURVEY QUESTION B12 BY COURSE TYPE

“THE INSTRUCTOR WAS AN EFFECTIVE TEACHER”

ANOVA – $F=1.199$, 5/123 DF, $>.05$ LEVEL (2.29)



EFFECTS OF THE PANDEMIC ON THE SCHOOL PSYCHOLOGY PROGRAM

- All NU campuses were closed Spring 2020 in accordance with California public requirements
- All NU programs moved to an online platform
- California K-12 public schools engaged in distance learning for most of the 2020-2021 academic year
- Significantly impacted fieldwork training for practicum students and interns
- Onsite assessment classes had to be rescheduled due to public health guidelines

PANDEMIC-RELATED MODIFICATIONS

ASSESSMENT COURSES

- Occurred towards the end of core courses
- All groupwork removed from courses
- Not required to administer assessments to children
- Saturday sessions only
- Shortened in-person classes

FIELDWORK

- Occurred in distance learning format
- Very few live assessments completed by fieldwork students
- New practicum experience checklist created
- Special supplemental activities and professional development curated for candidates.
- Changes in internship requirements by CTC and Governor executive orders
- No changes in hourly requirements for fieldwork

QUESTIONS / COMMENTS

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