School of Applied Psychology
Master of Science in School Counseling

PSY 646S-IS-3

Online Synchronous-Mondays 5:30p-9:20p | Credits: 3 | Section: 3| Term: Fall Accelerated 2026

Instructor Information

Instructor 	Aloha! My name is Talon Henderson and I will be your instructor for PSY646S Practicum for the Fall 2026 term. I am excited to work with you this term as you enter the educational setting as future school counselors. Prior to working in the counseling field, I spent 14 years in the DOE as a paraprofessional, providing 1:1 support for students with Autism. I graduated from the Chaminade MSCP program in 2021 and I have been the school counselor at Fern Elementary School for 6 years. I look forward to meeting with all of you for our online sessions!
Email	talon.henderson@k12.hi.us
Phone	(808) 258-4943
Office Location	n/a
Virtual Office	
Virtual Office Hours	MWF 3p-5p

Communication

Questions for this course can be emailed to the instructor at talon.henderson@chaminade.edu Online, in-person and phone conferences can be arranged. Response time will take place within 24-48 hours.

School & Department

School	Chaminade University of Honolulu, School of Applied Psychology
Location	Office Location: Behavioral Science https://chaminade.edu/education-behavioral-sciences
Phone	(808) 735-4711
Questions?	Contact your instructor or the School of Applied Psychology

Course Description & Materials

Catalog Description

PSY-646S Practicum: School Counseling (3)

Third Benchmark Course Supervised experience in counseling utilizing videotapes, role-playing, audiotapes, and demonstrations. Both group and individualized instruction and supervision are stressed in didactic and experiential settings. Students will spend 100 hours (50 direct service hours, 50 administrative hours) at a practicum site under the supervision of a licensed school counselor.

Prerequisite: PSY 611, 636 & 724

Course Snapshot

Modality	Online Synchronous
Time Commitment	This is a three-credit hour course requiring a minimum of 135 clock hours of student engagement, per the official CUH Credit Hour Policy. Over the 10 weeks of this course, students will spend 40 hours in class (4 hours per week) in interactive seminar, case consultation, and role-play. Students will complete 100 hours of supervised fieldwork at their practicum site, including a minimum of 50 direct service hours (individual and group counseling, guidance lessons, consultation, and assessment) and 50 administrative hours (including weekly one-hour supervision with their site supervisor). Students will spend approximately 10 hours writing weekly journals (1 hour per week) and 4.5 hours completing weekly Supervision Preparation Reviews (30 minutes per week). They will spend approximately 6 hours preparing two School Counseling Initial Evaluations, 3 hours completing the videotape and written critique, and 4 hours writing up the classroom observation and planning the group facilitation. An additional 4 hours will go to maintaining service logs, setting up the ePortfolio and Capstone shell, and assembling the “Paperwork Notebook” in Google Drive. In total, students will engage in approximately 171 hours of work for this course.
Recommended Items	Hardware Requirements: Canvas is accessible from both PC and Mac computers with a reliable internet connection. You will also need to be able to access audio and video files. Subsequently, you should have access to speakers or headphones that allow you to hear the audio. Software Requirements: You will need to have some ability to listen to audio in an mp3 format, watch videos in mp4 format, stream online videos, and read .pdf files. There are a number of free software online that can be downloaded for free. If you need assistance with locating software please feel free to contact the Chaminade Help Desk at helpdesk@chaminade.edu or (808) 735-4855.
Canvas	This course is delivered through Canvas (chaminade.instructure.com). Canvas is a robust learning management system (LMS) that facilitates online education by providing tools for course creation, content delivery, and student engagement. It allows instructors to post assignments, grade work, and communicate with students, while students can access course materials, submit assignments, and track their progress.

Learning Outcomes

Program Learning Outcomes (PLOs)

- PLO 1: Graduates will apply ethical standards, engage in advocacy, and practice within the legal and professional frameworks of the counseling profession across service delivery modalities.

- PLO 2: Graduates will integrate foundational counseling knowledge with evidence-based clinical skills to conceptualize client concerns, develop treatment or intervention plans, and facilitate therapeutic change with diverse populations.
- PLO 3: Graduates will apply culturally-sustaining counseling practices that address systemic barriers, honor diverse identities, and advance justice and peace within the communities they serve.
- PLO 4: Graduates will apply the specialized knowledge, skills, and professional dispositions required for their concentration, including preparation for their respective credentialing.

Course Learning Outcomes (CLOs)

Upon completion of PSY 646, the student will be able to:

- CLO 1: Apply mental health counseling approaches to practice in an ethical and inclusive manner in PK-12 school settings. This is assessed by the Site Supervisor Evaluation. (PLO 1, 2, 3, 4)
- CLO 2: Implement instructional and counseling strategies as part of a comprehensive school counseling
  program. This is assessed by the Capstone Project assignment. (PLO 2, 4)
- CLO 3: Formulate professional and field-appropriate documentation. This is assessed by the Site Supervisor Evaluation. (PLO 1, 4)
- CLO 4: Critically evaluate their progress through the active practice of reflexivity. This is assessed by the Weekly Journals assignment. (PLO 3, 4)

Marianist and Native Hawaiian Values

Education is central to both Marianist and Native Hawaiian culture — both seek transformative, value-centered learning that serves the marginalized. This is reflected in the ʻŌlelo Noʻeau (Hawaiian proverbs) below:

1. **Educate for Formation in Faith (Mana)**: E ola au i ke akua (ʻŌlelo Noʻeau 364) — May I live by God.
2. **Provide an Integral, Quality Education (Naʻauao)**: Lawe i ka maʻalea a kūʻonoʻono (ʻŌlelo Noʻeau 1957) — Acquire skill and make it deep.
3. **Educate in Family Spirit (ʻOhana)**: ʻIke aku, ʻike mai, kōkua aku kōkua mai (ʻŌlelo Noʻeau 1200) — Recognize others, be recognized, help others, be helped.
4. **Educate for Service, Justice and Peace (Aloha)**: Ka lama kū o ka noʻeau (ʻŌlelo Noʻeau 1430) — Education is the standing torch of wisdom.
5. **Educate for Adaptation and Change (Aina)**: ʻAʻohe pau ka ʻike i ka hālau hoʻokahi (ʻŌlelo Noʻeau 203) — All knowledge is not taught in the same ʻĀina.

The Master's School Counseling Practicum class at Chaminade University of Honolulu integrates the Marianist values by fostering a holistic approach to education and personal development. Through "Education for formation in faith," students are encouraged to reflect on their personal and professional growth in alignment with their spiritual beliefs. The course emphasizes "providing an integral, quality education" by combining theoretical knowledge with practical experience. It nurtures a "family spirit" by promoting collaboration and support among peers and instructors. The practicum also focuses on "educating for service, justice, and peace," encouraging students to advocate for social justice and ethical practices in their counseling roles. Lastly, the class prepares students for "adaptation and change," equipping them with the skills needed to navigate and respond to the evolving needs of their clients and communities.

ASCA Standards for School Counselor Preparation Programs

Accepted by CAEP 2019

- **Standard 1: Learner and Learning.** Foundational Knowledge. Candidates demonstrate knowledge of the history of school counseling, and the structure and organization of the American education system. Candidates understand the development trajectories of diverse learners in the school environment.
  1.1 Describe the organizational structure, governance, and evolution of the American education system as well as cultural, political, and social influences on current educational practices and on individual and collective learning environments.
  1.2 Describe the evolution of the school counseling profession, the basis for a comprehensive school counseling program, and the school counselor's role in supporting growth and learning for all students.
  1.3 Describe aspects of human development, such as cognitive, language, social/emotional, and physical development, as well as the impact of environmental stressors and societal inequities on learning and life outcomes.
- **Standard 2: Core Theories and Concepts.** Candidates demonstrate knowledge of established and emerging counseling and educational theories and methods and evidence-based techniques and utilize relationship-building skills that are foundational to successful outcomes for students.
  2.1 Describe established and emerging counseling and educational methods, including but not limited to childhood and adolescent development, learning theories, behavior modification and classroom management, social justice, multiculturalism, group counseling, college/career readiness, and crisis response.
  2.2 Demonstrate strengths-based counseling and relationship-building skills to support student growth and promote equity and inclusion.
  2.3 Describe established and emerging counseling theories and evidence-based techniques that are effective in a school setting, including but not limited to rational emotive behavior therapy, reality therapy, cognitive-behavioral therapy, Adlerian, solution-focused brief counseling, person-centered counseling and family systems.
- **Standard 3: Instructional and School Counseling Interventions.** Candidates use multiple data points to assess individual students' needs and identify a range of school counseling techniques to meet those needs. Candidates utilize digital literacy and technology tools to support the school counseling program and to track the academic, college/career, and social emotional development of all students.
  3.1 Use multiple data points, including student interviews, direct observation, educational records, consultation with parents/families/staff, and test results to systematically identify student needs and collaboratively establish goals.
  3.2 Identify research-based individual counseling, group counseling, and classroom instruction techniques to promote academic achievement, college/career readiness, and social/emotional development for every student.
  3.3 Demonstrate digital literacy and appropriate use of technology to track student progress, communicate effectively to stakeholders, analyze data, and assess student outcomes.
- **Standard 4: Student Learning Outcomes.** Candidates create and implement data-informed school counseling programs that positively impact student outcomes and promote educational equity and access. Candidates use pedagogical skills, collaborative strategies and referral systems to support student learning.
  4.1 Plan, organize, and implement a variety of instructional and counseling strategies as part of a comprehensive school counseling program (direct and indirect student services) to improve PreK attitudes, knowledge, and skills.
  4.2 Collaborate with stakeholders such as families, teachers, support personnel, administrators, and community partners to create learning environments that promote educational equity, and support success and well-being for every student.
  4.3 Describe how to access school and community resources to make appropriate referrals based on the needs of students.
  4.4 Demonstrate pedagogical skills, including culturally responsive classroom management strategies, lesson planning, and personalized instruction.
- **Standard 5: Designing, Implementing, and Assessing Comprehensive School Counseling Programs.** Candidates use school data and school counseling program assessments to identify areas of strength and needed improvement for program activities and interventions.

5.1 Use data and student standards, such as the ASCA Mindsets and Behaviors for Student Success and appropriate state standards, to create school counseling program goals and action plans aligned with school improvement plans.
5.2 Use process, perception, and outcome data, program and needs assessments, and other survey tools to monitor and refine the school counseling program.
5.3 Use school-wide data to promote systemic change within the school so every student is prepared for post-secondary success.

- **Standard 6: Professional Practice.** Candidates demonstrate the appropriate scope of school counseling practice in varied educational settings, understand their role as a leader, collaborator, advocate, and agent for systemic change, and engage in opportunities to support their professional growth and identity development.
  6.1 Explain appropriate scope of practice for school counselors defined as the overall delivery of the comprehensive school counseling program, providing education, prevention, intervention, and referral services to students and their families.
  6.2 Demonstrate leadership, advocacy and collaboration for the promotion of student learning and achievement, the school counseling program, and the profession.
  6.3 Engage in local, state and national professional growth and development opportunities and demonstrate an emerging professional identity as a school counselor.
- **Standard 7 Ethical Practice.** Candidates demonstrate ethical and culturally responsive behavior, maintain the highest standard of professionalism and legal obligation, and use consultation and ongoing critical reflection to prevent ethical lapses.
  7.1 Engage in professional behavior that reflects ASCA Ethical Standards for School Counselors and relevant federal and state laws and district policies.
  7.2 Describe the impact of federal and state laws and regulations, as well as district policies, on schools, students, families, and school counseling practice.
  7.3 Seek consultation and supervision to support ongoing critical reflection in an effort to identify cultural blind spots and prevent ethical lapses.

Alignment of Course Learning Outcomes

	CLO 1	CLO 2	CLO 3	CLO 4
Marianist Values	2, 3, 4	2, 5	2	1, 5
PLOs	1, 2, 3, 4	2, 4	1, 4	3, 4
Native Hawaiian Values	Na‘auao, ‘Ohana, Aloha	Na‘auao, ‘Āina	Na‘auao	Mana, ‘Āina
Hawai‘i Counselor Standards (ASCA CAEP SPA)	1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 4.2, 4.3, 6.1, 7.1	1.2, 4.1, 4.4, 5.1, 5.2, 5.3, 6.2	3.1, 3.3, 7.1, 7.2	6.3, 7.3

Participation & Regular and Substantive Interaction (RSI)

Student Participation Expectations

This online synchronous course requires consistent, meaningful engagement with content, peers, and the instructor each week. Logging in without completing activities does not count as participation.

Students are expected to:

- Complete assigned readings, lectures, and activities within designated timeframes.
- Log in regularly to review module instructions, announcements, deadlines, feedback, and grades.
- Contribute substantively to discussions.
- Demonstrate preparation, reflection, and critical thinking in all interactive components.

- Meet established deadlines to support collaborative learning and remain on track with the weekly sequence.

Regular and Substantive Interaction (RSI) — Instructor Commitments

- **Weekly Communication:** Weekly announcements and/or module overviews clarifying objectives, key concepts, and assignment expectations.
- **Substantive Engagement:** Instructor-facilitated discussion engagement — prompting analysis, clarifying misunderstandings, connecting posts to course concepts, summarizing takeaways.
- **Timely Feedback:** Clear grading criteria and substantive feedback on all graded work.
  - Email inquiries: response by 24 hours (see Communication policy above)
  - Weekly graded work (discussions, assignments): within 7 school days of the due date
  - Major assessments/projects: within 7 school days of the due date
- **Monitoring & Outreach:** Active monitoring of Canvas engagement with proactive outreach and referrals for students who miss deadlines or fall behind.

Attendance Policy

PSY 646 is an accelerated graduate course. Class meetings occur only once per week and emphasize discussion and experiential learning counseling practice making attendance essential. Students are expected to attend every class, arrive on time, remain for the entire class session, and actively participate in all learning activities.

Students who must miss class should notify the instructor by email prior to class and obtain approval. Students are responsible for obtaining missed materials, completing assigned work, and remaining current with course expectations with instructor approval.

Quick Reference — Absence Thresholds:

Excused Absence	Absences due to illness, family emergency, religious observance, university-sponsored activities, or other significant circumstances may be considered excused with timely communication and instructor approval. Whenever possible, students should notify the instructor before class. Documentation may be requested when appropriate.
Unexcused Absence	Any absence without prior communication and instructor approval.
Warning Threshold	PSY 646 is a 10-week accelerated graduate course, students who miss more than one class may be contacted to discuss their progress and continued success in the course. Students are expected to communicate promptly regarding any attendance concerns.
Grade Penalty	Missing more than one class may result in a final course grade no higher than a "C." Attendance and professional engagement are essential components of this graduate course.
Course Failure	The MSCP program requires a grade of "B" or higher for successful completion of core courses. Therefore, a final course grade of "C" or below may require the student to repeat the course

	in accordance with MSCP program policies
Late Arrival / Early Departure	Students are expected to arrive on time and remain for the entire class session. Arriving more than 15 minutes late or leaving more than 15 minutes early will be recorded as tardy. Two tardies will be considered the equivalent of one absence.

Course Policies

Late Work	Timely submission keeps the course on track and reflects the professional expectations of school counseling practice. All assignments are due on Mondays by 9:30 PM (the end of class), unless otherwise noted. Service Logs (Appendix E) are due at the start of class so they can be reviewed during class check-ins. If you need an extension, email the instructor before the due date to request approval. Approved late work must be submitted by 11:59 PM on the Sunday following the original due date. Work submitted late without prior approval will receive a 20% grade deduction. Work submitted more than one week late without prior approval will not be accepted.
Extra Credit	*n/a*
Incomplete Grade	Week 9-10 deliverables (evaluation forms, Service Log Summary, and Paperwork Notebook/ Google Drive) are not eligible for extensions. Per the MSCP School Counseling Handbook, missing required forms may result in an Incomplete grade for the course.
Syllabus Changes	The instructor reserves the right to modify this syllabus. Changes will be communicated via Canvas announcements.

Final Grades

Final grades are submitted to Self-Service (selfservice.chaminade.edu):

Grade	Range
A	90% and above
B	80–89%
C	70–79%
D	60–69%
F	59% and below

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, plagiarism, **and unauthorized and/or undisclosed AI usage,** in addition to more obvious dishonesty. See catalog section *Student Use of Artificial Intelligence in Academic Work* for further information.

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

AI (Artificial Intelligence) Statement

Chaminade University recognizes the increasing role of artificial intelligence (AI) technologies in academic and professional environments. AI encompasses, but is not limited to, generative AI platforms, automated writing or content generation software, coding assistants, and similar tools. Students must ensure all submitted work genuinely reflects their knowledge and effort. Using AI to produce or significantly complete graded assignments, exams or other academic tasks – defined as use that substitutes for or substantially replaces a student's own analysis, reasoning or written expression – without explicit instructor approval is considered academic misconduct and will be dealt with according to the University's Academic Honesty Policy.

If an instructor has reasonable grounds to question whether submitted work genuinely reflects a student's own knowledge, authorship, or mastery of course material — or whether it meets the course's expectations for AI use — the instructor may require the student to provide additional or alternative evidence of authorship and content mastery. Such evidence may include drafts, notes, revision history, source materials, process explanations, oral discussion, in class work, or completion of an alternative assessment. A student's refusal or inability to provide such evidence may be considered, along with other available information, in evaluating whether the work meets course requirements and stated learning outcomes. Instructors will not rely solely on AI detection software or other automated tools in making grading or academic integrity determinations. Such determinations will be based on the totality of the available information and handled in accordance with applicable University policies and procedures. See the catalog section *Student Use of Artificial Intelligence in Academic Work* for further information.

Title IX and Nondiscrimination

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. For pregnant and parenting students, I am also obligated to provide you with similar resources for support and protections available to you. My

goal is to make sure that you are aware of the range of options available to you and have access to the resources and support you need.

Contact information and reporting options: chaminade.edu/titleix/nondiscrimination/. File a report via the Campus Incident Report Form.

Nondiscrimination Policy and Notice of Nondiscrimination

The university is committed to comply with all State and Federal statutes, rules, and regulations which prohibit discrimination. The university is committed to a policy of nondiscrimination on the basis of race, sex, gender identity and expression, age, religion, color, national origin (including shared ancestry and ethnic characteristics), ancestry, citizenship, disability, genetic information, marital status, breastfeeding, arrest and court record (except as permissible under State law), sexual orientation,or status as a covered veteran. Inquiries about Title IX or general Civil Rights concerns 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 HERE. *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.

Student with Disabilities Statement

Kōkua ʻIke
Accessibility Services recognizes disability as a valued aspect of diversity and ensures equal access to the educational environment in accordance with Section 504 of the Rehabilitation Act; the Americans with Disabilities Act, as amended; and the principles and professional standards of the Association on Higher Education and Disability.
Access is supported through reasonable accommodations and referrals to campus and community resources.
Appointments with the Accessibility Services Coordinator are available through Stellic at https://chaminade.stellic.com and may be held virtually or in person. Drop-in appointments are also welcome.
Students seeking support must meet with the Accessibility Services Coordinator as early as possible, even if they are unsure whether they have appropriate documentation of their disability or its impacts. The Accessibility Services Coordinator prioritizes listening to students' experiences and will discuss any documentation needs during the initial intake meeting. Students may seek support at any time.
Learn more at https://chaminade.edu/ada-accommodations.
Learn more at https://chaminade.edu/career-services.

Assessment of Student Work

Chaminade University may use student work anonymously to assess achievement of course, program, and institutional learning outcomes as part of ongoing quality improvement efforts.

Campus Resources & Support Services

The following resources are available to all Chaminade students. Reach out early — these services exist to support your success.

Resource	Description	Contact / Website
Accessibility Services (Kōkua ʻIke)	Accommodations under Section 504 and ADA. Contact early — appointments via Stellic, virtual or in person.	ada@chaminade.edu chaminade.edu/ada-accommodations Accessibility Services Sign up
Tutoring & Academic Coaching (Kōkua ʻIke)	Tutoring and Academic Coaching Services support students' progression toward their academic, personal, and professional goals with clarity and intention. Services include individualized support in English, math, nursing, sciences, and social sciences, as well as guidance in developing goals and study strategies.	https://chaminade.edu/tutoring-academic-coaching-services
Career Services	Career Services supports students throughout their career journeys. Services include individualized job search strategy coaching, resume reviews, job interview coaching, and access to career-related resources and opportunities.	chaminade.edu/career-services
Basic Needs Resources	Support for food insecurity, housing instability, and other basic needs.	chaminade.edu/basic-needs/
Title IX / Nondiscrimination	Reporting and support for sex discrimination and gender-based violence. Campus Incident Report Form available online.	chaminade.edu/titleix/resources-and-support/
Hazing Prevention	Confidential support, crisis intervention, and reporting for any type of abuse including hazing.	hazingpreventionnetwork.org/athlete-helpline/
CUH Alert Emergency Notification	Emergency text system. Register your cell number via the Chaminade portal and confirm the text to complete enrollment.	chaminade.edu
Campus Safety/ SafeSwords	A program for students, faculty and staff, who may feel uncomfortable or unsafe walking alone on campus, at any time of the day. Call security, and a security professional will meet you at your location on campus. The security professional will escort you to your residence hall, car, etc. Students may utilize this when walking to and from night classes around campus or after late night events	SafeSwords Webpage

Weekly Course Schedule

Note: The instructor reserves the right to modify this schedule. Changes will be communicated through Canvas announcements.

Course Requirements

1. Weekly Service Logs (Google Sheets) — Required
Students will submit signed weekly Service Logs at the **start** of each class, documenting progress toward 100 practicum hours (a minimum of 50 direct and 50 administrative hours). Administrative hours logged in September are due Week 1. Logs will not be accepted without the site supervisor's signature. Keep a signed copy for your records.

2. Supervision Preparation Reviews (Appendix G) — Required
Beginning Week 2, students will submit a weekly Supervision Preparation Review to prepare for their site supervision meeting. *Best practice: Bring your Service Log to the meeting so your supervisor can sign it at the same time.*

3. Weekly Journals/ Supervision Preparation Reviews (Appendices H & G) — 10 points
Each week, students will submit a journal reflecting on their fieldwork experiences, their growth as a professional school counselor. Beginning Week 2, students will also submit the Supervision Preparation Review completed for their weekly site supervision meeting. Each week is worth 1 point (Weeks 1–10).

4. Classroom Observation — 5 points (due Week 3)
Students will conduct one formal classroom observation at their practicum site, using the school's observation form or one provided by the instructor. Submit the completed form with a 1–2 page summary describing the classroom setting, observed student behaviors, antecedents and consequences, teacher strategies, and implications for school counseling support. Use initials only. If the observation focuses on a specific student, a signed consent form (Appendix C) must be on file first.

5. School Counseling Initial Evaluations (Appendix D) — 20 points (2 × 10)
Students will complete two School Counseling Initial Evaluations, with accompanying School Counseling Case Notes, for students they have seen for a minimum of two counseling sessions. Each evaluation must include the student's presenting concern, relevant history, observations, assessment data, and a draft support plan, along with at least one relevant research article related to the presenting problem. Use initials only and redact all identifying information. Each evaluation must be reviewed by your site supervisor before submission and accompanied by a redacted copy of the Informed Consent and Release of Information Form (Appendix C). Evaluations submitted without a proper consent form will not be accepted. Initial Evaluation #1 (due Week 4) will also be presented to the class. Initial Evaluation #2 is due Week 8.

Instructor's note: The support plan is a draft and a learning tool. Any use of it in school meetings or consultation requires your site supervisor's approval.

6. Video & Written Critique (Appendix F) — 15 points (due by Week 8)
Each student will present a video of an individual counseling session, a small group counseling session, or a guidance lesson. The video may not exceed 15 minutes and will be viewed by the instructor and the class. The written critique (Appendix F) and the appropriate consent form are due on the day of the video presentation. Presentations will be scheduled by sign-up, and all videos must be presented by Week 8.

7. Group Facilitation / Guidance Lesson (Mock Group) — 10 points
Each student will facilitate a guidance lesson or mock group with class members, not to exceed 20

minutes from start to finish. Submit a copy of the lesson plan to the instructor on the day you present. Students will be graded on their preparation and on delivering the lesson appropriately for their targeted grade level. Presentations will be scheduled by sign-up between Weeks 3 and 9.

8. Capstone Project, Sections 1–3 (Appendix U) — 15 points (due Week 9)
Each student will plan a Capstone Project centered on a guidance program addressing a topic of concern for a specific student population, developed in collaboration with the site supervisor and based on the needs of the school. In Practicum, students will complete Section 1 (Introduction), Section 2 (Literature Review and Needs Assessment), and Section 3 (Methodology), as described in Appendix U (pages 91–92 of the 2025–2026 School Counseling Handbook). All sessions will document the ASCA Mindsets & Behaviors for Student Success and the DOE General Learner Outcomes. Drafts of Sections 1, 2, and 3 are due Weeks 3, 5, and 7 for instructor feedback. The final Sections 1–3 are due Week 9, will be scored using the Capstone Project Assessment rubric (Appendix V), and must be uploaded to your Google Drive folder labeled "Capstone Project." The Capstone must follow APA style (7th edition).

9. Supervisor's Evaluation of School Counseling Student (Appendix K) — 25 points (due Week 9)

Your site supervisor(s) will complete the Supervisor's Evaluation of School Counseling Student to share feedback on your professional and personal growth at your school site. This evaluation is an important part of your learning and is scored as pass/fail. A passing recommendation from your site supervisor(s) earns the full 25 points. Per the MSCP School Counseling Handbook, students must receive a passing recommendation from site supervisors on every evaluation to move on to Internship A. If any concerns arise during the term, your instructor will work with you and your site supervisor to support your growth. Please submit the evaluation by the due date, as missing evaluations may result in an Incomplete.

10. Practicum Paperwork Folder (Google Drive) — Required for course completion
All required Practicum paperwork will be housed in your Google Drive alongside your ePortfolio and Capstone Project. By Week 9 (Nov 30), your Practicum folder must contain: Site Supervision Contract (Appendix B); redacted consent forms (Appendix C); all signed weekly Service Logs to date (Appendix E); Supervision Preparation Reviews (Appendix G); Supervisor's Evaluation of School Counseling Student (Appendix K); Student Evaluation of Staff and Site (Appendix I); and Student Evaluation of Site Supervisor (Appendix J). Your ePortfolio shell must also be set up in Google Drive. The Week 10 Service Log and the Service Log Summary Form (Appendix M) are due Week 10 (Dec 7). The Professional Dispositions Competency Assessment–Revised (PDCA-R, Appendix L) will be completed with the instructor in Week 10. Missing documents may result in an Incomplete.

11. PDCA-R — Required for course completion (Week 9 & 10 during individual conference)

Course Assessments

Assignment	Appendix	Points	% of Grade
Weekly Service Logs	E	Required	—
Supervision Preparation Reviews	G	Required	—
Weekly Journals	H	10	10%

Classroom Observation	—	5	5%
School Counseling Initial Evaluations (2 × 10)	D, C	20	20%
Video & Written Critique	F, C	15	15%
Group Facilitation / Guidance Lesson (Mock Group)	—	10	10%
Capstone Project, Sections 1–3	U, V	15	15%
Supervisor's Evaluation of School Counseling Student	K	25	25%
Practicum Paperwork Folder (Google Drive)	B, C, E, G, I, J, K, L, M	Required	—
Total		**100**	**100%**

Final Grades

Final grades are submitted to Self-Service (selfservice.chaminade.edu).

Grade	Points	Percentage
A	90–100	90% and above
B	80–89	80–89%
C	70–79	70–79%
D	60–69	60–69%
F	0–59	59% and below

Course Schedule

Week	Date	Topics	Due (Points)
1	Mon, Oct 5	Relationship building; class agreements; syllabus and handbook review; presentation sign-ups; ethics, informed consent, and confidentiality	Syllabus Agreement Form; September administrative hours logs (E); Journal 1, completed in class (1)

2	Mon, Oct 12	Meet the Counselor flyer and introduction letter; understanding school culture; Practicum expectations	Service Logs (E), SPR (G); Journal 2 (1)
3	Mon, Oct 19	Assessment and intake interviewing; Initial Evaluation walkthrough; AI in school settings; discussion: building rapport with students and the school community	Service Logs (E), SPR (G); Journal 3 (1); **Classroom Observation (5)**; Capstone Section 1 draft
4	Mon, Oct 26	Behavioral observation; guidance lesson planning; presentations begin	Service Logs (E), SPR (G); Journal 4 (1); ePortfolio shell check; **Initial Evaluation #1 (10)**
5	Mon, Nov 2	Group counseling: planning and facilitation; presentations	Service Logs (E), SPR (G); Journal 5 (1); Capstone Section 2 draft. *Forms I, J, and K distributed.*
6	Mon, Nov 9	Recording sessions and self-critique; case consultation; presentations	Service Logs (E), SPR (G); Journal 6 (1)
7	Mon, Nov 16	Consultation with teachers and parents; crisis response; presentations	Service Logs (E), SPR (G); Journal 7 (1); Capstone Section 3 draft
8	Mon, Nov 23	Video and case presentations; group discussion: healing	Service Logs (E), SPR (G); Journal 8 (1)**; Video & Written Critique deadline (15)**
9	Mon, Nov 30	Presentations; legal and ethical issues in schools; hours check; PDCA-R conferences	Service Logs (E), SPR (G); Journal 9 (1); **Initial Evaluation #2 (10)**; **Supervisor's Evaluation, Appendix K (25)**; **Capstone Sections 1–3 final (15)**; forms I and J; Practicum Paperwork Folder complete in Google Drive
10	Mon, Dec 7	Gratitude activity; PDCA-R conferences; transition to Internship A; course evaluation	Final Service Log (E), SPR (G); Service Log Summary Form (M); Journal 10 (1)

Group Facilitation / Mock Group (10 points) is presented by sign-up between Weeks 3 and 9, with the lesson plan due the day you present.