



Chaminade University

School of Education and Behavioral Sciences
Educational Specialist in School Psychology

SP 716 Practicum

Asynchronous Online T or TR (5:30P-7:00P)

Credits: #3 Section: #SP-716-91-3Term: Accelerated Spring 2025

Instructor Information

Instructor: Dr. Gina Tana

Email: gina.tana@chaminade.edu

Phone: 808-285-2835

Office Hours: Please call or email to schedule

Communication

I will respond to emails within 24-48 hours. If you need to get ahold of me right away, please send me a text.

School & Department Information

School of Education and Behavioral Sciences

Office Location: BS 111

Phone: (808) 739-4652

If you have questions regarding the Educational Psychology program, reach out to your Instructor or the School of Behavioral Sciences.

Course Description & Materials

Catalog Course Description

This course provides students an opportunity to establish a professional identity as a school psychologist trainee through engagement in a PK-12 setting under the close supervision of a preceptor. Practicum activities include developing knowledge and application of entry-level competencies in the role of a school psychologist.

A closely supervised, field-based experience designed to develop and evaluate School Psychology students' mastery of specific professional skills and dispositions consistent with NASP standards and the School Psychology program goals and objectives. Practicum provides EdS students with opportunities to apply knowledge and skills in real-world school settings under the supervision of a HI DOE approved Site Supervisor and the Practicum Clinical Course Instructor.

Time Allocation

This is a three-credit hour course requiring 135 clock hours of student engagement. Students enrolled in this course are anticipated to spend on average of 13.5 hours per week engaged in this course. This includes approximately 40 hours in class, 16 hours in online engagement, 9 hours studying and taking the final exam, 4 hours to complete the final exam, 8 hours in discussions and other activities in the course and approximately 58+ hours of additional class engagement (e.g., assigned readings and videos).

Required Materials

- [EdS in School Psychology Practicum Handbook \(2025-2026\)](#)
- TextBook: [The School Psychology Practicum and Internship Handbook](#)/ Diana Joyce-Beaulieu & Eric Rossen
- Access to a computer and internet for online course components and documentation.
- Student Professional Liability Insurance

Canvas <https://chaminade.instructure.com/courses/42586>

Learning Outcomes

EdS in School Psychology Program Learning Outcomes (PLOs)

1. Exhibit competency in varied models and methods of assessment and data collection to identify strengths and needs, monitor progress, and engage in data-based decision-making related to academic, behavioral, and mental health functioning. (NASP Domains 1, 2, & 4)
2. Employ knowledge and skills to promote services at the individual, family, group, and system levels intended to enhance school climate, learning, and mental health and develop the necessary skills for students to become effective learners. (NASP Domains 3, 5, 6, & 7)

3. Apply knowledge of diversity factors in development, culture, and individual differences to provide effective services, advocate for social justice, and enhance family and school partnerships. (NASP Domains 7 & 8)
4. Exhibit legal, ethical, and professional standards in the application of skills in communication skills of communication, collaboration, and supervision to improve school and community climates. (NASP Domains 6 & 10)
5. Display skills to evaluate and apply research, translate evidence-based practices to professional work, and demonstrate knowledge of varied school psychology service delivery models. (NASP Domains 1, 5, & 9)

Course Learning Outcomes (CLOs)

1. Apply counseling theory to practice ethically and inclusively in PK-12 school settings under the supervision of a preceptor.
2. Apply psychological test administration theory to practice ethically and inclusively in a PK-12 school setting under the supervision of a preceptor.
3. Prepare documentation under the supervision of a preceptor.
4. Critically evaluate their progress through the active practice of reflexivity.
5. Explain the requirements and expectations for the NASP Case Study requirement.

Marianist Values

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

1. Education for formation in faith.
2. Provide an integral, quality education.
3. Educate in family spirit.
4. Educate for service, justice and peace, and integrity of creation.
5. Educate for adaptation and change.

Native Hawaiian Values

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Ōlelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Ōlelo No'eau 364) May I live by God.

2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kū'ono'ono ('Ōlelo No'eau 1957) Acquire skill and make it deep.
3. Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Ōlelo No'eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship.
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no'eau ('Ōlelo No'eau 1430) Education is the standing torch of wisdom.
5. Educate for Adaptation and Change (Aina) 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Ōlelo No'eau 203) All knowledge is not taught in the same school

Course Activities

Course Requirements and Assignments

- **A. Practicum Placement:**
 - Students will be placed by the EdS Program Manager and a HI DOE Complex Area District Educational Specialist (DES).
 - Students will be assigned to a HI DOE authorized Site Supervisor.
 - Students are expected to adhere to the policies and procedures of their assigned practicum site.
- **B. Practicum Hours:**
 - Students are required to complete a minimum of 100 practicum hours during the term.
 - These hours must include both direct and indirect service activities, aligned with the NASP Practice Model Domains.
 - Students are expected to spend a minimum of 10 hours per week at their practicum site.
- **C. Supervision:**
 - Students will receive a minimum of 2 hours per week of individual or group supervision from their Site Supervisor.
 - Students will participate in supervision activities as directed by their Site Supervisor.
 - Students will attend all scheduled Practicum course sessions and actively participate.
- **D. Assignments and Due Dates:**
 - **Beginning of Practicum (Within First Week or as Specified):**
 - **Practicum Contract (Appendix A):**
 - Purpose: Formalizes the agreement.

- Action: Review, complete, and submit.
 - **Professional Growth and Practicum Training Plan (Appendix H):**
 - Purpose: Outlines learning goals and activities.
 - Action: Create with Site Supervisor and submit.
- **Ongoing (Weekly or as Specified):**
 - **Practicum Log (Timesheets) (Appendix B):**
 - Purpose: Documents hours, activities, and NASP alignment.
 - Action: Complete accurately and submit weekly. Site Supervisor initials weekly.
- **Mid-Term (Around Midpoint of Term):**
 - **School Psychology Practicum Student's Evaluation Form (Appendix D) - Mid-Term:**
 - Purpose: Supervisor's evaluation of student progress.
 - Action: Site Supervisor completes and submits.
 - **Student Self-Assessment Form (Appendix F) - Mid-Term (if required):**
 - Purpose: Student self-evaluation.
 - Action: Student completes and submits (if required).
 - **Review and Update Training Plan (Appendix H):**
 - Purpose: Review and update the training plan.
 - Action: Student and Site Supervisor review and update.
- **End of Term (Final Week or as Specified):**
 - **Practicum Log (Appendix B):**
 - Purpose: Final submission of all hours and activities.
 - Action: Complete and submit final log.
 - **School Psychology Practicum Student's Evaluation Form (Appendix D) - End-of-Term:**
 - Purpose: Supervisor's final evaluation.
 - Action: Site Supervisor completes and submits.
 - **Professional Work Characteristics Assessment (Appendix E):**
 - Purpose: Assessment of professional qualities.
 - Action: Site Supervisor completes and submits.
 - **Student Self-Assessment Form (Appendix F) - End-of-Term:**
 - Purpose: Final student self-evaluation.
 - Action: Student completes and submits.
 - **Practicum Site Evaluation Form (Appendix K):**
 - Purpose: Student feedback on the site and supervisor.
 - Action: Student completes and submits.

- **Other Work Products:**

- Purpose: Documentation of activities.
- Action: Submit as specified by the Site Supervisor.

Evaluation and Grading

- Students' grades will be based on the following:
 - Site Supervisor Evaluations (Mid-Term and End-of-Term): [Percentage or Point Value]
 - Practicum Log (Timesheets): [Percentage or Point Value]
 - Accuracy, completeness, timeliness of submissions
 - Supervision Plan: [Percentage or Point Value]
 - Completeness, clarity of goals and objectives, adherence to NASP domains
 - Work Products: [Percentage or Point Value]
 - Quality, completeness, adherence to professional standards
 - Completion of Required Forms: [Percentage or Point Value]
 - Timeliness and accuracy of submissions
 - Class Participation: [Percentage or Point Value]
 - Active engagement, preparation, contributions to discussions
 - Professional Behavior: [Percentage or Point Value]
 - Ethical conduct, communication, collaboration, initiative

Course Policies

Attendance

Attendance is an important part of doing well in class. If you miss more than one class, you will be given a "C" and you must retake the class. (Graduate policy) however, emergencies do happen, so if you miss a second class, proper documentation is needed as long as it is considered an excused absence. Class starts promptly at 5:30pm, students are expected to arrive on time.

Late Work

All assignments will be due in canvas by 11:59 pm on the due dates specified in this syllabus. Late submissions of assignments will be accepted until the last day of class June 11, 2025. Regardless of the reason, all late assignments will receive a 50% point deduction irrespective of how late it is submitted.

Changes to the Syllabus

While the provisions of this syllabus are as accurate and complete as possible, your instructor reserves the right to change any provision herein at any time. Every effort will be made to keep you advised of such changes, and information about such changes will be available from your instructor.

Grades of Incomplete

A student in good standing in a course, may petition to the instructor for an "I" grade. This grade is appropriate only if extraordinary conditions beyond the control of the student have led to an inability to complete course requirements. When submitting a grade, the "I" must be accompanied by the alternative grade that will be automatically assigned after 30 days. These include, IB, IC, ID and IF. If only an "I" is submitted, the default grade is F. The completion of the work, evaluation, and reporting of the final grade is due within 30 days after the end of the term. The time limit may extend under exceptional circumstances with approval. Any student who has incomplete grades into the next semester will be required to review their course schedule with their academic adviser.

Final Grades

Final grades are submitted to [Self-Service](#):

A =90-100

B =80-89

Letter grades are given in all courses except those conducted on a credit/no credit basis. Grades are calculated from the student's daily work, class participation, quizzes, tests, term papers, reports and the final examination. They are interpreted as follows:

A Outstanding scholarship and an unusual degree of intellectual initiative

B Superior work done in a consistent and intellectual manner

C Average grade indicating a competent grasp of subject matter

D Inferior work of the lowest passing grade, not satisfactory for fulfillment of prerequisite course work

F Failed to grasp the minimum subject matter; no credit given

Important Information

Academic Honesty

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism, in addition to more obvious dishonesty.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of Academic Division and may include an “F” grade for the work in question, an “F” grade for the course, suspension, or dismissal from the University.

For the most up to date information, please refer to the [Academic Honesty Policy](#) on the Chaminade University Catalog website.

Title IX and Nondiscrimination Statement

Chaminade University of Honolulu is committed to providing a learning, working and living environment that promotes the dignity of all people, inclusivity and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator.

Nondiscrimination Policy & Notice of Nondiscrimination

Chaminade University of Honolulu does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment. Inquiries about Title IX may be referred to the University’s Title IX Coordinator, the U.S. Department of Education’s Office for Civil Rights, or both and contact information may be found at the [Chaminade University Title IX Office Contact Information and Confidential Resources website](#). On-campus Confidential Resources may also be found here at [CAMPUS CONFIDENTIAL RESOURCES](#).

The University's Nondiscrimination Policy and Grievance Procedures can be located on the University webpage at: <https://chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/>.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the [Campus Incident Report form](#). Chaminade University of Honolulu prohibits sex discrimination in any education program or activity that it operates. The NOTICE of NONDISCRIMINATION can be found here: [Notice of Nondiscrimination](#).

CUH Alert Emergency Notification

To get the latest emergency communication from Chaminade University, students' cell numbers will be connected to Chaminade's emergency notification text system. When you log in to the Chaminade portal, you will be asked to provide some emergency contact information. If you provide a cellphone number, you will receive a text from our emergency notification system asking you to confirm your number. You must respond to that message to complete your registration and get emergency notifications on your phone.

Assessment for Student Work

With the goal of continuing to improve the quality of educational services offered to students, Chaminade University conducts assessments of student achievement of course, program, and institutional learning outcomes. Student work is used anonymously as the basis of these assessments, and the work you do in this course may be used in these assessment efforts.

Student with Disabilities Statement

Chaminade University of Honolulu offers accommodations for all actively enrolled students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (2008).

Students are responsible for contacting Kokua Ike: Center for Student Learning to schedule an appointment. Verification of their disability will be requested through appropriate documentation and once received it will take up to approximately 2–3 weeks to review them. Appropriate paperwork will be completed by the student before notification will be sent out to their instructors. Accommodation paperwork will not be automatically sent out to instructors each semester, as the student is responsible to notify Kokua Ike via email at ada@chaminade.edu each semester if changes or notifications are needed.

Kōkua 'Ike: Tutoring & Learning Services

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua 'Ike: Center for Student Learning in a variety of subjects (including, but are not limited to biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check [Kōkua 'Ike's](#) website for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click on Account > TutorMe. For more information, please contact Kōkua 'Ike at tutoring@chaminade.edu or 808-739-8305.

Course Schedule

- **Week 1:** Orientation, Introduction to Practicum, NASP Domains, Contract Review
- **Week 2:** Practicum Log Review, Training Plan Development
- **Week 3:** Assessment in School Psychology
- **Week 4:** Intervention Strategies
- **Week 5:** Consultation and Collaboration, Intervention Strategies
- **Week 6:** School-Wide Practices, Family-School Collaboration
- **Week 7:** Mid-Term Review and Discussion
- **Week 8:** Diversity and Cultural Competence, Ethical and Legal Issues
- **Week 9:** Research and Program Evaluation
- **Week 10:** Final Review and Integration