

CHAPMAN UNIVERSITY
Attallah College of Educational Studies
One University Drive
Orange, CA 92866
(714) 997-6781

OFFICIAL COURSE SYLLABUS

CSP 534
Practicum in School Psychology I

Prerequisites or Corequisites

Prerequisites, CSP 500, 510, 512, 516, 637, EDUC 601.

Catalog Description

Prerequisites, CSP 500, 510, 512, 516, 637, EDUC 601. CSP 534 and 535 require a total of 600 hours of practica fieldwork. 450 hours must be in a school setting. 150 hours may be done in an approved community agency. Students also meet with a university instructor for lecture, seminar discussions, and group supervision. (Offered fall semester.) 3 credits.

Restrictions

Class size is limited to ten students. The fieldwork portion of this class must be done at school or agency sites approved by the graduate program in Counseling and School Psychology. Sites approved by the CSP program must:

1. Provide daily supervision from an experienced and credentialed school psychologist with at least two years of professional experience.
2. Provide opportunities to work with students of different cultural and socioeconomic backgrounds.
3. Provide opportunities to work with students of different ability levels and with different learning needs.
4. Provide opportunities for students to gain knowledge and skill in the Domains of School Psychology Practice listed below.

Transferring a course in lieu of CSP 534 or 535:

Courses from other universities may not be transferred in lieu of CSP 535

Essential Equipment and Facilities

The practicum site must have adequate space and supplies for students to accomplish course goals.

School Psychology Program Learning Outcomes

1. Practices that permeate all aspects of service delivery
2. Direct and indirect services for services for children, families and schools\
3. Foundations for service delivery

Course Learning Outcomes

Professional knowledge and skills will be developed through lecture, readings, seminar discussions, in-class role-plays, and field based practica experiences. Both class and field based activities will focus on NASP Blueprint III Domains of School Psychology Training and Practice:

1. **Data-Based Decision Making and Accountability:** School psychologists have knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.
2. **Consultation and Collaboration:** School psychologists have knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and methods to promote effective implementation of services
3. **Interventions and Instructional Support to Develop Academic Skills:** School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies.
4. **Interventions and Mental Health Services to Develop Social and Life Skills:** School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social–emotional functioning and mental health.
5. **School-Wide Practices to Promote Learning:** School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence based school practices that promote learning and mental health.
6. **Preventive and Responsive Services:** School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multitiered prevention, and evidence-based strategies for effective crisis response.
7. **Family–School Collaboration Services:** School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools.
8. **Diversity in Development and Learning:** School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse student characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role
9. **Research and Program Evaluation:** School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings.
10. **Legal, Ethical, and Professional Practice:** School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.

Professional Standards

California Commission on Teacher Credentialing standards met by this course:

- PPS Standard 25 - Practica

NASP Blueprint III Standards met by this course:

- Standard 1. Data based decision-making and accountability
- Standard 3. Interventions and instructional support to develop academic skills
- Standard 9. Legal, ethical, and professional practice

LPCC Standards met by this course:

- Supervised practicum or field study experience, or the equivalent, in a clinical setting that provides a range of professional clinical counseling experience.

BCBA standards met by this course

Research Methods in Behavior Analysis – measurement and data analysis

Fieldwork Requirements

This course requires that students make adequate progress toward completing 600 hours of approved fieldwork. The fieldwork portion of this class must be done at school or agency sites approved by the course instructor and that meet the following requirements.

1. Provide daily supervision from an experienced and credentialed school psychologist with at least two years of professional experience.
2. Provide an average of two hours a week of individual or group supervision
3. Provide opportunities to work with students of different cultural and socioeconomic backgrounds.
4. Provide opportunities to work with students of different ability levels and with different learning needs.
5. Provide opportunities for students to gain knowledge and skill in each of the NASP Domains of School Psychology Practice.

Instructional Strategies and assignments

Class time will be conducted in a seminar format and involve lecture, discussion and small group activities.

Assignments for this course include:

- A. Early in their practicum fieldwork, students will develop a Practicum Agreement. Students will be required to document their practica hours via a Practicum Log. At the end of CSP 534, students will complete a Self-Assessment of Practicum Experiences. Site supervisors will complete a Supervisor Assessment of Practicum Experiences.
- B. Students complete an academic intervention project in which they determine student baseline performance, design and implement an intervention, monitor progress, and analyze outcome data.

- C. Program Portfolio: Students in CSP 534 should begin development of a first draft of their Program Portfolios, which will be presented during CSP 535. Students' program portfolios will be reviewed by the course instructor and other CSP faculty members as one of the demonstrations of mastery required for the MA in Educational Psychology.

Methods of Evaluation

- Class attendance and participation.
- Documentation of successful completion of fieldwork, including written evaluations by both the student and site supervisor.
- Quality of written and oral assignments.
- Quality and completeness of program portfolio.

Chapman University's Academic Integrity Policy:

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Prepared By:

Michael Hass, Ph.D. 10/19/18

Last Revised By:

Kelly Kennedy, Ph.D. 09/15/2010

Revised Disability Statement, Academic Integrity Statement, Equity and Diversity and added Program and Course Learning Outcomes – 8/2/2013

Program Learning Outcomes, 11/10/17

This ends the official university syllabus for this course. Any changes to the information above this line must be approved by the Attallah College Curriculum Committee.

INSTRUCTOR'S COURSE INFORMATION

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OFFICIAL COURSE SYLLABUS

CSP 535
Practicum in School Psychology II

Prerequisites or Corequisites

Prerequisite, CSP 534.

Catalog Description

Prerequisite, CSP 534. CSP 535 requires completion of 600 hours of practica fieldwork. 450 hours must be in a school setting. 150 hours may be done in an approved community agency. Students also meet with a university instructor for lecture, seminar discussions, and group supervision. (Offered spring semester.) 3 credits.

Restrictions

Class size is limited to ten students. The fieldwork portion of this class must be done at school or agency sites approved by the graduate program in Counseling and School Psychology. Sites approved by the CSP program must:

1. Provide daily supervision from an experienced and credentialed school psychologist with at least two years of professional experience.
2. Provide opportunities to work with students of different cultural and socioeconomic backgrounds.
3. Provide opportunities to work with students of different ability levels and with different learning needs.
4. Provide opportunities for students to gain knowledge and skill in the Domains of School Psychology Practice listed below.

Transferring a course in lieu of CSP 535:

Courses from other universities may not be transferred in lieu of CSP 535

Essential Equipment and Facilities

The practicum site must have adequate space and supplies for students to accomplish course goals.

School Psychology Program Learning Outcomes

1. Practices that permeate all aspects of service delivery
2. Direct and indirect services for services for children, families and schools
3. Foundations for service delivery

Course Learning Outcomes

Professional knowledge and skills will be developed through lecture, readings, seminar discussions, in-class role-plays, and field based practica experiences. Both class and field based activities will focus on NASP Blueprint III Domains of School Psychology Training and Practice:

1. **Data-Based Decision Making and Accountability:** School psychologists have knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.
2. **Consultation and Collaboration:** School psychologists have knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and methods to promote effective implementation of services
3. **Interventions and Instructional Support to Develop Academic Skills:** School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies.
4. **Interventions and Mental Health Services to Develop Social and Life Skills:** School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social–emotional functioning and mental health.
5. **School-Wide Practices to Promote Learning:** School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence based school practices that promote learning and mental health.
6. **Preventive and Responsive Services:** School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multitiered prevention, and evidence-based strategies for effective crisis response.
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8. **Diversity in Development and Learning:** School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse student characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role
9. **Research and Program Evaluation:** School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings.
10. **Legal, Ethical, and Professional Practice :**School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods;

ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.

Professional Standards

California Commission on Teacher Credentialing standards met by this course:

- PPS Standard 25 - Practica

NASP Blueprint III Standards met by this course:

- Standard 1. Data based decision-making and accountability
- Standard 3. Interventions and instructional support to develop academic skills
- Standard 9. Legal, ethical, and professional practice

LPCC Standards met by this course:

- Supervised practicum or field study experience, or the equivalent, in a clinical setting that provides a range of professional clinical counseling experience.

BCBA standards met by this course

Research Methods in Behavior Analysis – measurement and data analysis

Fieldwork Requirements

This course requires that students make adequate progress toward completing 600 hours of approved fieldwork. The fieldwork portion of this class must be done at school or agency sites approved by the course instructor and that meet the following requirements.

1. Provide daily supervision from an experienced and credentialed school psychologist with at least two years of professional experience.
2. Provide an average of two hours a week of individual or group supervision
3. Provide opportunities to work with students of different cultural and socioeconomic backgrounds.
4. Provide opportunities to work with students of different ability levels and with different learning needs.
5. Provide opportunities for students to gain knowledge and skill in each of the NASP Domains of School Psychology Practice.

Instructional Strategies and assignments

Class time will be conducted in a seminar format and involve lecture, discussion and small group activities.

Assignments for this course include:

- A. Early in their practicum fieldwork, students will develop a Practicum Agreement. Students will be required to document their practica hours via a Practicum Log. At the end of CSP 534, students will complete a Self-Assessment of Practicum Experiences. Site supervisors will complete a Supervisor Assessment of Practicum Experiences.
- B. Students complete an academic intervention project in which they determine student baseline performance, design and implement an intervention, monitor progress, and analyze outcome data.

- C. Program Portfolio: Students in CSP 534 should begin development of a first draft of their Program Portfolios, which will be presented during CSP 535. Students' program portfolios will be reviewed by the course instructor and other CSP faculty members as one of the demonstrations of mastery required for the MA in Educational Psychology.

Methods of Evaluation

- Class attendance and participation.
- Documentation of successful completion of fieldwork, including written evaluations by both the student and site supervisor.
- Quality of written and oral assignments.
- Quality and completeness of program portfolio.

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Prepared By:

Michael Hass, Ph.D.

Last Revised By:

Revised Disability Statement, Academic Integrity Statement, Equity and Diversity and added Program and Course Learning Outcomes – 8/2/2013
Program Learning Outcomes, 11/10/17

This ends the official university syllabus for this course. Any changes to the information above this line must be approved by the Attallah College Curriculum Committee.

INSTRUCTOR'S COURSE INFORMATION

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CSP 535 - Practicum in School Psychology II

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OFFICIAL COURSE SYLLABUS

CSP 622/ CSP 623

Supervision and Mentoring in Professional School Psychology I and II

Prerequisites or Corequisites

Successful completion of CSP 535.

Catalog Description

Prerequisites, successful completion of CSP 534, 535, and approval of fieldwork site by program coordinator, or advisor. Supervised fieldwork in school psychology. Students are required to complete a minimum of 1,200 hours of fieldwork. A minimum of 800 of these hours must be completed in an approved K-12 public school setting. Students are required to complete a minimum of 200 clock hours across three of four settings, including (a) preschool, (b) elementary, (c) middle school or junior high, and (d) high school. These hours may be done on a full-time basis over the course of one academic year, or on a part time basis over no more than two consecutive academic years. In addition to the required field experience, students are expected to participate in an on-campus seminar and group supervision each semester. P/NP. (Offered every semester.) 3 credits.

Restrictions

Class size is limited to 10 students. This course is not to be cross-listed for undergraduates. Coursework from other universities may not be transferred in lieu of CSP 622 or 623.

Essential Equipment and Facilities

The fieldwork site must have adequate facilities for students to accomplish course goals. The graduate program in Counseling and School Psychology must approve all internship sites. Sites approved by the CSP program must:

1. Provide daily individual or group supervision from a credentialed school psychologist with at least two years experience in the field. Students must average a minimum of two hours a week of individual or group supervision. Site supervisors may not supervise more than two fieldwork students at a time.
2. Provide opportunities to work with students of different cultural and socioeconomic backgrounds.
3. Provide experiences with students of varying ages, developmental levels, and abilities.
4. Provide experiences with general education, special education, and other related services.

School Psychology Program Learning Outcomes

1. Practices that permeate all aspects of service delivery
2. Direct and indirect services for services for children, families and schools
3. Foundations for service delivery

Course Learning Outcomes

1. This is a field based course and students are required to gain at least 1,200 hours of supervised fieldwork. This fieldwork must be completed under the supervision of an experienced school psychologist. A minimum of 800 of these hours must be completed in an approved K-12 public school setting. Students are required to complete a minimum of 200 clock hours across two of four settings, including (a) preschool, (b) elementary, (c) middle school or junior high, and (d) high school. These hours may be done on a full-time basis over the course of one academic year, or on a part time basis over no more than two consecutive academic years.
2. If students would also like to have fieldwork hours count for the BCBA certification, they must be supervised by someone with a current BCBA certification. Total BCBA supervision must be at least 75 hours. See instructor or Program Coordinator for further details. Students are expected to gain experiences in the all of the National Association for School Psychologists Domains of School Psychology Training and Practice (NASP Blueprint III). These include:
 - a. Data-based decision making and accountability
 - b. Consultation and collaboration
 - c. Interventions and instructional support to develop academic skills
 - d. Interventions and mental health services to develop social and life skills
 - e. School-wide practice to promote learning
 - f. Preventive and responsive services
 - g. Family-school collaboration services
 - h. Diversity in development and learning
 - i. Research and program evaluation
 - j. Legal, ethical, and professional practice.
3. Assigned readings, class discussions and activities will assist students to gain knowledge and skills in:
 - a. Strategies for time management.
 - b. Strategies for dealing with job stress and burnout.
 - c. Best practices in the principles and techniques of the supervision of school psychologists and other human service workers.

Professional Standards Covered

California Commission on Teacher Credentialing standards met by this course:

- School Psychology standard 26-Culminating field experience

- School Psychology standard 27–Determination of candidate competence

NASP Blueprint III Standards met by this course:

1. Data based decision making and accountability
9. Legal, ethical, and professional practice

BCBA standards met by this course

- E. measurement of behavior and displaying & interpreting behavioral data – 20 hours

LPCC Standards me by this course:

11. Not less than six (6) semester units of supervised practicum or field study experience, or the equivalent, in a clinical setting that provides a range of professional clinical counseling experience, including the following:

- a. A minimum of 150 hours of face-to-face supervised clinical experience counseling individuals, families, or groups
- b. experience in applied psychotherapeutic techniques; assessment; diagnosis; prognosis; treatment; issues of development, adjustment, and maladjustment; health and wellness promotion; and other recognized counseling interventions

Fieldwork Requirements

1200 hours supervised fieldwork which must be completed under the supervision of an experienced school psychologist. A minimum of 800 of these hours must be completed in an approved K-12 public school setting.

Instructional Strategies

- A. Class time will be conducted in a seminar format with an emphasis on discussion of problems and cases that arise during fieldwork. Specific topics will include strategies for time management, strategies for stress management, and best practices in the supervision of school psychologists and human service workers.
- B. After reading Chapters 1, 11, and 12 of Harvey & Stuzziero (2008), students will write a brief reflection paper that addresses their experiences with strong and poor supervision during their training as school psychologists. Additionally, referencing the text, their own experiences, and any relevant class discussions, students will reflect upon what they would plan to do similarly and differently if (when) they become supervisors in the future.
- C. Field supervisors will provide an average of two hours of week of individual or small group supervision per full time week.
 1. Early in their fieldwork experience, students and their supervisors must complete and sign an Outline of Planned Fieldwork Experiences.
 2. Students must also complete a Weekly Fieldwork Log for each calendar week of fieldwork experience.
 3. At about midpoint in their field experience, and again towards the end of their field experience, students complete a Self-assessment of Professional Competencies. They also arrange for their field supervisors to complete a Supervisor Assessment of Professional Competencies.

4. Upon successfully completing a minimum of 1,200 hours of fieldwork, candidates complete a Summary of Fieldwork Experiences, which is reviewed and signed by both the site supervisor and university supervisor.

Methods of Evaluation

1. Class attendance and participation.
2. Documentation of successful completion of fieldwork experiences in all required areas.
3. Successful completion of required case studies.
4. Written evaluations by both the student and site supervisor.

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Prepared By:

John Brady, Ph.D. and Michael Hass, Ph.D. 11/17/2006

Last Revised By:

Revised Disability Statement, Academic Integrity Statement, Equity and Diversity and added
Program and Course Learning Outcomes – 8/2/2013

Program Learning Outcomes, 11/9/17

*This ends the official university syllabus for this course. Any changes to the information above
this line must be approved by the Attallah College Curriculum Committee.*

COURSE OUTLINE