



CHAPMAN
UNIVERSITY

**Attallah College of
Educational Studies**



School Psychology Program

Student Handbook 2018 - 2019

“Because maybe... you’ll always be the ones who trained me. We learned it all in Beckman Hall... and Reeves!”

Tim Ahn, MA, Ed.S. ‘15



INTRODUCTION AND HISTORY OF THE SCHOOL PSYCHOLOGY PROGRAM2

PROGRAM TENETS: NATIONAL STANDARDS FOR THE EDUCATION OF SCHOOL PSYCHOLOGISTS3

NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS DOMAINS OF SCHOOL PSYCHOLOGY TRAINING AND PRACTICE BLUE PRINT III (2010)3

PROGRAM TENETS: OUR MISSION AND BIG IDEAS.....6

NASP STANDARDS IN CHAPMAN CSP COURSES8

COMPLETING THE PROGRAM.....9

THE CHAPMAN UNIVERSITY GRADUATE CATALOG9

Three-year course plan/LPCC Emphasis10

Four-year course plan/ LPCC Emphasis.....12

OTHER TASKS TO COMPLETE THE PROGRAM14

Basic Skills Requirement.....14

Certificate of Clearance14

First Year Review14

Key Assignments.....14

California Pupil Personnel Services Credential.....14

Demonstration of Mastery Examination: Educational Testing Service Praxis Exam in School Psychology.15

Presentation of Professional Portfolio.....15

PRACTICA AND INTERNSHIP FIELDWORK..... 20

PRACTICUM FIELDWORK.....21

SCHOOL PSYCHOLOGY FINAL FIELDWORK OR INTERNSHIP.....21

PAID INTERNSHIPS.....23

FIELDWORK AGREEMENT TEMPLATE..... 23

OTHER IMPORTANT INFORMATION ABOUT THE PROGRAM..... 29

International Opportunities29

Ph.D. in Education with School Psychology Emphasis.....29

Emphasis in Professional Clinical Counseling.....30

STUDENT SUPPORTS 30

The Tutoring, Testing, and Learning Center (TLT).....30

Career Development Center.....31

Electronic Communication.....31

Blackboard31

PeopleSoft Student Center Campus Solutions.....32

PROFESSIONAL ORGANIZATIONS 32

Chapman University Association of School Psychologists (CUASP)32

International Association of School Psychology32

National Association of School Psychologists.....32

California Association of School Psychologists.....33

ATTALLAH COLLEGE OF EDUCATIONAL STUDIES CONTACTS 33

APPENDIX A: ADDITIONAL INFORMATION REGARDING THE LPCC PROGRAM 35

FREQUENTLY ASKED QUESTIONS35

Introduction and history of the School Psychology Program

Chapman University offered a graduate program in School Psychology for many years but rapid changes began in the fall of 1997. At that time, the program returned to the School of Education (now Attallah College of Educational Studies) Dr. Hass was hired as full-time faculty coordinator. Within a few months, the University's Graduate Studies Committee approved a comprehensive reorganization of the graduate program in School Psychology. The next year, Dr. Brady came to Chapman. After that, lots of things happened!

- 2003 – Dr. Busse hired
- 2005 – Program received NASP approval, the first private university in California
- 2007 – Dr. Kennedy was hired and we began the Ph.D. program
- 2009 – Ms. Olaya, and Drs. Hass, Carriere and Le, make first trip to Vietnam
- 2010 – Chapman becomes founding member of Consortium to Advance School Psychology in Vietnam, Dr. Carriere becomes the first Ph.D. graduate
- 2011 – First travel course offered. Students travel to Guatemala
- 2012 – Program becomes the third university in the country to receive accreditation from the International School Psychology Association
- 2013 – Autism Project with UCI Medical School starts, Drs. Carriere, Griffiths and Lopez hired
- 2016- Dr. Griffiths hired as professor of Clinical Counseling
- 2017- Dr. Abdou hired

We take a lot of pride in our accomplishments and, more importantly, the accomplishments of our students. We are strongly committed to your success and although for many of you, graduate school at Chapman may be the most difficult thing you accomplish in your life, we want you to remember that you are not alone. You will develop lifelong friendships in your cohort and the staff and faculty will bend over backwards to assure your success (you have to meet us half way of course). Our hope is that you will graduate from Chapman more knowledgeable, skilled, confident, and thoughtful. We also hope you use these talents to make a genuine difference in the lives of children, families, and schools. Welcome to the Chapman family!

Program Tenets: National Standards for the Education of School Psychologists

In 2005, the National Association of School Psychologists approved Chapman University's School Psychology program for five years. As a NASP approved program, our coursework, fieldwork experiences, and assignments offer training in each of the ten NASP domains of training and practice listed below. Graduates of the program are eligible to apply to become a Nationally Certified School Psychologist (NCSP).

National Association of School Psychologists Domains of School Psychology Training and Practice Blue Print III (2010)

2.1 Data-Based Decision Making and Accountability

- School psychologists have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.
- As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs.

2.2 Consultation and Collaboration

- School psychologists have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services.
- As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs.

2.3 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 curriculum and instructional strategies.
- School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills.

2.4 Interventions and Instructional Support 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.
- School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health.

2.5 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 academic outcomes, learning, social development, and mental health.
- School psychologists, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.

2.6 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 multi-tiered prevention, and evidence-based strategies for effective crisis response.
- School psychologists, in collaboration with others, demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.

2.7 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, socialization, and mental health; and methods to develop collaboration between families and schools.
- School psychologists, in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnership/ interactions with community agencies for enhancement of academic and social–behavioral outcomes for children.

2.8 Diversity in Development and Learning

- School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity.
- School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of service delivery.

2.9 Research and Program Evaluation

- School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings.
- School psychologists demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels.

2.10 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.
 - School psychologists demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.
-

Program Tenets: Our Mission and Big Ideas

In addition to the NASP domains, the program has a unique mission and a strong commitment to our “Big Ideas.”

The mission of the School Psychology Program is:

The Attallah College of Educational Studies’ graduate programs in Counseling and School Psychology seeks to develop skilled and reflective school-based mental health professionals who are effective change agents and advocates for youth of varying abilities, cultural heritages, and socioeconomic backgrounds.

In addition to our mission, we are also committed to eight program “Big Ideas.”

1. Collaboration
2. Oral Communication
3. Self-reflection and tolerance for complexity and ambiguity
4. Written Communication
5. Commitment to service and advocacy
6. Building solutions for children through an appreciation of their strengths and resources
7. Understanding children both as individuals and as participants in systems
8. Time management and organizational skills

Collaboration

Effective collaboration involves working cooperatively with others, often in groups or teams, to effect positive change for pupils. Collaborative workgroups and group projects are an important part of CSP coursework. To the extent possible, groups represent different disciplines (teaching, counseling, and school psychology), providing students with the experience of working in multidisciplinary teams.

Oral Communication

School psychology also requires well-developed oral communication skills. School psychologists have many opportunities to speak articulately and convincingly in front of diverse groups and in various situations (one-to-one with teachers, students, and parents; team meetings and formal in-service presentations). Class activities such as role-plays and oral presentations are designed to provide students with practice and training with their oral communication skills. Students learn to conduct effective oral presentations and are given specific feedback on their performances.

Self-reflection and tolerance for complexity and ambiguity

Reflection is the ability to step back and make explicit the logic underlying one’s actions. Effective reflection implies going beyond the application of technique and is critical to being

able to improvise when confronted with complex or puzzling situations. Students in the School Psychology Program self-evaluate and deconstruct their actions to better understand their underlying logic and behaviors. School psychologists are also often faced with complex and ambiguous situations where there is no clear answer. Tolerance for complexity and ambiguity allows students to be patient during the problem-solving process and not rush to act before they fully understand a situation.

Written Communication

The profession of school psychology requires effective writing skills e.g., memos, reports, lesson plans, and grant applications. Writing is often the most effective avenue to convey critically and reflectively the knowledge and skills learned in coursework and applied in the field. Course assignments include substantive written work, including research papers that conform to the APA format, reflection papers, report writing, and the creation of applied materials such as parent handouts.

Commitment to service and advocacy

School psychologists are first advocates for the students they serve. To advocate for someone or something means to support or promote their interests. In School Psychology, we promote the interests of the children we serve by giving voice to their best interests, especially when they cannot speak for themselves.

Building solutions for children through an appreciation of their strengths and resources

We believe that effective solutions to a problem involve building on an understanding of children's strengths and resources as well as understanding their problems and needs.

Understanding children both as individuals and as participants in systems

Children are embedded in multiple systems, including families, schools, classrooms, and communities. School psychologists help children be more successful in school and life by helping these systems become more competent.

Time management and organizational skills

School psychology is a complex and demanding career that requires practitioners to manage multiple projects at multiple sites. To be successful, practitioners must have a good understanding of such skills as how to break projects into doable sub-tasks, setting priorities, and managing calendars at multiple sites.

NASP Standards in Chapman CSP Courses

| | NASP | | | | | | | | | |
|----------|------|-----|-----|-----|-----|-----|-----|-----|-----|------|
| | 2.1 | 2.2 | 2.3 | 2.4 | 2.5 | 2.6 | 2.7 | 2.8 | 2.9 | 2.10 |
| EDUC 544 | | | | | | | | | | ✓ |
| EDUC 601 | ✓ | ✓ | ✓ | | | | | | | |
| EDUC 602 | | ✓ | | ✓ | ✓ | ✓ | ✓ | | | ✓ |
| EDUC 654 | ✓ | | | | | | | | ✓ | |
| CSP 500 | | | | ✓ | | ✓ | | | | ✓ |
| CSP 510 | | | | | | | | | | ✓ |
| CSP 512 | | | | ✓ | ✓ | ✓ | | | | |
| CSP 513 | | ✓ | | ✓ | | | | ✓ | | |
| CSP 514 | | | | | | | ✓ | ✓ | | |
| CSP 516 | ✓ | | | | | | ✓ | ✓ | | |
| CSP 517 | | | | ✓ | ✓ | ✓ | | | | |
| CSP 534 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| CSP 535 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| CSP 615 | ✓ | | ✓ | ✓ | ✓ | ✓ | | ✓ | | ✓ |
| CSP 616 | ✓ | | | | ✓ | ✓ | ✓ | | ✓ | |
| CSP 619 | ✓ | ✓ | ✓ | | ✓ | ✓ | | ✓ | ✓ | ✓ |
| CSP 622 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| CSP 623 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| CSP 637 | ✓ | | | | | | | ✓ | | |
| CSP 638 | ✓ | | | ✓ | | | | ✓ | | |
| CSP 639 | | ✓ | | ✓ | ✓ | ✓ | | | | ✓ |
| CSP 640 | | ✓ | | | ✓ | | ✓ | | | |
| CSP 641 | | | ✓ | | | | | | ✓ | ✓ |



Completing the Program

The Chapman University Graduate Catalog

The [Graduate Catalog](#) contains information regarding the official policies and practices of Chapman University and **takes precedence over any other source of information** (including this handbook or what your professors tell you!) regarding policy. Students are expected to be familiar with the content of the Graduate Catalog, and should pay attention to the information in the section pertaining to the Attallah College of Educational Studies

Three-year course plan/LPCC Emphasis

| Year of Study | Required Sequence | Notes |
|---------------|--|--|
| Summer Year 1 | EDUC 654: Introduction to Educational Research EDUC 602: Positive Behavioral Supports <u>LPCC Emphasis:</u> CSP 519: Psychopharmacology for Mental Health Professionals CSP 603: Human Sexuality (weekend course) CSP 605: California Law and Professional Ethics for Professional Counselors and Psychotherapists (weekend course) | |
| Year One | <u>Fall Semester:</u> CSP 500: Introduction to Counseling and Mental Health Interventions CSP 510: Introduction to the Ethical Practice of Professional School Psychology CSP 516: Human Development EDUC 601: Assessment and IEP Development <u>LPCC Emphasis:</u> CSP 602: Responding to Spousal or Partner Abuse (weekend course) | <ul style="list-style-type: none"> • <i>Basic Skills Requirement</i> • <i>TB Test</i> • <i>Certificate of Clearance</i> |
| | <u>Spring Semester:</u> CSP 512: Advanced Counseling and Mental Health Interventions CSP 514: Cultural and Community Issues in Counseling and School Psychology CSP 637: Cognitive and Neuropsychological Assessment for Intervention EDUC 544: Legal Aspects of Special Education <u>LPCC Emphasis:</u> CSP 604: Aging and Long-Term Care (weekend course) | |
| Summer Year 2 | EDUC 654: Introduction to Educational Research EDUC 602: Positive Behavioral Supports <u>LPCC Emphasis:</u> CSP 605: California Law and Professional Ethics for Professional Counselors and Psychotherapists (weekend course) CSP 603: Human Sexuality (weekend course) | |
| Year Two | <u>Fall Semester:</u> CSP 534: Practicum in School Psychology I CSP 615: Learning and Learning Disabilities CSP 619: Assessment & Intervention of Academic Skills CSP 517: Mental Health in the Schools <u>LPCC Emphasis:</u> CSP 602: Responding to Spousal or Partner Abuse (weekend course) | |
| | <u>Spring Semester:</u> CSP 513: Group Counseling Leadership and Intervention CSP 535: Practicum in School Psychology II CSP 638: Advanced Assessment for Intervention CSP 639: Advanced Positive Behavioral Supports <u>LPCC Emphasis:</u> CSP 604: Aging and Long-Term Care (weekend course) CSP 624A Supervision and Mentoring in Professional Clinical Counseling I | |
| Summer Year 3 | <u>LPCC Emphasis:</u> CSP 617: Career Counseling CSP 626: Assessment and treatment of Substance abuse for the Professional Counselor | |
| Year Three | <u>Fall Semester:</u> CSP 622: Supervision and Mentoring in School Psychology I CSP 640: School-Based Consultation and Collaboration <u>LPCC Emphasis:</u> CSP 602: Responding to Spousal or Partner Abuse (weekend course) CSP 624B: Supervision and Mentoring in Professional Clinical Counseling II | <i>Praxis Exam: Pass exam prior to graduation</i> |
| | <u>Spring Semester:</u> CSP 616: Leadership and Systems Change | |

| | | |
|--|--|--|
| | <p>CSP 623: Supervision and Mentoring in School Psychology II CSP 641: Best Practices in School Psychology <u>LPCC Emphasis:</u> CSP 604: Aging and Long-Term Care (weekend course)</p> | |
|--|--|--|

Four-year course plan/ LPCC Emphasis

| Year of Study | Required Sequence | Notes |
|----------------------|---|--|
| Summer Year 1 | EDUC 654: Introduction to Educational Research EDUC 602: Positive Behavioral Supports <u>LPCC Emphasis:</u> CSP 519: Psychopharmacology for Mental Health Professionals CSP 603: Human Sexuality (weekend course) CSP 605: California Law and Professional Ethics for Professional Counselors and Psychotherapists (weekend course) | |
| Year One | <u>Fall Semester:</u> CSP 500: Introduction to Counseling and Mental Health Interventions CSP 510: Introduction to the Ethical Practice of Professional School Psychology CSP 516: Human Development <u>LPCC Emphasis:</u> CSP 602: Responding to Spousal or Partner Abuse (weekend course) | <ul style="list-style-type: none"> • <i>Basic Skills Requirement</i> • <i>TB Test</i> • <i>Certificate of Clearance</i> |
| | <u>Spring Semester:</u> CSP 512: Advanced Counseling and Mental Health Interventions CSP 514: Cultural and Community Issues in Counseling and School Psychology <u>LPCC Emphasis:</u> CSP 604: Aging and Long-Term Care (weekend course) | |
| Summer Year 2 | EDUC 654: Introduction to Educational Research EDUC 602: Positive Behavioral Supports <u>LPCC Emphasis:</u> CSP 519: Psychopharmacology for Mental Health Professionals CSP 603: Human Sexuality (weekend course) CSP 605: California Law and Professional Ethics for Professional Counselors and Psychotherapists (weekend course) | |
| Year Two | <u>Fall Semester:</u> EDUC 601: Assessment and IEP Development CSP 517: Mental Health in the Schools <u>LPCC Emphasis:</u> CSP 602: Responding to Spousal or Partner Abuse (weekend course) | |
| | <u>Spring Semester:</u> CSP 637: Cognitive and Neuropsychological Assessment for Intervention CSP 639: Advanced Positive Behavioral Supports EDUC 544: Legal Aspects of Special Education | |
| Summer Year 3 | <u>LPCC Emphasis:</u> CSP 617: Career Counseling CSP 626: Assessment and treatment of Substance abuse for the Professional Counselor | |
| Year Three | <u>Fall Semester:</u> CSP 615: Learning and Learning Disabilities CSP 619: Assessment & Intervention of Academic Skills CSP 534: Practicum in School Psychology I <u>LPCC Emphasis:</u> CSP 602: Responding to Spousal or Partner Abuse (weekend course) | <i>Praxis Exam: Pass exam prior to graduation</i> |
| | <u>Spring Semester:</u> CSP 513: Group Counseling Leadership and Intervention CSP 638: Advanced Assessment for Intervention CSP 535: Practicum in School Psychology II <u>LPCC Emphasis:</u> CSP 604: Aging and Long-Term Care (weekend course) CSP 624A Supervision and Mentoring in Professional Clinical Counseling I | |
| Year Four | <u>Fall Semester:</u> CSP 622: Supervision and Mentoring in School Psychology I CSP 640: School-Based Consultation and Collaboration | <i>Praxis Exam: Pass exam prior to graduation</i> |

| | | |
|--|--|--|
| | <u>LPCC Emphasis:</u> CSP 602: Responding to Spousal or Partner Abuse (weekend course) CSP 624B: Supervision and Mentoring in Professional Clinical Counseling II | |
| | <u>Spring Semester:</u> CSP 616: Leadership and Systems Change CSP 623: Supervision and Mentoring in School Psychology II CSP 641: Best Practices in School Psychology <u>LPCC Emphasis:</u> CSP 604: Aging and Long-Term Care (weekend course) | |

Other Tasks to Complete the Program

Basic Skills Requirement

Students must satisfy the basic skills requirement by completing one of the six options provided through the State of California Commission on Teacher Credentialing. One example that majority of our students complete is the California Basic Educational Skills Test (CBEST) prior to enrollment in fieldwork and credential courses. Applicants for the PPS Internship Program must submit evidence of having passed the one of the basic skills requirements to Hilary Leath. Please submit via email a PDF of the official score report to leath@chapman.edu. All students must pass one of the basic skills requirements prior to beginning their practicum field placement. For more information regarding the basic skills requirement, click [here](#).

Certificate of Clearance

During your first semester of attendance and **before you undertake any fieldwork in the schools**; you must obtain a Certificate of Clearance as required by the state of California. Further details of the procedures can be found [here](#). Please contact Hilary Leath for details, at (714) 744-2142, or leath@chapman.edu.

First Year Review

In keeping with the University's mission to provide a "personalized education of distinction," in the beginning of the spring semester of the first year in the graduate program in School Psychology, faculty will meet with first-year students to discuss progress in the program. Students are asked to write a paragraph for both the NASP domains of practice and program's "Big Ideas, "outlining personal growth and any goals desired to accomplish for the upcoming semester. This brief essay should be titled "First Year Student Review," and should include the student's name, date of essay submission, and program. Details will be provided in CSP 500 and CSP 510.

Key Assignments

In addition to your traditional coursework, a few assignments have been designated as "key assignments" and will be tracked separately from your course grades for program evaluation and improvement purposes. These assignments will be evaluated based on a 4 point rubric, and will require a minimum score of 2 to be considered passing. Assignments that do not earn this score upon first submission will be re-submitted according to instructor feedback until they earn reflect the necessary components for competency. A course containing a key assignment cannot be passed until the key assignment reaches competency, regardless of the number of overall course points earned. Key assignments will be designated as such on each respective course syllabus.

California Pupil Personnel Services Credential

Applications for PPS Credentials from the California Commission on Teacher Credentialing can be obtained from the Chapman Credentials Office. The credential application should be submitted to the Credentials Office during the final semester of coursework. The actual credential will take 4-6 months for the Commission to process; however, a letter of verification from the Chapman Credentials Office is sufficient for employment with school districts in California.

Demonstration of Mastery Examination: Educational Testing Service Praxis Exam in School Psychology

All students in the program are **required** to pass the Educational Testing Service Praxis Exam in School Psychology (Test# 5402). A passing score is 147, which is the same score necessary for certification as a Nationally Certified School Psychologist (NCSP). Upon passing the ETS Praxis Exam and completion of all coursework in the school psychology program, students are eligible to apply to the National Association of School Psychologists for the NCSP. Students should plan to take this exam early in the last year of studies. Once you have successfully taken the exam, please contact Hilary Leath and notify her that you have taken the exam and indicate the exam date.

The Praxis exam in School Psychology is designed for a master's or educational specialist's degree candidates wishing to serve as school psychologists in educational settings. The test assumes that candidates have had some form of supervised practicum or internship experience. The 135 multiple-choice test questions focus on both content and process issues that are relevant to the school setting. It should be noted that certain areas relevant to the practice of a school psychologist are not assessed in this examination because they do not lend themselves readily to multiple-choice assessment. It is assumed that candidates' competence in these other areas will have been evaluated using other methodologies during the course of academic training.

The main content areas of the test include assessment, prevention and intervention, evaluation and research, professional practice, psychological foundations, and educational foundations. In measuring the six content areas, a variety of contexts are used as settings: consultation, assessment, intervention, research, professional standards, and in-service. The ETS Exam in School Psychology is one component of the process of becoming a Nationally Certified School Psychologist (NCSP). More information about the NCSP can be found at <http://nasponline.org/>

Presentation of Professional Portfolio

All graduate programs in School Psychology provide their students with adequate knowledge and techniques. This is of course necessary, but in and of itself does not prepare school psychologists to handle the complexities and ambiguities of professional practice. It is important that school psychologists also reflect on their practice in the moment and over the long term so that they can creatively meet the needs of the children, parents, and educators that they serve. The development of your portfolio begins in the first course and continues until the final seminar. The development of your portfolio is not simply a matter of selecting artifacts chosen by faculty, but rather should be personalized within the framework provided and present an accurate representation of YOU: your personality, your view of education, your style, your accomplishments, and a glimpse of your future goals as a professional educator.

You will prepare and present your portfolio twice during your time at Chapman, once toward the end of practicum (CSP 535) which is similar to the first-year review assignment and again at the end of the program during the Exit Interview. Unlike an exam or other single measure, the portfolio is a dynamic assessment of who you are as a professional. The development of your

portfolio gives you a chance to reflect on your graduate professional education and how your experiences, both intellectual and practical, have shaped your professional development.

At each presentation, your essay responses, oral responses, and artifacts for each domain will be evaluated using a rubric ranging from advanced (rating of “3”), adequate (rating of “2”), or “insufficient” (rating of “1”) for the student’s training level. Ratings of “1” will require a remediation based on faculty feedback until the portfolio or oral responses are earn ratings of “2”. Students whose average ratings are in the “1” range across multiple domains will need to meet with the program coordinator to draft a formal plan to improve those areas.

Your professional portfolio will have fourteen sections. Ten sections correspond to the NASP Domains of School Psychology Practice and include:

1. Data-Based Decision Making and Accountability
2. Collaboration and Consultation
3. Intervention and Instructional Support to Develop Academic Skills
4. Intervention and Instructional Support to Develop Social and Life Skills
5. School-Wide Practice to Promote Learning
6. Preventive and Responsive Services
7. Family-School Collaboration Services
8. Diversity in Development and Learning
9. Research and Program Evaluation
10. Legal, Ethical, and Professional Practice

For your final (internship year) portfolio, you will select no more than two artifacts that support the assertion that you are competent in each domain of professional practice. Artifacts in your final portfolio must be completed during your final (internship) year of the program. All artifacts should be products that you produced, either as part of a course or in your practicum or internship fieldwork. For instance, notes or class handouts would not be acceptable artifacts because they do not represent your work. Whenever possible, your artifacts should “show not tell.” In other words, direct evidence that you accomplished something is better than simply telling that you accomplished it.

Each domain also has corresponding sample questions. These or similar questions will be used at the time of your Portfolio Review. The process of reflecting on these questions and considering appropriate artifacts should begin in your first course and continue until you have completed the program.

In addition to choosing artifacts that document your competence in these ten specific professional domains of school psychology, your artifacts should also support your competence in the program big ideas on it- reflection and tolerance for ambiguity, collaboration, etc.

For example, for your practicum year portfolio, you might choose an artifact that shows your competence in Data Based Decision Making that also demonstrates your skill at understanding

children as members of systems. You will complete and include the **Portfolio Matrix** as a guide to the connections between artifacts and domains.

The **introduction** to your portfolio should include an integrative essay that reflects on your experiences in the Professional School Psychology Program and your plans for your future professional development. A well-written essay will demonstrate your sophisticated understanding of the concepts in each domain, and guide the reader to artifacts contained in later sections that demonstrate competence in both the specific and general domains discussed above. It will also not just describe activities and assignments but also address how these experiences have affected you as a person. We expect you to be concrete in that you should cite specific evidence to make your points. Examples include oral and written evaluations from supervisors and faculty, course work and grades, and field experiences. Finally, we expect you to outline your goals for continued growth in each area (for the practicum year these may be goals for your internship, and for your Exit interview these may be goals for yourself as a practitioner).

Other portfolio tips include:

1. If your artifact includes a CD, video tape, piece of art, etc. please remember to note this information.
2. Please do not give us originals of any legal documents, fieldwork forms or anything you could not bear to lose.

Portfolio Sections should include the following:

I. Introduction and Integrative Essay

II. Portfolio Matrix

III. Data-Based Decision Making and Accountability

1. Describe an assessment you conducted where you diagnosed a pupil with a learning disability. What data did you gather? What was your decision making process?
2. Describe an assessment you conducted with a pupil who did not speak English as his or her first language and had limited English proficiency. What steps did you follow? How did you assure that your procedures were fair and accurate?
3. Describe an assessment you conducted where the referral question was behavioral or social/emotional. What data did you gather? What was your decision-making process? What were your conclusions?

IV. Consultation and Collaboration

1. From your own experience, describe a successful consultation with parents, teachers, administrators, support staff, or community agency personnel. What steps (or consultation model type) did you follow? How did you know the process worked?
2. Describe the characteristics of an effective Student Study Team or other collaborative problem-solving group.

3. Describe a challenging parent with whom you worked. What were the barriers that made the situation challenging? What skills did you use to overcome these barriers?

V. Interventions and Instructional Support to Develop Academic Skills

1. What instructional methods or interventions do you have experience with that have proven most effective with students with reading problems?
2. Describe an experience you have had developing a behavior intervention plan for a pupil with acting out or externalizing behaviors. What data did you gather? What interventions did you recommend? Were they successful? How did you know?
3. Describe an intervention plan for a pupil with internalizing problems (anxiety or depression). What data did you gather? What interventions did you recommend? Were they successful? How did you know?
4. What is Response to Intervention? How does it work? What students might this be most successful for?

VI. Interventions and Instructional Support to Develop Social and Life Skills

1. Describe an empirically supported conflict resolution or violence prevention program.
2. Describe an experience you have had providing individual counseling. How do you establish rapport? How do you clarify goals and evaluate progress? How do you reach closure and end the counseling relationship?
3. Describe an experience you have had providing group counseling. What were the goals of the group? How did you choose members? What did you do in the group? What were the results? What data did you gather to evaluate the effectiveness of the group?

VII. School-Wide Practice to Promote Learning

1. Describe the components of a comprehensive school-site crisis response plan.
2. From your own experience, give an example of a systems change process. What steps did you follow? What were the results?
3. Describe a parent presentation or in-service you conducted.
4. Describe the process you went through to connect a pupil to a community resource or coordinate efforts with a resource person, specialist, business, or agency outside the school to solve a problem

VIII. Preventive and Responsive Services

1. Discuss a crisis response that you have participated in.
2. Discuss a current school-based or school impacting "issue" in terms of the three tier model.
3. Describe how you would start a crisis interview. What follow-up questions would you ask?
4. Describe how you would conduct a Critical Incident Debriefing with a classroom following a traumatic event that affected the entire school community.

IX. Family-School Collaboration Services

1. Describe a case in which you have worked effectively with a family to enhance student services or outcomes. What worked? What was challenging?
2. Describe and discuss a case in which you have observed how a student's family and home life are impacting their educational and/or social/emotional outcomes
3. Discuss how you have in the past, and how you plan to in the future- involve families in the educational system.

X. Diversity in Development and Learning

1. What are the signs and symptoms of a common social or emotional problem such as depression, ADHD, eating disorders, etc? (choose one)
2. Describe your experience working with pupils or parents of a socioeconomic or cultural background different from your own. What was challenging? What skills or knowledge helped you overcome those challenges?
3. Describe a low-incidence population in your schools. What were your misconceptions prior to your experience in working with this group? What did you learn?

XI. Research and Program Evaluation

1. Describe a situation where you used data to evaluate the effectiveness of a program and to make changes in that program.
2. Describe a situation in which you used your critical knowledge of research to evaluate the actual utility of a program or intervention, based on the extant literature about it.

XII. Legal, Ethical, and Professional Practice

1. What roles have you played in your fieldwork or internship? Discuss the advantages and disadvantages of a particular role. What aspects of the program were most helpful in meeting the demands of that role?
2. Discuss an ethical dilemma you have faced. How did you resolve it? What ethical standards guided you in your decision making process?
3. Discuss the public policies, laws, and legislation important to one of the following areas: a) Attendance and truancy, b) Child neglect and abuse, c) Section 504 and IDEA, d) Confidentiality.
4. What are the legal and ethical concerns regarding the use of personal computers used by school psychologists?

XIII. Fieldwork Documentation

1. Includes initial and final Self-Assessment, Supervisor Assessment and Summary of Hours for either Practicum (CSP 535) or Final Field work (CSP 623)

XIV. Professional Documentation

1. Includes Praxis information, professional development documentation, honors or awards, etc.

Practica and Internship Fieldwork

All Practicum and Internship sites must:

1. Provide daily supervision from a credentialed school psychologist with at least three years' experience in the field. Site supervisors may be responsible for no more than two fieldwork students at one 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.

Students are required to complete a minimum of 200 clock hours across practicum and internship at three of four age levels. These include:

- a) Preschool
- b) Elementary
- c) Middle School or Junior High
- d) High school

Professional knowledge and skills are developed through readings, seminar discussions, in-class role-plays, and field-based experiences. Students are expected to develop both general and specific professional skills. General professional skills include the program's "Big Ideas.":

1. Collaboration
2. Oral Communication
3. Self-reflection and tolerance for complexity and ambiguity
4. Written Communication
5. Commitment to service and advocacy
6. Building solutions for children through an appreciation of their strengths and resources
7. Understanding children both as individuals and as participants in systems
8. Time management and organizational skills

Specific professional skills are closely linked to the National Association for School Psychologists Domains of School Psychology Training and Practice and include experiences in the following areas:

1. Data-Based Decision Making and Accountability
2. Collaboration and Consultation
3. Intervention and Instructional Support to Develop Academic Skills
4. Intervention and Instructional Support to Develop Social and Life Skills
5. School-Wide Practice to Promote Learning
6. Preventive and Responsive Services
7. Family-School Collaboration Services

8. Diversity in Development and Learning
9. Research and Program Evaluation
10. Legal, Ethical, and Professional Practice

Practicum Fieldwork

CSP 534-Practicum in School Psychology I and *CSP 535- Practicum in School Psychology II* typically occur during the second year of study. Prerequisites for entry into *CSP 534* include:

- Attallah College of Educational Studies Fieldwork Packet
- Basic Skills Requirement – A record of the student’s passing score must be in his or her file in the Attallah College of Educational Studies. Students will not be allowed to begin fieldwork without this documentation.
- Fingerprint Clearance – Official fingerprint clearance processed through the Commission on Teacher Credentialing must be in the student’s file in the Attallah College of Educational Studies. Students will not be allowed to begin the fieldwork courses without this documentation. For information on fingerprint processing, please see a Chapman University credential analyst. If a student already has a Preliminary Credential, a copy of this must be in his or her file to fulfill this requirement.
- Certificate of Clearance
- TB Test Results

CSP 534 and 535 require students to complete a minimum of 600 hours of seminar and fieldwork in an approved public school or agency setting. A minimum of four hundred and fifty hours must be completed in a public school setting (preschool through grade twelve). A maximum of 150 hours of experience may be completed at an approved community agency or private schools.

“My advice to others is to be up for anything. Don’t be afraid to put yourself there and try the unfamiliar. You will learn more.”

Knowledge and skills are developed through readings, seminar discussions, in-class role-plays, and field-based practicum experiences. Students are expected to develop both general and specific professional skills. At the beginning of *CSP 534*, students complete an

Agreement of Planned Practicum Experiences. Towards the end of *CSP 534* and again at the end of *CSP 535*, students’ performance in the field is evaluated by the Site Supervisor using the Supervisor Assessment of Practicum Experiences. Students also reflect on and evaluate their own performance by completing a Self-Assessment of Practicum Experiences. These evaluations are discussed and reviewed by students, University Supervisors, and Site Supervisors. These data are used to determine readiness for entry into Field Experience (*CSP 622-623*).

School Psychology Final Fieldwork or Internship

After successfully completing *CSP 534* and *535*, obtaining a passing score for the Basic Skills Requirement, submitting TB test results, and obtaining a Certificate of Clearance, students may enroll in *CSP 622 –Supervision and Mentoring in School Psychology I*. After successful completion of *CSP 622*, students may enroll in *CSP 623 Supervision and Mentoring in School Psychology II*.

CSP 622 and 623 each require 600 clock hours of supervised field experience for a total of 1,200 hours. A minimum of 800 of these hours must be completed in an approved P-12 public school setting. Students are encouraged to complete their required hours full time over the course of one academic year. With approval of the Program Coordinator, students may also complete their fieldwork hours part-time, but all hours must be completed within two academic years of beginning fieldwork.

All fieldwork sites must be approved by the Program Coordinator or university faculty assigned to CSP 622 or CSP 623. Upon beginning their fieldwork experiences in CSP 622, students complete a School Psychology Fieldwork Agreement and an Outline of Planned Fieldwork Experiences. The Outline of Planned Fieldwork Experiences includes narratives describing a minimum of three opportunities or experiences for each of the NASP domains discussed above areas listed above. Students are required to keep a weekly log of their experiences and at least twice during their field experiences students complete a Self-Assessment of Professional Competencies. Site Supervisors also complete a Supervisor Assessment of Professional Competencies. These evaluations are discussed and reviewed by the candidate, University Supervisor, and Site Supervisor. Upon successfully completing a minimum of 1,200 hours of fieldwork, students complete a Summary of Fieldwork Experiences, which is reviewed and signed by both the Site Supervisor and University Supervisor.

Students also meet with the university supervisor for a **minimum** of 15 hours of seminar discussion and group supervision each semester. In addition to discussion of situations and problems that arise during fieldwork, the following study units will be presented during the fieldwork seminar.

1. NASP code of ethics
2. Strategies for time management
3. Strategies for dealing with job stress and burnout
4. Best practices in the principles and techniques of the supervision of school psychologists and other human service workers

“My internship has been great! I have learned so much, I don’t know where to start. My suggestion to others would be: don’t be afraid to ask questions. That is the only way to learn.”

“I am happy with my internship experience so far. I’ve learned what my future career is really like, but I know I have a lot more to learn.”

Paid Internships

The School Psychology Internship Credential is required by many districts in order for students to be paid during their field experience. Chapman University works collaboratively with several local school districts to meet their service needs by providing both paid and volunteer school psychology trainees. The Internship Program helps school districts by providing qualified intern School Psychologists in situations where school districts are unable to find already credentialed School Psychologists to fill open positions. In cases where school districts need to employ an Intern School Psychologist, students must obtain a School Psychology Intern Credential.

To be eligible for this credential and for the Chapman Internship Program, students must have:

1. A passing score from one of the basic skills requirements
2. A Certificate of Clearance
3. TB Test Results
4. Official Undergraduate Transcript
5. Employment Verification form
6. The appropriate prior experiences and personal qualifications to meet the increased demands of an intern position.

Students must first submit these documents to Hilary Leath in order to process the intern credential request. Eligibility for the Internship Program is then determined in collaboration with school district personnel after considering the students' prior course work, work experience, and the district's personnel needs.

Fieldwork Agreement Template

Below is a sample of a School Psychology Supervised Fieldwork Agreement between Chapman University and a local school district. Hilary Leath will be contacting you prior to practicum and internship years for your district placement to ensure that an agreement has been secured. Please keep in mind that it can take months to secure an agreement so please remember to fill out the Google sheet with the requested details. Hilary will contact you in the spring semester prior to your fieldwork year.



CHAPMAN
UNIVERSITY
Orange, California 92866

**SCHOOL PSYCHOLOGY SUPERVISED UNPAID PRACTICUM / INTERNSHIP
FIELDWORK AGREEMENT**

THIS AGREEMENT is made and entered into by and between Chapman University hereinafter called the "UNIVERSITY," and the School District, hereinafter called "FIELDWORK SITE."

I. RESPONSIBILITIES OF THE UNIVERSITY

- A. The UNIVERSITY will assure that the student shall have completed the necessary educational prerequisites, to be eligible for supervised fieldwork including proof of negative TB test current within one year of supervised fieldwork and issuance of finger print clearance.
- B. The UNIVERSITY shall designate a faculty or staff member to coordinate, consult, and collaborate with the classroom teacher or district designee of the FIELDWORK SITE, the activities of each student assigned to FIELDWORK SITE and student fieldwork experience.
- C. The UNIVERSITY shall complete periodic observations and/or evaluations of the student regarding his/her performance at the FIELDWORK SITE as per arrangement between the UNIVERSITY faculty or staff member and the FIELDWORK SITE supervisor.

II. RESPONSIBILITIES OF THE FIELDWORK SITE

- A. The FIELDWORK SITE shall provide students with experiences with a student population that is diverse in terms of ethnicity, culture, language, socio-economics and/or special needs.
- B. The FIELDWORK SITE staff will promptly and thoroughly investigate any complaint by any participating student of unlawful discrimination or harassment at the FIELDWORK SITE or involving employees or agents of the FIELDWORK SITE, take prompt and effective remedial action when discrimination or harassment is found to have occurred, and promptly notify the UNIVERSITY of the existence and outcome of any complaint of harassment by, against, or involving any participating student.
- C. The FIELDWORK SITE staff will provide, upon request by any participating student, such reasonable accommodations at the FIELDWORK SITE as required by law in order to allow qualified disabled students to participate in the program.
- D. To provide for emergency health care of the student in case of accident at the expense of the student.
- E. To provide all participating students with a copy of the FIELDWORK SITE'S rules, regulations, policies, and procedures with which the students are expected to comply and notify the UNIVERSITY of any change in its personnel, operation, or policies which may affect the field education experience.
- F. Comply with all federal, state and local statutes and regulations applicable to the operation of the

program, including without limitation, laws relating to the confidentiality of student records.

- G. The FIELDWORK SITE staff shall comply with APPENDIX A regarding the FIELDWORK SITE'S supervision of UNIVERSITY students, as attached and incorporated by reference.

III. THE PARTIES MUTUALLY AGREE

- A. The FIELDWORK SITE shall provide field experiences in such schools or classes of the FIELDWORK SITE and under the direct supervision and instruction of such employees of the FIELDWORK SITE, as specified by the duly authorized representatives of the FIELDWORK SITE and the UNIVERSITY.
- B. The FIELDWORK SITE may, for good cause, refuse to accept for field experiences, or terminate the field experience assignment of any student of the UNIVERSITY assigned to the FIELDWORK SITE in writing. Prior to removal of a student, the FIELDWORK SITE shall consult with the UNIVERSITY about its concerns and proposed course of action. The UNIVERSITY may terminate the field experience assignment or student teaching assignment of any student of the UNIVERSITY at the FIELDWORK SITE at any time, and may do so if the FIELDWORK SITE so requests in writing with a statement of reasons why the FIELDWORK SITE desires to have the student withdrawn.
- C. Neither party shall discriminate in the assignment of students on the basis of race, color, disability, sex, religion, national origin, ancestry, sexual orientation, or any other basis prohibited by law.
- D. The UNIVERSITY agrees to indemnify, hold harmless, and defend the FIELDWORK SITE, its agents, and employees from and against all loss or expense (including costs and attorney fees) resulting from liability imposed by law upon the FIELDWORK SITE because of bodily injury to or death of any person or on account of damages to property, including loss of use thereof, arising out of or in connection with this Agreement and due or claimed to be due to the negligence of the UNIVERSITY, its trustees, agents, or employees.
- E. The FIELDWORK SITE agrees to indemnify, hold harmless, and at the UNIVERSITY'S request, defend the UNIVERSITY, its trustees, agents, and employees from and against all loss or expenses (including costs and attorney fees) resulting from liability imposed by law upon the UNIVERSITY because of bodily injury to or death of any person or on account of damages to property, including loss of use thereof, arising out of or in connection with this Agreement, and due or claimed to be due to the negligence of the FIELDWORK SITE, its agents, or employees.
- F. University and Fieldwork Site each agree to maintain insurance or a program of self insurance throughout the term of this Agreement as follows:
 - i. General liability coverage, written on an occurrence form, with limits of One Million Dollars (\$1,000,000) per occurrence and Three Million Dollars (\$3,000,000) in the aggregate, and
 - ii. Professional liability insurance written on a claims-made form or Occurrence form, with limits of One Million Dollars (\$1,000,000) per claim/occurrence and Two Million Dollars (\$2,000,000) in the aggregate. University shall provide coverage for students under school's professional liability policy or shall ensure that all students maintain individual professional liability insurance coverage with limits of not less than One Million Dollars (\$1,000,000) per occurrence and Two Million Dollars (\$2,000,000) in aggregate, and
 - iii. University and Fieldwork Site shall maintain statutory Workers' Compensation coverage on their respective employees working at Fieldwork Site pursuant to this Agreement. The parties agree that the students are considered learners who are fulfilling specific requirements for field experiences as part of a degree and/or credential requirement. Therefore, regardless of the nature or extent of the acts performed by them, students are not to be considered employees or agents of either the UNIVERSITY or the FIELDWORK SITE for any purpose including Workers' Compensation or any other employee benefit

programs. The students shall not be entitled to any monetary remuneration for services performed by them in the course of their training, and

iv. University and Fieldwork Site shall provide certificates of insurance evidencing all coverage described herein, naming the other party as a Certificate Holder with policy endorsements for Waiver of Subrogation against the other party and naming the other party as an Additional Insured. Such evidence will be provided on a basis consistent with the effective date of this Agreement and annually thereafter. Each party shall provide the other party with written notice at least thirty (30) days in advance of any material modification or cancellation of such coverage. With respect to individual policies of insurance maintained by students, such evidence will be provided prior to the date when any new student commences participation in the Program(s).

- G. Both parties acknowledge they are independent contractors, and nothing contained in this Agreement shall be deemed to create an agency, joint venture, franchise or partnership relation between the parties and neither party shall so hold itself out. Neither party shall have the right to obligate or bind the other party in any manner whatsoever, and nothing contained in this Agreement shall give or is intended to give any right of any kind to third persons.
- H. Any failure of a party to enforce that party's right under any provision of this Agreement shall not be construed or act as a waiver of said party's subsequent right to enforce any provisions contained herein.
- I. Notices required or permitted to be provided under this Agreement shall be in writing and shall be deemed to have been duly given if mailed first class to the parties that signed this agreement and to the addresses below.

SCHOOL DISTRICT INFORMATION:

UNIVERSITY CONTACT INFORMATION:

Attn: Harold Hewitt, VP & COO
Chapman University
One University Drive
Orange, CA 92866

- J. If any term or provision of this Agreement is for any reason held to be invalid, such invalidity shall not affect any other term or provision, and this Agreement shall be interpreted as if such term or provision had never been contained in this Agreement.
- K. In the event of any material default under this Agreement, which default remains uncured for a period of twenty-one (21) days after receipt of written notice of such default, or in the event of the loss of WASC accreditation by the UNIVERSITY, this Agreement may be immediately terminated by the non-defaulting party.
- L. This Agreement fully supersedes any and all prior agreements or understandings between the parties or any of their respective affiliates with respect to the subject matter hereof. No change, modification, addition, amendment, or supplement to this Agreement shall be valid unless set forth in writing and signed and dated by both parties hereto subsequent to the execution of this Agreement.
- M. This Agreement shall be construed in accordance with the laws of the State of California in effect at the time of the execution of this Agreement. Should either party institute legal action to enforce any obligation contained herein, it is agreed that the proper venue of such suit or action shall be Orange County, California.
- N. This Agreement may be executed in one or more counterparts, each of which shall constitute one

Appendix A
Specific Supervision Requirements

School Psychology Fieldwork:

- A. Provide an average of one 2 hours of individual or small group supervision per week from a school psychologist with at least three years of professional experience.
- B. Provide experiences with a diverse student population.
- C. Provide experiences with a variety of educational programs
- D. Provide opportunities for students to gain a broad range of experiences, including experiences in:
 - 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 Practices 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.
- E. The FIELDWORK SITE in collaboration with the UNIVERSITY will designate one school psychologist who has at least three years experience in School Psychology to serve as the primary supervisor. The student may also work with other experienced school psychologists for specific activities. In no case shall any supervisor be assigned by the FIELDWORK SITE to provide concurrent supervision for more than two interns or students.
- F. The FIELDWORK SITE shall ensure that the student receives an average of two hours of individual or group face-to-face supervision per week, although more time may be needed, especially at the beginning of the FIELDWORK experience.
- G. The FIELDWORK SITE supervisor, in collaboration with the UNIVERSITY faculty, will complete at least one written evaluation of the student's performance near the end of each university semester.
- H. The FIELDWORK SITE shall ensure that the student will be treated by the district as part of the professional staff and provided a supportive work environment, adequate supplies, counseling and test materials. In addition, it shall see that the student is encouraged to participate in district, SELPA, or county committees; and that he/she is provided release time as needed to attend professional development experiences or professional association meetings.
- I. Audio and/or video taping of selected psychology activities by the student for purposes of supervision shall be conducted by the FIELDWORK SITE or UNIVERSITY provided that all parties to be recorded have separately consented to such taping.

Other Important information about the Program

International Opportunities

As part of an effort by the Attallah College of Educational Studies to expand and strengthen international opportunities, the School Psychology Program has initiated several international efforts. In the summer of 2009, Dr. Hass, Dr. Carriere, Dr. Le, Ms. Olaya, and two students attended the first International Conference on School Psychology in Vietnam in Hanoi, Vietnam.

Since that time, Chapman has become a founding member of the Consortium to Advance School Psychology in Vietnam (CASP-V) and Dr. Hass was elected to be Chair of CASP-V's Board of Executives. In the summer of 2010, January of 2011 and summer 2011, Attallah College School Psychology faculty returned to Vietnam to teach in Hanoi and Ho Chi Minh City. The second International Conference on School Psychology in Vietnam was held in January of 2011, and the third was held in the summer of 2012.

In January of 2011, Drs. Hass and Kennedy accompanied students to Guatemala for an interterm course. This "special edition" of CSP 514: Cultural and Community Issues in Counseling and School Psychology included fieldwork at an after school program in Santiago de Atitlan and a private school for youth at risk for not attending school in Antigua, as well as one-on-one Spanish lessons at a language school. In July of 2012, Drs. Hass and Kennedy traveled with students to Cambodia and Vietnam for a second "special edition" travel course of CSP 514. Students worked with the students and teachers of Sambour Village School in Cambodia, and participated in the third International Conference in School Psychology in Saigon. In August 2014, Drs. Hass, Carriere and Hunter traveled with students to Cambodia and Vietnam to work with a nonprofit organization called Grace House and participated in the fourth International Conference in School Psychology in Hanoi. In July 2016, Drs. Hass and Carriere took another group of students to Cambodia and Vietnam, working again with Grace House and participating in the 5th international conference on school psychology in Da Nang.

In January 2018, Dr. Griffiths took a group of students to multiple cities in South Africa where the students volunteered at township, visited a homelessness program, and interacted with the local children and families. In January of 2019 Dr. Hass plans to take a group of students to Cuba.

Chapman University offers tuition remission for one travel course if you have completed fifteen units in your graduate program. Financial assistance is also available through the Tye International Travel Grant Program. Please visit the Attallah College webpage for more details. We encourage all students to become involved in this or other international projects sponsored by the Attallah College of Educational Studies.

Ph.D. in Education with School Psychology Emphasis

If you are interested in pursuing the Ph.D. in Education with an emphasis in School Psychology, you may have the opportunity to potentially take doctoral level coursework and begin working early on the kinds of scholarly activity that is expected at the doctoral level. Please contact Dr. Hass for further information.

Emphasis in Professional Clinical Counseling

The School Psychology Program offers an emphasis in Professional Clinical Counseling. This emphasis has been approved by the Board of Behavioral Sciences as meeting the educational requirements for licensure as a Licensed Professional Clinical Counselor (LPCC) in California. For more information about post-graduation requirements and application materials related to LPCC licensure, please contact the Board of Behavioral Sciences (www.bbs.ca.gov). For more information about the LPCC emphasis, please contact Dr. Griffiths agriffit@chapman.edu.

In addition to the 69 credits required for the Ed.S. in School Psychology, the emphasis in Professional Clinical Counseling requires students to take 15 additional credits for a total of 84 credits. These courses include:

1. CSP 519 Psychopharmacology for Mental Health Professionals (3 credits)
2. CSP 602 Responding to Spousal or Partner Abuse (1 credit)
3. CSP 603 Human Sexuality (1 credit)
4. CSP 604 Aging and Long-Term Care (1 credit)
5. CSP 605 California Law and Professional Ethics for Professional Counselors and Psychotherapists (1 credit)
6. CSP 617 Career Counseling and Development (3 credits)
7. CSP 624a & 524b Supervision and Mentoring in Professional Clinical Counseling (2 credits total)
8. CSP 626 Assessment and Treatment of Substance Abuse for the Professional Counselor (3 credits)

In addition, students are required to obtain an additional 280 hours of fieldwork providing direct counseling services to individuals.

Student Supports

The Tutoring, Testing, and Learning Center (TLT)

The TLT Center is a campus-wide program designed to assist students to fulfill their potential and attain their academic goals at Chapman University. Services are available to students who desire greater academic proficiency in courses ranging in level from introductory through honors and upper division.

Students who desire assistance have the opportunity to use the services of the TLT best suited to their needs and that will make their education at Chapman more successful and rewarding. The TLT staff is committed to providing the opportunity for students to enhance and enrich their

educational experience and is also intent upon assisting students to develop positive attitudes about themselves and their studies.

TLT coordinates special services for students with disabilities. Students who feel that they need such special educational arrangements must identify themselves to the TLT office and submit current documentation.

Academic adjustments may include adaptation in the way specific courses are conducted, and the use of auxiliary equipment and support staff. The purpose of these accommodations is to provide educational equity, not advantage. Faculty members are not required to, nor are they responsible for, modifying their grading procedures or course standards for students with disabilities.

Career Development Center

The mission of the Career Development Center (CDC) is to assist the undergraduate and graduate students at Chapman University in a caring and personalized manner with identifying, developing, and implementing their career goals through self-direction and personal responsibility. Career decision-making is a lifelong, developmental process to be integrated with the student's educational experience. The CDC is committed to developing and cultivating relationships with diverse employers for experiential educational opportunities and career employment possibilities thereby creating partnerships between faculty, students, and employers that will enhance successful completion of the student's college career. Specific services offered for certificate and credential candidates include:

- assisting students in developing self-managed career files
- collecting job announcements for teaching and other educationally related positions
- conducting job fairs on campus for participating districts

Electronic Communication

Faculty and staff of the Attallah College of Educational Studies communicate with the students via their Chapman e-mail accounts. In the future, your Chapman email address will be used for all correspondence. If you are more comfortable using a different email account, such as a Gmail or Yahoo account, you can have your Chapman email forwarded to that account by going to the settings at the top and clicking 'Forwarding and POP/IMAP' link.

Blackboard

Blackboard sites will enable you to access documents, handbooks, forms, previews of forthcoming events and guest speakers, as well as information pertaining to your credential and/or degree program. Many of your courses will also have web-based activities. You can access the Student Blackboard site or course web pages through the My Chapman Portal, which is accessed through the main Chapman web page.

Go to the Chapman University website and click "My Chapman," enter your username and password (that you obtained with the assistance of the Help Desk), and then select the appropriate link.

PeopleSoft Student Center Campus Solutions

PeopleSoft will enable students to search for classes, register for classes, drop classes, make tuition payments, review grades and transcripts, etc. Click "Student Portal" when visiting my.chapman.edu.

The Chapman Service Desk is available to assist students with computer-related needs. Contact the Service Desk at (714) 997-6600, or servicedesk@chapman.edu.

Professional Organizations

School Psychology as a profession is represented and supported by professional organizations at the university, state, national, and international levels. Students are strongly urged to become involved in the professional organizations that represent the interests of school psychologists. Often students are offered a much-reduced rate that continues into their first year of work. Meetings of professional organizations become students' primary means of meeting colleagues, gaining new knowledge and skills, and discovering job openings.

Chapman University Association of School Psychologists (CUASP)

The university and the National Association of School Psychologists recognized Chapman University's first student school psychology student association in 2005. The Chapman University Association of School Psychologists (CUASP) unites the students in various stages of the program and serves as a medium for mentoring, peer support, and networking for practicum and internship sites.

The mission of both NASP and CUASP is to promote educationally and psychologically healthy environments for all children and youth by implementing research-based and effective programs that prevent problems, enhance independence, and promote optimal learning. This is accomplished through state-of-the-art research and training, advocacy, ongoing program evaluation, and caring professional service. More information on CUASP and how to become a member can be found at <http://www.chapman.edu/scl/studentorgs/>.

International Association of School Psychology

<http://www.ispaweb.org/>

National Association of School Psychologists

4340 East West Highway, Suite 402
Bethesda, MD 20814
(301) 657-0275



<http://www.nasponline.org/>
email: membership@naspweb.org

California Association of School Psychologists

1400 K Street, Suite 311
Sacramento, CA 95814
(916) 444-1595
<http://www.casponline.org/>

Information about local chapters such as Orange County Association of School Psychologists (OCASP) or Greater Long Beach Association of School Psychologists (GLBASP) can be found on the CASP web site.

Attallah College of Educational Studies Contacts

| | | |
|------------------------|--------------|--|
| Dr. Anna Abdou | 714-516-5762 | aabdou@chapman.edu |
| Dr. Randy Busse | 714-997-6783 | busse@chapman.edu |
| Dr. Michael Hass | 714-628-7217 | mhass@chapman.edu |
| Dr. Kelly Kennedy | 714-744-7944 | kkennedy@chapman.edu |
| Dr. Amy-Jane Griffiths | 714-744-7988 | agriffit@chapman.edu |
| Hilary Leath, MA | 714-744-2142 | leath@chapman.edu |

To make an appointment with other faculty, please call main office for assistance:
Main Office: (714) 997-6781 <https://www.chapman.edu/education/> Fax: (714) 744-7035

***Please visit the CES webpage for the most up to date phone numbers and email addresses**

ACES Staff: <https://www.chapman.edu/education/contact-us/staff.aspx>
ACES Faculty: <https://www.chapman.edu/education/contact-us/faculty-directory.aspx>

Other Important Campus Numbers

| | |
|--------------------------|----------------|
| Academic Advising Center | (714) 744-7959 |
|--------------------------|----------------|

| | |
|---------------------------|----------------|
| Chapman Textbook Store | (714) 997-6718 |
| Credential Office | (714) 628-2735 |
| Graduate Financial Aid | (714) 628-2730 |
| Graduate Admission Office | (714) 997-6711 |
| Help Desk/Email Access | (714) 997-6600 |
| Leatherby Libraries | (714) 532-7756 |
| Registrar's Office | (714) 997-6701 |
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Appendix A: Additional Information Regarding the LPCC Program

Frequently Asked Questions

What are the benefits of working toward my LPCC?

- Advanced counseling skills
- Ability to engage in independent practice
- Ability to supervise others (eventually)
- Shift to providing mental health services in the schools- will likely be looking for licensed people to oversee the work

How many counseling hours are required prior to graduation?

- The BBS and Chapman University require 280 additional hours of fieldwork providing direct services to individuals prior to graduation.

Where can I obtain hours for my LPCC?

- We will work with you to find appropriate sites. They must be preapproved by our program and can include schools, mental health counseling programs, higher education student counseling centers, or community counseling clinic. Private practices are not allowed.

What types of activities count as “counseling” hours?

- Face-to-face contact hours
- Per the BBS Professional clinical counseling means:
 - "...the application of counseling interventions and psychotherapeutic techniques to identify and remediate cognitive, mental, and emotional issues, including personal growth, adjustment to disability, crisis intervention, and psychosocial and environmental problems." Professional clinical counseling" includes conducting assessments for the purpose of establishing counseling goals and objectives to empower individuals to deal adequately with life situations, reduce stress, experience growth, change behavior, and make well-informed, rational decisions. 4999.20. (a)
- Should be directly related to promoting mental health and can include assessment for the purpose of establishing goals and empowering individuals.
- In addition, a clinical counselor trainee shall inform each client or patient, prior to performing any professional services, that he or she is unlicensed and under supervision.
- Hours earned while a clinical counselor trainee may count toward the 3,000 hours of post degree internship hours.

What is Chapman's Legal responsibility regarding Clinical Practicum Experience?

- Per the BBS, all hours of experience gained as a trainee shall be coordinated between the school and the site where the hours are being accrued. The school shall approve each site and shall have a written agreement with each site that details each party's responsibilities, including the methods by which supervision shall be provided. The agreement shall provide for regular process reports and evaluations of the student's performance at the site.

Does Chapman Actually Approve Trainee Hours?

- Yes and No. By law, only the Board of Behavioral Sciences has the authority to approve hours and does so at the time you file your application for the license exam. However, the board has given considerable responsibility to both supervisors and schools for guiding and evaluating students' clinical experience. Supervisors verify the hours of their interns and trainees by signing both weekly logs and summaries of experience. Schools attempt to ensure that their students' clinical sites will provide supervision and clinical experience that is consistent with statutes and regulations.

What is CSP 624 (Practicum per BBS)?

- The class is a structured course sequence in which students gain clinical hours by working under supervision at approved clinical sites, while concurrently attending a supervision class.
- A clinical counselor trainee shall receive an average of at least one hour of direct supervisor contact for every five hours of client contact in each setting. For purposes of this subdivision, "one hour of direct supervisor contact" means one hour of face-to-face contact on an individual basis or two hours of face-to-face contact in a group of not more than eight persons in segments lasting no less than one continuous hour.

Why Must You Be Enrolled in CSP 624 – Clinical Practicum, to Have Your Experience Approved?

- Students are legally defined as "Trainees" after completing 12 semester units in the program. Chapman does not sanction the acquisition of clinical experience until students have enrolled in CSP 624.
- In addition to assisting you in gaining approved supervision hours, this is the most effective way to carry out the coordination and approval function mandated by state law is to monitor the clinical training experience of our students and to encourage their growth as therapists. The course structure also allows us to collect evaluations from supervisors, students, and practicum instructors, serving as the "regular progress reports" required by law.

- As of August 1, 2012, the BBS requires that LPCC students are concurrently enrolled in the Supervision course while earning clinical hours.
- Thus, Chapman approves each trainee's clinical experience in general, but not his or her hours per se. However, only those hours gained in an approved site with a written agreement between the school and the site will count. Again, the 280 hours of direct client contact required for LPCC Practicum are not counted towards the 3000 hours.

How many courses do I need to take? When will these courses be offered? What will these courses entail?

- **Education:** A 60-semester-unit master's or doctoral degree from an accredited or approved institution, which is counseling or psychotherapy in content, includes 6 semester units of supervised practicum or field work study, and contains at least 3 semester units, or four and one half quarter units, of coursework in 10 of the following 13 core content areas. All 13 core areas must be completed before education can be approved.
 - (A) Counseling and psychotherapeutic theories and techniques (includes counseling theories, selection of counseling interventions, orientation to wellness and prevention, etc.)
 - (B) Human growth and development across the lifespan (includes psychopathology, normal and abnormal behavior, developmental crises)
 - (C) Career development theories and techniques
 - (D) Group counseling theories and techniques
 - (E) Assessment, appraisal and testing
 - (F) Multicultural counseling theories and techniques
 - (G) Principles of diagnosis, treatment planning and prevention of mental and emotional disorders and dysfunctional behavior
 - (H) Research and evaluation
 - (I) Professional orientation, ethics and law in counseling, including California law and professional ethics
 - (J) Psychopharmacology (includes biological bases of behavior)
 - (K) Addictions counseling (includes substance abuse, co-occurring disorders)

- (L) Crisis/Trauma Counseling (includes multidisciplinary responses to crises, emergencies or disasters).
- (M) Advanced counseling and psychotherapeutic theories and techniques

In addition to the course requirements described above, fifteen semester units of advanced coursework to develop knowledge of specific treatment issues or special populations.

Instruction must include:

- (1) Human sexuality and the study of the physiological, psychological and social cultural variables associated with sexual behavior, gender identity and psychosexual dysfunction
- (2) Spousal or partner abuse assessment, intervention strategies and same-gender abuse dynamics
- (3) Child abuse assessment and reporting (seven hours required)
- (4) Aging and long-term care, including biological, social, cognitive and psychological aspects of aging

View descriptions of each core content area at <http://calpcc.org/core-content-areas>

- Must give at least one (1) week's written notice to an Intern or Trainee of the intent not to certify any further hours of experience.
- Shall obtain from a future Trainee or Intern the name, address and phone number of the Trainee's/Intern's most recent supervisor and employer.
- Additional requirements may be found in Section 1833.1 of the BBS regulations.

How many post-graduation hours will I need to accumulate?

3000 hours

What about working with Couples and Families?

Note - There is no restriction regarding the assessment and treatment of **children** in LPCC statute or regulation.

The California LPCC Scope does not include the assessment or treatment of couples or families, or the supervision of MFT Interns, **unless the LPCC has:**

1. 6 semester-units (or 9 quarter-units) focused on MFT or a named specialization in MFT
2. 500 hours supervised experience working with couples, families or children
3. 6 hours of CEUs in MFT each renewal cycle.
4. LPCCs and PCCLs are exempt from the above, if they are earn the 500 hours of experience under the supervision of a LMFT or a LPCC who has met the above requirements.