

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

**OFFICIAL COURSE SYLLABUS**

**CSP 515**  
**Practicum in Counseling and Intervention**

**Prerequisites or Corequisites**

CSP 500, 511, certificate of clearance.

**Catalog Description**

Prerequisites, CSP 500, 511, certificate of clearance. This course provides opportunities for counseling students to practice intervention skills under close supervision. Students will apply the knowledge and techniques learned in previous course work to the resolution of individual, group, and systems level problems. A minimum of 200 hours of fieldwork in an approved public school or agency setting is required. In addition to the required field-based experiences, students meet with a university instructor for a minimum of twenty-four hours of group seminar discussion and supervision. May be repeated for credit. (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 school counselor 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 provide individual and group counseling for academic, career and personal development.
5. Provide opportunities for students to participate in consultation and program development, implementation, and evaluation activities.

**Transferring a course in lieu of CSP 515**

In addition to the standard University requirements for course transfer (age of course, grade, etc.), only counseling practicum that provide daily individual or group supervision from a credentialed school counselor, experiences with a student population of diverse ethnic background and abilities, and provide adequate experiences in the areas identified in course goals may be transferred in lieu of CSP 515.

### **Essential Equipment and Facilities**

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

### **School Counseling Program Learning Outcomes**

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

### **Course Learning Outcomes**

Professional knowledge and skills will be developed through readings, seminar discussions, in-class role-plays, individual and group supervision, and field based practica experiences.

Practicum students are expected to have opportunities to gain knowledge and develop skills in:

1. Supervision and mentoring of professional school counselors through course readings and discussion regarding models and professional standards for supervision and mentoring.
2. Individual counseling, classroom guidance activities (the guidance curriculum), and group counseling related to academic, career/vocational, and personal and/or social development of counselees.
  - a. Opportunities to become familiar with state, district, and school site policies and practices related to discipline, standards for promotion and graduation, and tests and measures used in assessing student learning and achievement.
  - b. Opportunities to obtain information relating to local vocational training programs, colleges and universities.
  - c. Opportunities to become familiar with the structure and process of constructing a master schedule of classes.
  - d. Opportunities to participate in referrals to County Mental Health Agencies and/or other community mental health providers.
  - e. Opportunities to provide short-term individual counseling for personal and/or social development.
  - f. Opportunities to provide individual academic advisement and planning, including reviewing student records, interviewing students, and using assessment data to develop plans to support and improve students' academic achievement.
  - g. Opportunities to provide individual career/vocational counseling, including assessment, goal setting, and developing action plans.
  - h. Opportunities to organize, implement, and evaluate a group counseling experience related to the academic, or career/vocational, or personal and/or social development of students.
  - i. Opportunities to organize, implement, and evaluate group classroom guidance activities (the guidance curriculum) related to the academic, or career/vocational, or personal and/or social development of students.

- j. Individual or team collaborative consultation with parents/caregivers, school personnel and/or community agencies related to academic, career/vocational, and personal and/or social development of students.
  - k. Course readings, lectures and discussions regarding the organization and operation of effective intervention assistance programs, including Student Study Teams (SSTs) and other collaborative problem solving processes.
  - l. Opportunities to observe and participate in SST, Child Study Team (CST), and Individual Education Plan (IEP) meetings at the practicum site.
  - m. Opportunities to observe and participate in collaborative consultations with school personnel, parents/caregivers, and community members to develop interventions to improve students' academic achievement and social functioning.
  - n. Opportunities to assist in the development of behavioral support plans.
  - o. Opportunities to participate in parent conferences or meetings.
  - p. Opportunities to assist in the presentation of parent education materials.
  - q. Opportunities to make home visits.
  - r. Opportunities to investigate school-based and community resources and participate in the process of referring children and adolescents for specialized help.
3. Program development, implementation, and evaluation related to students' academic, career/vocational, and personal and/or social development.
- a. Course readings, lectures and discussions regarding the organization of schools, including how regular and special education programs are structured.
  - b. Opportunities to observe in a variety of regular and special education classrooms.
  - c. Opportunities to attend school site and district meetings.
  - d. Opportunities to research district and state standards for promotion and graduation.
  - e. Opportunity to research school site and district level crisis response plans.
  - f. Opportunities to investigate the use of school and/or district outcome data for the purpose of evaluating a specialized program.
  - g. Opportunities to use computer technology and data information systems to monitor program outcomes and individual pupil achievement and to demonstrate skill in collecting, organizing, distributing and analyzing data and resources in order to facilitate effective and appropriate outcome in program management and individual student achievement.

**Content**

See Course Objectives.

**Professional Standards Covered**

CCTC standards met by this course

**PPSC Standard 31: Field Experience**

Practica:

A minimum of 100 clock hours in a practicum experience, that can include:

- 1. peer counseling related to a university or college program practicum course

2. personal and career assessment
3. personal counseling experience in either individual or group context
4. school-based programs servicing parents and family members
5. community service programs serving children and families
6. school related experience such as “shadowing” a school counselor, observing classroom instruction, attending district and school-based meetings, and mapping school-based community resources.

Practica experiences should be completed prior to the field experience (i.e., Internship in Professional School Counseling [CSP 620/CSP 621]).

### PPSC Standard: 15: Technological Literacy

#### **Fieldwork Requirements**

Students should participate in a variety of activities that provide relevant experiences in each of the course objectives.

The candidate will need to arrange transportation to the fieldwork site(s) at his/her own cost. If a student cannot drive and/or has no other means of transportation, please notify the course instructor as soon as possible so that every effort can be made to assign the candidate to a fieldwork site accessible by public transportation. Students who require ADA (Americans with Disabilities Act) accommodations should also notify the instructor so that they may be placed in fieldwork sites that fully meet ADA requirements.

#### **Instructional Strategies**

1. Students will participate in a minimum of 200 hours of supervised fieldwork under the supervision of an experienced professional school counselor (minimum of two years of experience). At the prior to beginning of CSP 515, candidates complete a “Statement of Intent to Participate in PSC Practicum,” a “PSC Practicum site pre-selection data sheet,” and a “PSC Practicum Fieldwork Agreement.” Candidates are required to keep a weekly log and reflective journal. The graduate program in School Counseling values the development of five meta-skills critical to the development of competent professional school counselors. These include:
  - a. collaboration
  - b. cultural competence
  - c. oral communication
  - d. written communication
  - e. Self- reflection.

Towards the end of CSP 515, candidates’ performance in the field and their performance in these skill areas is evaluated by both the site supervisor and university practicum faculty supervisor using the “Supervisor Assessment of Professional Competencies” form. Candidates also reflect on and evaluate their own performance by completing a “Self-assessment of Professional Competencies” form. These evaluations are discussed and reviewed by candidates, the university practicum faculty supervisors, and on-site

supervisor(s). This data is used to determine readiness for entry into the Professional School Counseling Internship Experience (CSP 622–CSP 621).

2. Several practicum site based projects. Some of them will entail gathering information on various aspects of the practicum site, at least one project will entail demonstrating skill in the use of the school data management system to collect, organize, distribute, and analyze data and resources in order to facilitate effective and appropriate outcomes in program management and individual student achievement.
3. Students will also meet with the university practicum faculty supervisor for a minimum of 24 hours. Class time will be conducted in a seminar/group supervision format.
4. The university practicum faculty supervisor and other CSP faculty members will review students' program portfolios.

### **Course connection to program portfolio**

Students in CSP 515 should develop a first draft of their Program Portfolios. The Program Portfolio will of course be incomplete at this point in the program, but students will begin the process of selecting appropriate artifacts and assembling them into an approximation of their final portfolio. Students' program portfolios will be reviewed by the course instructor and other CSP faculty members as part of the process of advancement to candidacy.

### **Methods of Evaluation**

1. Class attendance and participation especially participation in case and practicum site issues.
2. Quality and completeness of site based projects.
3. Documentation of successful completion of fieldwork, including written evaluations by both the student and site supervisor
4. Quality of other written assignments
5. Review of the quality and completeness of program portfolio

### **Grades**

For graduate work at Chapman University, the grade of "A" is awarded only in the cases of clearly exceptional performance. Students working towards a masters or educational specialist degree are expected to maintain a 3.0 ("B") average. More than one absence may result in a lowered grade.

### **Qualifications of instructors who teach CSP 515**

Instructors for CSP 515 should have a valid California PPSC and have a minimum of three years recent experience practicing Professional School Counselor. A doctoral degree is preferred. Instructors should be knowledgeable about broad trends shaping the profession and the ethical and legal guidelines that influence the practice of School Counseling.

### **Chapman University's Academic Integrity Policy:**

Chapman University is a community of scholars that emphasizes the mutual responsibility of all members to seek knowledge honestly and in good faith. Students are responsible for doing their own work and academic dishonesty of any kind will be subject to sanction by the instructor/administrator and referral to the university Academic Integrity Committee, which may impose additional sanctions including expulsion. Please see the full description of Chapman

University's policy on Academic Integrity at [www.chapman.edu/academics/academicintegrity/index.aspx](http://www.chapman.edu/academics/academicintegrity/index.aspx).

### **Chapman University's Students with Disabilities Policy**

In compliance with ADA guidelines, students who have any condition, either permanent or temporary, that might affect their ability to perform in this class are encouraged to contact the Disability Services Office. If you will need to utilize your approved accommodations in this class, please follow the proper notification procedure for informing your professor(s). This notification process must occur more than a week before any accommodation can be utilized. Please contact Disability Services at (714) 516-4520 or visit [www.chapman.edu/students/student-health-services/disability-services](http://www.chapman.edu/students/student-health-services/disability-services) if you have questions regarding this procedure or for information or to make an appointment to discuss and/or request potential accommodations based on documentation of your disability. Once formal approval of your need for an accommodation has been granted, you are encouraged to talk with your professor(s) about your accommodation options. The granting of any accommodation will not be retroactive and cannot jeopardize the academic standards or integrity of the course.

### **Chapman University's Equity and Diversity Policy**

Chapman University is committed to ensuring equality and valuing diversity. Students and professors are reminded to show respect at all times as outlined in Chapman's Harassment and Discrimination Policy. Please see the full description of this policy at <http://www.chapman.edu/faculty-staff/human-resources/eoo.aspx>. Any violations of this policy should be discussed with the professor, the dean of students and/or otherwise reported in accordance with this policy.

#### **Prepared By:**

John Brady PhD, 2007

#### **Last Revised By:**

John Brady PhD, 2012

Revised Disability Statement, Academic Integrity Statement, Equity and Diversity and added Program and Course Learning Outcomes – 8/1/2013

Michael Hass, 11/9/17 Program Learning Outcomes

---

*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**

*The information below is at the discretion of the individual course instructor and may be changed at any time with prior written notice to students in the course.*

**Chapman University  
School Counseling Program  
CSP 515: Practicum in Professional School Counseling  
Course Outline**

**Term:**

**Time:**

**Location:**

**Instructor:**

**Email:**

**Mailbox is located:**

**Office Hours:**

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

Approved by  
Attallah College Curriculum  
Committee  
Fall 2017

## **OFFICIAL COURSE SYLLABUS**

### **CSP 620 / CSP 621**

#### **Supervision and Mentoring in Professional School Counseling I and II**

#### **PREREQUISITES OR COREQUISITES**

Successful completion of CSP 515, CSP 513 and approval of internship site by program coordinator or advisor.

#### **CATALOG DESCRIPTION**

Prerequisites, Successful completion of CSP 513 and CSP 515, and approval of internship site by program coordinator or advisor. Supervised field experience in professional school counseling, which leads to competency in direct and indirect services to pupils in the areas of academic, career/vocational, and personal and social development. In addition to the required field experience, student interns participate in a minimum of fifteen hours of on-campus group supervision and seminar each semester. By the completion of CSP 620 and CSP 621, students are expected to gain a total of 600 hours of experience. These hours may be done part-time over the course of an academic year. Students must complete a minimum of two hundred (200) clock hours at two of three school levels (elementary, middle, and high school). At least 400 clock hours must be completed and supervised in public school settings with K-12 pupils. A maximum of 200 of the 600 clock hours may be completed in an approved alternative setting outside public schools. P/NP. (Offered every semester.) 3 credits.

#### **RESTRICTIONS**

Class size is limited to 10 students.

#### **ESSENTIAL EQUIPMENT AND FACILITIES**

The fieldwork site must have adequate space and supplies 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 supervision from an experienced professional school counselor with at least two years of professional experience. 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 opportunities for candidates to provide individual and group counseling for academic, career and personal development.



5. Provide opportunities for candidates to participate in consultation and program development, implementation, and evaluation activities.

### **School Counseling Program Learning Outcomes**

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

### **FIELDWORKD REQUIREMENTS**

#### **CCTC PPSC Standard 31**

The program requires completion of a supervised internship in the student's designated program area of **600 clock hours**, begun after successful completion of the practicum. The internship is intended to reflect the comprehensive work experience of a professional counselor appropriate to the designated program area. Each student's internship includes all of the following:

1. A minimum of six hundred (600) clock hours in public school settings at two of three school levels such as elementary, middle, high school with a minimum of two hundred (**200 clock hours at each level**). Two hundred (200) of the six hundred (600) clock hours may be completed in settings other than public schools. At least four hundred (400) clock hours must be completed and supervised in public school settings with k-12 pupils.
2. At least **240 clock hours** of direct service, including experience leading groups.
3. Up to one hundred **fifty (150) clock hours** shall be devoted to issues of diversity. This may be satisfied with up to 100 hours in a diversity program or with the development and implementation of a program that addresses diversity issues. **AND**, at least fifty (50) clock hours shall be with a least ten (10) pupils (individual or in a group) of a racial and ethnic background different from that of the candidate. **OR**, all 150 clock hours with pupils of a racial and ethnic background different from that of the candidate.
4. Weekly interaction that averages **1 hour per week** of individual and/or triadic supervision throughout the internship, usually performed by the onsite supervisor
5. An average of **1 1/2 hours per week** of group supervision provided on a regular schedule throughout the internship and performed by a program faculty member.
6. The opportunity for the student to become familiar with a variety of professional activities and resources in addition to direct service (e.g., record keeping, assessment instruments, supervision, information and referral, in service and staff meetings).
7. The opportunity for the student to develop program-appropriate audio/video recordings for use in supervision or to receive live supervision of his or her interactions with clients.

8. A planned document for field experience is prepared and agreed upon by the field supervisor(s) and program faculty serving as fieldwork course instructors. The plan includes the competencies candidates are expected to develop, the experience used to attain competencies, and a plan for determining competency attainment. The plan also delineates the responsibilities of both program faculty and school counseling supervisors. The plan is completed early in the field experience and periodically reviewed and revised.
9. Evaluation of the student's counseling performance throughout the internship, including documentation of a formal evaluation after the student completes the internship by a program faculty member in consultation with the site supervisor.

### Transportation

The candidate will need to arrange transportation to the fieldwork site(s) at his/her own cost. If a student cannot drive and/or has no other means of transportation, please notify the course instructor as soon as possible so that every effort can be made to assign the candidate to a fieldwork site accessible by public transportation. Students who require ADA (Americans with Disabilities Act) accommodations should also notify the instructor so that they may be placed in fieldwork sites that fully meet ADA requirements.

### **INSTRUCTIONAL STRATEGIES**

Student interns will meet with the university supervisor for a minimum of 24 hours each semester. Class time will be conducted in a group supervision format. Substantial time should be devoted to case presentations and discussion of issues encountered during student interns' field experience.

The following methods will be used to facilitate learning in this course:

1. Lecture
2. Small group activities
3. Media including video/audio tapes
4. Research via library, internet, interview, case studies
5. Role play
6. Critical thinking exercises
7. Writing via reaction/reflection papers
8. Supervision via individual/small group discussion, case presentations.

### **METHODS OF EVALUATION**

1. Class attendance and participation.
2. Group project written reports that use the student's evaluation and problem solving skills related to case studies to demonstrate the student's skills various standards (i.e. best practices in supervision etc.)
3. Documentation of successful completion of fieldwork experiences in all required areas.
4. Written evaluations by both the student and site supervisor.
5. Quality and completeness of portfolio.

### **PROFESSIONAL STATEMENTS:**

### **Chapman University's Academic Integrity Policy**

Chapman University is a community of scholars which emphasizes the mutual responsibility of all members to seek knowledge honestly and in good faith. Students are responsible for doing their own work, and academic dishonesty of any kind will not be tolerated anywhere in the university. At their discretion the faculty may submit student work to plagiarism detection software, such as TurnItIn for review.

### **Chapman University's Students with Disabilities Policy**

In compliance with ADA guidelines, students who have any condition, either permanent or temporary, that might affect their ability to perform in this class are encouraged to contact the Office of Disability Services. If you will need to utilize your approved accommodations in this class, please follow the proper notification procedure for informing your professor(s). This notification process must occur more than a week before any accommodation can be utilized. Please contact Disability Services at (714) 516-4520 or ([www.chapman.edu/students/student-health-services/disability-services](http://www.chapman.edu/students/student-health-services/disability-services)) if you have questions regarding this procedure, or for information and to make an appointment to discuss and/or request potential accommodations based on documentation of your disability. Once formal approval of your need for an accommodation has been granted, you are encouraged to talk with your professor(s) about your accommodation options. The granting of any accommodation will not be retroactive and cannot jeopardize the academic standards or integrity of the course.

### **Equity and Diversity:**

Chapman University is committed to ensuring equality and valuing diversity. Students and professors are reminded to show respect at all times as outlined in Chapman's Harassment and Discrimination Policy:

<http://tinyurl.com/CUHarassment-Discrimination>

Any violations of this policy should be discussed with the professor, the Dean of Students and/or otherwise reported in accordance with this policy.

### **Prepared By:**

Lambie, Ph.D 1/05 and by Michael Hass, Ph.D., 11/05

### **Last Revised By:**

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

**Michael Hass**, 11/9/17 Program Learning Outcomes revised

*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

*The information below is at the discretion of the individual course instructor and may be changed at any time with prior written notice to students in the course.*



**Chapman**  
**U n i v e r s i t y**  
School of Education  
Orange, California 92866

---

### **CSP 621: Supervision and Mentoring in School Counseling I** **COURSE OUTLINE** **Spring 2017**

**Time:** Tuesday, 7-9:50 p.m.  
**Location:** TBD  
**Instructor:** Kathy Frazer  
**Phone:** (949)723-7419  
**E-mail:** frazer@chapman.edu  
**Mail box:** Becket Hall  
**Office hours:** on an as needed basis

**Required text:** The Use of Data in School Counseling, 2014. Trish Hatch.  
Corwin Press, Thousand Oaks, California.  
ISBN 978-1-4522-9025-6

The following is a tentative course outline and schedule.

**1/31** Course Introduction and Overview.  
Review site placements and course paperwork.  
Portfolio review

Site calendars and intern objectives ---ASCA and Chapman  
Intentional guidance plans and Planned Fieldwork Experiences

- 2/7 Cover letter/resumes/letters of recommendation  
Read around and evaluation  
Job search/EdJoin review
- 2/21 Collecting data --- Chapters 6,7,8,13  
All students schoolwide  
Special populations schoolwide  
Targeted groups  
Individual students
- 3/7 How to use the collected data---Chapters xviii,1,2, 3,4  
District wide use  
Schoolwide use  
Department wide use  
Special populations and targeted groups  
Individual students
- 3/28 Reporting results ---Chapters 10,11  
To whom?  
Your yearly evaluation  
**Chapman Spring Break March 20-24**
- 4/11 Presentation of case study and tape
- 4/25 Practice interview
- 5/9 Future of the profession---Chapters 9,12,13
- 5/16 **Final Exam**

### Class attendance, participation and readings

Students are expected to attend all classes. Remember that the structure of the course requires that students meet for group supervision with their university practicum supervisor for a total of 15 hours during the semester. Any student who needs to miss a

class must notify the instructor prior to class. Students are required to come to class fully prepared by having all assignments completed. Each student should be ready to participate in class discussions and activities. In addition, all students must be prepared to discuss specific student issues relevant to their sites.

### **Program portfolio.**

Students will continue to develop their program portfolio. Guidelines for the portfolio will be reviewed during the first class meeting.

### **Course Expectations and Grading:**

The primary purpose of this class is for you to apply the information you have learned in your other Chapman courses into actual school counseling tasks in a school setting. Your performance as a professional in the field is the most important aspect of CSP 620/21. In order to pass this course, you will be required to demonstrate that you have attained adequate professional skills for the internship level and are ready for your school counseling credential. A primary source of documentation is your supervisor(s) evaluation of your work. Specifically, you will need to obtain an average of at least a "3" rating on your final supervisor(s) evaluation. Any additional feedback received from your supervisors regarding your professional performance at your school site will be considered. You will only pass CSP 620/21 if there is sufficient evidence, determined by the instructor, that you are professionally ready to begin your school counseling career.

### **Final Supervisor Evaluation:**

The last piece of paperwork you need to complete when you are finished with your internship hours is a final supervisor evaluation. This evaluation also has a signature page, and cannot be accepted without all relevant signatures. In order to receive a passing grade for CSP 620/21, your average supervisor evaluation must be at least a "3" out of 4 across the professional domains (for individuals with more than one supervisor, there must be an average of at least "3" across both ratings). It is strongly recommended that you review this supervisor rating with your supervisor(s) early in the semester, in order to ensure that you each have a clear understanding of the progress you are expected to make across each domain by the end of CSP 620/21. It may also be helpful to informally review your progress and goals on any challenging domain areas midway through the semester.

### **School Resource/Academic Support Program Assignment**

Students will identify one support program on their school site and present an overview of the program to the class during the semester. The program shall address the competencies relevant to academic, career or personal/social development. The presentation shall include the purpose and scope of the program, the target audience, the selection process for students involved in the program, the data collected to support their selection, and the expected outcomes.