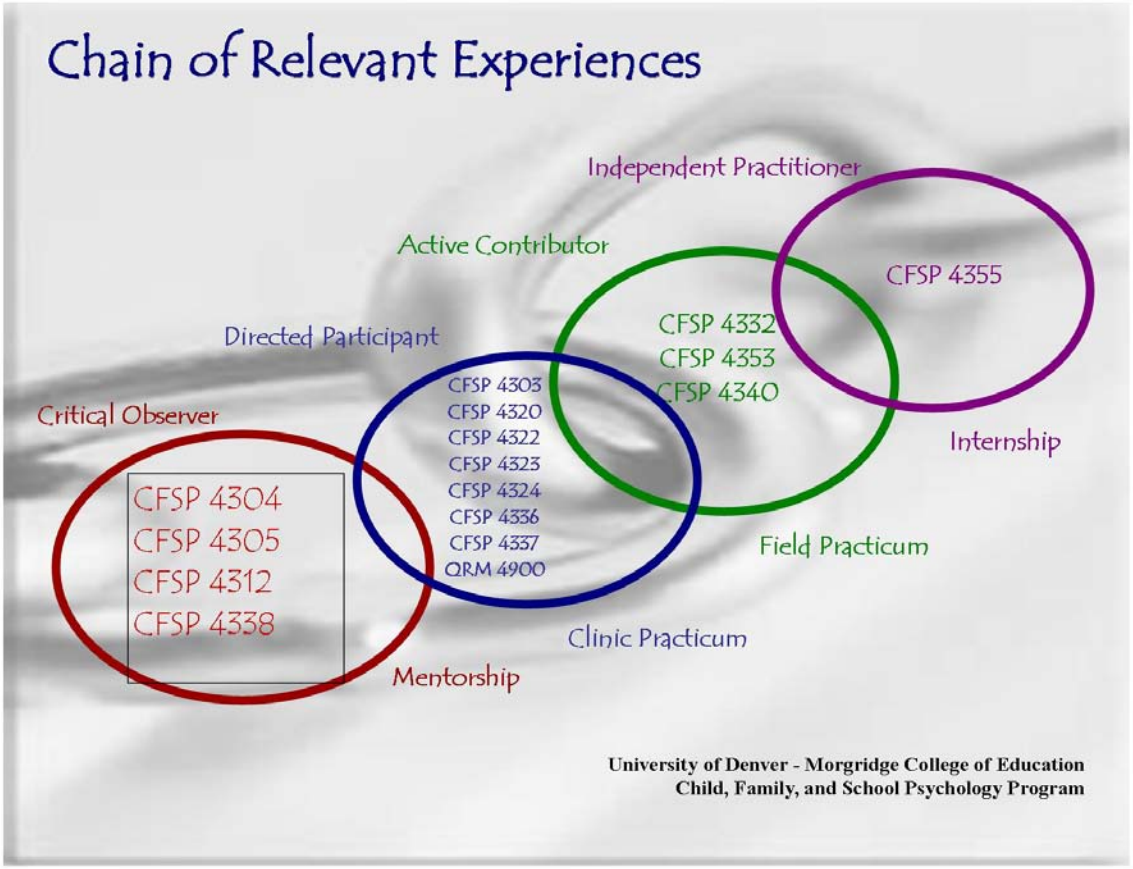
Chain of Relevant Experiences (CoRE)

The integrated and well-supervised field experiences in which students will participate during the pursuit of their degree are an integral part of the training of future school psychologists and child and family professionals. Such experiences provide opportunities for students to build and reflect upon professional roles and competencies and to master critical professional skills. Field coursework experiences are designed as a developmental **Chain of Relevant Experiences (CoRE)** where students progress during coursework and through supervised field placements, initially as *Critical Observers,* then as *Directed Participants,* then as *Active Contributors,* and finally as *Independent Practitioners.* These progressive experience levels are defined as follows:

1) *Critical Observers:* Students acting as Critical Observers engage in activities that provide them with opportunities to increase their knowledge base by linking theory and empirically based concepts through observational activities. These activities challenge the students to integrate information while critiquing current practices.
2) *Directed Participants:* Students acting as Directed Participants engage in activities that are specifically outlined and directed by the faculty to enhance professional skill development. The tasks include but are not limited to role-play, simulation activities and live supervised experiences at the Morgridge College of Education Counseling and Educational Services Clinic [http://www.du.edu/education/partnerships/counsel-educ-clinic.html].
3) *Active Contributors:* Students acting as Active Contributors engage in professional activities that are managed and dictated by needs and policies of the field placement. These activities, developed collaboratively and completed under the supervision of a faculty member and site supervisor, bring about a specific result that adds to the productivity of the field placement.
4) *Independent Practitioners:* Students acting as Independent Practitioners engage in activities in which they apply advanced skills through self-initiated and self-governed professional engagement within a network of collegial supervision.



CFSP students are encouraged to participate in professional research, advocacy, and service at local, state, national or international levels for the benefit of families, children and youth. There are multiple opportunities to engage in collaborative innovative research projects that offer in-depth expertise and exposure to critical issues in the field. Individual research interests are supported through strong faculty mentoring and advising that facilitates professional relationships and expertise. Students can take coursework from other programs housed within and outside the Morgridge College of Education, including quantitative and qualitative research methods, curriculum and instruction, school administration, social work, and counseling. Finally, CFSP students can gain valuable practical and work experiences at the Morgridge College of Education Counseling and Educational Services Clinic , the Fisher Early Learning Center (http://www.du.edu/fisher/), or at several local public and private partnership schools.

Although the structure and content of our field courses differ across degree programs, all students complete a required Mentorship, a Clinic Practicum, and a Field Practicum. Ed.S. and Ph.D. School Psychology Licensure track students also complete a 1,200 clock-hour (Ed.S.) or 1,500 clock-hour (Ph.D.) Internship, which can occur over one full year or two consecutive years. Our programmatic field-based coursework includes training and practice in the following:

• Comprehensive assessment of developmental strengths and weaknesses
• Direct and preventive interventions within home, school, and community settings
• Communication and collaboration with families and children with diverse life

experiences
- Individual, group, and family crisis counseling
- Interdisciplinary and transdisciplinary team collaboration in school and community settings
- Delivery of in-service trainings and presentations
- System-wide program evaluation, research, and intervention
- Applications of emergent technology

***Please refer to the CFSP Handbook and Field Experience Manuals for more information*.**