



CONCLUSIONS ON PRACTICA OFFERINGS

- 1) There are roughly 70-80 courses in the present curriculum that use the term "practicum" in the title (see Appendix A).
- 2) There is no generally accepted definition of a "practicum," and its use varies across fields. However, in many contexts it is considered to be a type of internship (see Appendix B).
- 3) Apart from the classes listed in the curriculum bearing the title "practicum," there are a series of experiential learning offerings, including terms like "clinic," "fieldwork," "visitation," or "on-site learning." (See Appendix C.)
- 4) Courses currently bearing the title vary in content across disciplines (see Appendix D):
 - Some, but not all, are linked to professional license requirements
 - Some are governed by statute, some are required as part of disciplinary accreditation, some are not engaged with any external community (i.e., they are classroom experiences with a very practical purpose)
 - Some do not specify the number of "field" hours required, of those departments that responded, the lowest number of hours required was 9 (for 3 units of credit) and the largest number of hours required was 80 (for 3 units of credit). Others require 60 hours for 1 unit.
- 5) Proposed governance changes:
 - Add the following as section II-9 to UPS 411.601: "These policies apply to all out-of-classroom experiential learning activities that are not otherwise governed by UPS Service-Learning policies, state law, accreditation requirements, or professional licensure requirements. They do not apply to experiential learning that involves only student-teacher interactions, such as laboratory or field trip experiences."
 - This leaves undisturbed existing programs that have established guidelines in place (such as licensure or accreditation standards), but identifies that all ungoverned activities should, at a minimum, comply with UPS 411.601.
 - This solution encompasses practica offerings but is broader, hopefully avoiding the difficulties raised by the ambiguity of the term "practicum." The breadth similarly helps us deal with the large number of experiential learning offerings that do not bear the title "practicum."

APPENDIX A
All courses offered with the word "Practicum" in the title, Spring-Fall 2008
(Compiled by Jessica Stern-Spivey)

Course	Title	Catalog notes	Hours	Spring 08	Summer 08	Fall 08
Anth 489	Museum Practicum	Practical experience in museum operations	not specified	Lee		
CAS 140L	Introductory Early Childhood Practicum		not specified			Palmer
CAS 141	Second Introductory Practicum in Early Care and Literacy Education		not specified	Shipstead		
CAS 141L	Second Introductory Practicum in Early Care and Literacy Education		not specified	Shipstead		
CAS 394	Practicum Seminar in Child and Adolescent Development	Classroom analysis of field experience	seminar	Alexander, Nichols, Willmer	Guerin	Gompert (3)
CAS 394L	Practicum in Child and Adolescent Development	Supervised field experience.	60	Alexander, Nichols, Willmer	Guerin	Gompert, Rivera, Alexander
CAS 464	Practicum Seminar in Early Care and Education	Classroom analysis of field experience	seminar	Kaucher		Valdez
CAS 464L	Practicum in Early Care and Education	Supervised field experience.	60	Kaucher		Valdez
CAS 474	Practicum Seminar in Development in School Settings	Examining developmental outcomes of 474L	seminar	Shoar (2), Knutson-Miller	Grier	Shoar, Grier, Rodriguez
CAS 474L	Practicum in Development in School Settings	Supervised field experience.	60	Shoar (2), Knutson-Miller	Grier	Shoar, Grier, Rodriguez
CAS 484	Practicum Seminar in Adolescent and Youth Services	Classroom analysis of field experience	seminar			

CAS 484L	Practicum in Adolescent and Youth Services	Supervised field experience.	60			
CAS 494	Practicum Seminar in Youth and Families in Community Settings	Classroom analysis of field experience	seminar	Willmer		Willmer
CAS 494L	Practicum in Youth and Families in Community Settings (1 unit)	Supervised field experience.	60	Willmer		Willmer
COUN 511	Pre-Practicum	Extensive role play practice	not specified		Brew	Brew, Chopra, Shepard
COUN 530	Practicum	Supervised clinical experience	105	Cervantes, Shepard, Gottlieb		
COUN 584	Advanced Practicum	Advanced supervised clinical practice	105	Smart, Chopra, Sayyedi		
CPSC 301	Programming Lab Practicum (2 units)	Intensive programming	not specified	Molodowitch		
EDEL 492B	Gender Issues in Math and Science Education: Practicum (1 unit)	implementation of curricula and instructional methods	20			
EDEL 571	Graduate Studies in Elementary Education: Science Education Practicum	includes field assignments in elementary schools (1 unit - 4 hours per week); seminars (2 units - 2 hours per week)	60		Cox-Petersen & Ponder (2)	
HCOM 458	Clinical Practicum: Speech and Language Disorders in Children	approved Clinical Practicum Plan. Supervised experience in the assessment and treatment of children with speech and language disorders. Weekly individual and group conferences.	25-40		Hamilton	Moore

HCOM 468	Audiology Practicum (1 unit)	approved Clinical Practicum Plan. Audio-metric evaluations including pure tone testing, hearing aid evaluations, impedance audiometry and report writing.	10 to 15	Davis		Davis
HCOM 485	Aural Rehabilitation Practicum (1 unit)	approved Clinical Practicum Plan. Supervised rehabilitation of hearing impaired children and adults in on- and off-campus facilities.	10 to 15			Davis
HCOM 489A	Public School Practicum in Communicative Disorders (4 units)	approved Clinical Practicum Plan; Meets the directed teaching requirements for the Clinical Rehabilitative Services Credential.	100-150			Saenz
HCOM 489B	Public School Practicum in the Special Class (4 units)	approved Clinical Practicum Plan; Meets the directed teaching requirements for the Clinical Rehabilitative Services Credential.	100			
HCOM 558A	Clinical Practicum: Speech and Language Disorders in Adults	treatment of adults with speech and language disorders. Weekly individual and group conferences.	25-40	Hamilton (2), Wolff	Li (2)	Hamilton, Wolff, Staff (2)
HCOM 558B	Clinical Practicum: Diagnosis in Communicative Disorders (2 units)	approved Clinical Practicum Plan. Supervised experience in assessment and diagnosis of speech and language disorders.	10 to 20			
HCOM 558C	Clinical Practicum: Communicative Disorders and Differences in Individuals from Diverse Backgrounds	approved Clinical Practicum Plan. Supervised experience in assessment and treatment of clients from culturally/linguistically diverse populations.	10 to 20	Wyatt (2), Lamberth		Wyatt, Staff
HCOM 558D	Clinical Practicum: Augmentative Communication and Instrumental Management in Communicative Disorders (2 units)	approved Clinical Practicum Plan. Practice using software programs and equipment	5 to 20			

HCOM 559A	Advanced Clinical Practicum: Communicative Disorders	approved Clinical Practicum Plan. Advanced clinical practice under supervision... Off-campus program in hospitals, clinics, and other rehabilitation facilities.	150	Kitselman	Kitselman	Kitselman
HCOM 559B	Advanced Clinical Practicum: Communicative Disorders (1 to 3 units)	approved Clinical Practicum Plan. Advanced clinical practice under supervision... Off-campus program in hospitals, clinics, and other rehabilitation facilities.	50	Kitselman	Kitselman	Kitselman (2)
HESC 494	Health Science Practicum (1 unit)	plan, implement, and evaluate special community-based projects under faculty supervision.	not specified			Chandler & McMahan (2)
HUSR 396	Practicum Seminar (2 units)		not specified	Sevier, Alle-Corliss	Trevino	Wright, Larsen, Sevier
HUSR 396L	Practicum (1 unit)	Field placement in one or more human service agencies	120	Alle-Corliss	Trevino	Wright, Larsen, Sevier
HUSR 490	Practicum in Group Leadership	Supervised experience as a group leader.	not specified	Spraggins		
IDT 550	Practicum in Instructional Design and Technology	course includes significant field work assignments in work-related settings.	not specified			
KNES 494	Practicum (1-3 units)	consent of faculty sponsor, field supervisor, fieldwork coordinator, and department chair. Planning, preparing, coaching, teaching in public school, college, or community physical education or recreation programs.	not specified			Beam, Brown, Chen
MUS 477	Piano Pedagogy Practicum	Supervised piano teaching in individual and group learning environments	90			

MUSE 394I	Instrumental Music Education Practicum	Experience in sequential pedagogy, classroom delivery skills, and concurrent development of management skills, aural discrimination skills, and aural and visual diagnostic skills. (1 hour lecture, 4 hours activity)	60			Bailey, Staff
MUSE 394V	Vocal Music Education Practicum	Observation and application of musical concepts and materials, sequential pedagogy, teaching strategies, and classroom delivery and management skills within the context of the vocal music classroom. (1 hour lecture, 4 hours activity)	60			Peterson, Staff
NURS 514	Nursing Service Administration Practicum I	Supervised learning experiences in administration of nursing services. (1 hr. seminar, 8 hr. practicum)	120			Edwards
NURS 515A	Nursing Service Administration Practicum IIA	1 hr. seminar, 8 hrs. practicum	120	Garon (2)		
NURS 515B	Nursing Service Administration Practicum IIB	1 hr. seminar, 8 hrs. practicum	120		Garon (2)	
NURS 533L	School Nurse Specialist Practicum	Field study applying theory, research, and clinical skills	not specified	Staff		
NURS 534L	Special Teaching Authorization in Health (STAH) Practicum (2 units)	Students apply and evaluate theories and strategies of instruction, curriculum, and learning while practicing in the role of a health educator in a school/classroom setting with a master teacher.	not specified			Kelly
NURS 545L	Advanced Practice Nurse Clinical Practicum I (2 units)	provide clinical application of theory and research	90	Staff		
NURS 548L	Advanced Practice Nurse Clinical Practicum II	applying theory, research, and developing clinical skills	135	Pearce	Staff	
NURS 554L	Advanced Practice Nurse Clinical Practicum III	Clinical application of theory and research through clinical experiences	135	Staff		



NURS 558L	Advanced Practice Nurse Clinical Practicum IV	Clinical application of theory and research through clinical experiences	135		Staff	
NURS 560L	Advanced Practice Nurse Clinical Practicum V	Clinical practicum applying theory, research and developing clinical skills	135			Phillips
NURS 568L	Advanced Practice Nurse Clinical Practicum VI	the culminating clinical experience for family nurse practitioner students and serves as a transition from the student role to the advanced practice nurse.	135		Staff	
NURS 573B	Basic Women's Health Care Practicum (4 units)	Application of basic Advanced Practice Nursing knowledge in the clinical setting.	180			
NURS 577B	Intermediate Women's Health Care Practicum	Clinical application of knowledge in Advanced Practice Nursing	135	Pearce		
NURS 579B	Advanced Women's Health Care Practicum	capstone course is the synthesis of clinical knowledge and skill for advanced practice in women's health. Residency incorporates full scope practice and primary care to prepare for independent practice as a women's health care nurse practitioner.	135		Snell & Swentek	
NURS 585L	Nurse Anesthesia Practicum I (2 units)	Preceptored clinical experience designed to provide the nurse anesthetist student with clinical application of the foundational principles of anesthesia.	90	Staff		
NURS 587L	Nurse Anesthesia Practicum II (5 units)	Preceptored clinical experience designed to provide the nurse anesthetist student with clinical application of increasingly complex clinical situations.	225		Staff	
NURS 589L	Nurse Anesthesia Practicum III (7 units)	Continuing preceptored clinical experience designed to provide the nurse anesthetist student with clinical application of increasingly complex clinical situations and clinical decision-making in the practice of anesthesia.	315			Lethiot

NURS 591L	Nurse Anesthesia Practicum IV (7 units)	Preceptored clinical experience designed to provide the nurse anesthetist student with clinical application of increasingly complex clinical situations.	315	Staff		
NURS 593L	Nurse Anesthesia Practicum V (7 units)	Culminating preceptored clinical experience designed to provide the nurse anesthetist student with clinical practice in all areas of anesthesia management.	315		Staff	
NURS 596A	Comprehensive Clinical Practicum (1 unit)	simulated patient evaluation/management and comprehensive examination demonstrating student's application of knowledge and skills.	45			Boytim, Saum, Phillips
NURS 596B	Comprehensive Clinical Practicum (1 unit)	simulated patient evaluation/management and comprehensive examination demonstrating student's application of knowledge and skills.	not specified	Staff (3)		
SPED 496	Senior Educational Practicum (1-3 units)	approval by department chair and instructor. Provides for an advanced level of educational practicum within school and/or agency settings.	not specified			Stang
TESL 596	TESOL Practicum	Teaching English to speakers of other languages at Cal State Fullerton or in other schools. Supervised by instructor and supervisors. Seminar meetings by arrangement.	not specified	Rubin		Gallego, Doherty
THTR 437A	Musical Theatre Practicum (1-3 units)	Development and preparation of musical theatre materials for small, medium and large group presentations. Performances of prepared materials. Application of performance principles to auditions.	not specified			

THTR 437B	Musical Theatre Practicum (1-3 units)	Development and preparation of musical theatre materials for small, medium and large group presentations. Performances of prepared materials. Application of performance principles to auditions.	not specified	Himmelheber & Lett		
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APPENDIX B **PRACTICUM: A BRIEF LITERATURE REVIEW**

SUMMARY

There is no consistent academic definition of a practicum. It appears to be a subset of internships. However, that is not the only definition. Here is our question: Do we wish to define practica as internships? We could if we wish.

NO CONSENSUS DEFINITION

Literature reviews on the subject consistently conclude that there is no cross-disciplinary definition:

“Depending on the discipline, the practicum appears in many forms: as field experience, cooperative education, sandwich program, internship, clerkship, clinical practicum, and the like. The published literature is diverse and idiosyncratic in nature, and rarely attempts to take a broad, crossdisciplinary view in order to compare the effectiveness of different models” (Ryan, Toohey, & Hughes, 2006, p. 356).

Other commentators note a lack of a consensus definition, and those that exist may depend on the number of hours or quality of activity rather than its distinctiveness from other academic experiences (Kaslow, Pate, & Thorn, 2005).

Even within fields, such as psychology, there appears to be little consensus:

“A recent survey of training directors at APA-accredited internship programs (Lopez, Moberly, & Oehlert, 1995b) suggested that a uniform method has not been implemented. In fact, of the 74 directors who responded to the question “How do you define a practicum hour?” 52% ($n = 39$) defined a practicum hour as one clock hour of client contact (i.e., therapy and testing), whereas 25% ($\ll = 19$) defined it as one clock hour spent at the practicum site performing various duties. It was surprising that 21 % ($\ll = 16$) of the directors indicated that they accepted the report of the student without suggesting a method for verifying documentation. The subjectivity involved in recording and accepting the report of preparation, coupled with the importance of the clinical experience variable in intern selection, highlights the need for some guidelines for students and training programs alike” (Lopez & Edwardson, 1996).

The APA handbook attempts a definition, but only identifies the number of hours it should consume (Lewis, Hatcher, and Tate, 2005). Later efforts identified qualitative components of the experience, but did not seek to distinguish it from internships and generally viewed the two as equal – a practicum is the sort of internship that professionals in psychology take.

ATTEMPTS AT DEFINITION

1) Practicum involves more direct, on-campus, observation and supervision

At least one university identifies that practica requires more direct supervision by university people than an internship (Hilltop-Bradley). This appears to be a consistent component of the definition by those who seek to distinguish the two.

2) An internship may be an out-of-university experience that occurs after a student has prepared themselves with a practicum:

“Sharplin (2001) notes the internship is more than a practicum. It is a classroom experience that is underpinned by authenticity and lack of university assessment” (Carpenter & Blance, 2003).

“The practicum initiates a sequence of supervised applied training activities, progressing to the internship and postdoctoral work en route to licensure for independent practice” (Lewis, Hatcher, and Tate, 2005).

3) A practicum may just be a type of internship

“A specialized type of internship usually done as part of an academic program, such as some programs in social work, nursing, educational administration, or health administration. Often a practicum is a requirement for a specific course” (USAIntern, nd)

Others have simply discussed the two as interchangeable (Fresno, no date), especially in the context of psychology (Kaslow, Pate, & Thorn, 2005). Some discuss practicum and internship as interchangeable but different from Service Learning (University of Nebraska, 2008).

The least formal definition I found took this viewpoint:



Ever wondered what the difference was between a practicum and a co-op? How about an apprenticeship, field experience or service learning? And what exactly is an externship anyways?

Don't be overwhelmed. Generally speaking, all of the above can be categorized under the umbrella term of "internship" and aim to provide an 'out of classroom' experience that complements or adds to one's studies.

The Compass, 2007.

References

Carpenter, L., & Blance, Bette (2003).
<http://www.aare.edu.au/03pap/car03238.pdf>.

The Compass, Jan 8, 2007.
<http://www.thecompassblog.com/labels/practicum.html>

Hilltop-Bradley handbook (<http://hilltop.bradley.edu/~nes/PRACMAN.htm>)

Fresno, nd. Service-learning home page.
<http://www.csufresno.edu/sl/furco.html>

(Kaslow, Pate, & Thorn, 2005).

(Lewis, Hatcher, and Tate, 2005).

Lopez & Edwardson, 1996

Ryan, Toohey, and Hughes, 2006.

USAIntern, nd. <http://www.jerseyintern.com/aboutus.php>

Woody, S. (2007, August). **Practicum and Internship Policies and Procedures Handbook. Clinical Psychology Program, Department of Psychology, University of British Columbia.**
<http://www.psych.ubc.ca/currentgrads/pihbk2007.pdf>

University of Nebraska, 2008.
<http://www.unomaha.edu/servicelearning/faq.php>

Would still like to find:



Sharplin, E. (2001). Having their cake and eating it too: Pre-service teachers' perspectives of internships. Paper presented at *Australian Association for Research in Education (AARE) Annual Conference, 2-6 December, 2001*. Fremantle, Western Australia.

APPENDIX C

Experiential learning

The idea: To explore other concepts related to “experiential learning” and see what’s going on with the campus. There are many experiential learning things, some of which have a service component. None are governed by UPS currently, from what I can tell.

Questions: (1) Do we wish to explore an “off-campus” instruction policy? (2) Do we wish to refer this to someone else (like curriculum)? (3) Do we wish to separate off-campus activities with a community engagement component (social workers interning at an AIDS clinic, for example), from off-campus activities that seem research-oriented (the geology field camp)? Terms not explored below: Field placement, field trip, student teaching, applied, off-site, collaborative learning, community-learning. At least 50 possible terms (<http://people.uleth.ca/~steve.craig/eltech.htm>)

“CLINICAL”

Nursing

<http://nursing.fullerton.edu/SchoolNursing/Preceptors-clinical.aspx>

Students enrolled in California State University, Fullerton’s school nurse credential, as part of the [Masters of Science in Nursing](#) concentration, will have the opportunity for at least four clinical (fieldwork) experiences while they are students. *Three will be in public school districts, one of these a practicum for school nursing, and two others, directed experiences designed to meet requirements for the [STAH](#) (Special Teaching Authorization in Health). The fourth field work component is part of the Advanced Health Assessment course, N524. Here students will gain experience in pediatric health assessment, practicing under the supervision of a physician or nurse practitioner in local, private practice settings, hospitals, or clinics.*

Undergraduate:

NURS 355L Professional Nursing II: Laboratory/Clinical [Summer 2007](#) , [Fall 2007](#) , [Spring 2008](#)

Description: Prerequisites: Nursing 305, 305L. Nursing 353 is to be taken prior to or concurrent with Nursing 355L. Co-requisite: Nursing 355. Students practice history taking, physical examination techniques and risk identification on peers in *supervised on-campus setting*. Students apply these skills and intervene to reduce risk and/or promote health with individual clients. (6 hours *practicum* per week)

(Note: Other courses in the curriculum include the word “practicum”)



"ON-SITE, VISITATION"

EdAd593: Meeting the Needs of Diverse Populations

<http://faculty.fullerton.edu/Lorozco/edad593.html>

Course Project [40%]

this project will be a culminating activity containing several elements developed during the course. Each element includes a review of 'elements of excellence' and an in-class sample writing session. The elements of the course project are:

On-site Visitations/Interviews (4) - select four of the six class section topics. These visitations/interviews in the field are to be to other schools, communities, individuals and/or organizations which reflect the section topics of this course. Students will post summaries of their visitations on the class's Web-based OnLine Forum. Summaries are to include factual information (date, time, person/organization) and include a brief paragraph discussing your insights and conclusions. [3 points each=12 points possible]

Executive Summaries (3) - based on your visitations, readings (paper & online), class lectures/discussions, and web chats. These are to be one-page, **high quality** summaries addressing questions framed from three of the six sections (gender, sp.ed./gifted, culture, language, poverty, multi-racial). Anchor your writing to the literature. Students will submit their three executive summaries by posting to the class's Web-based OnLine Forum. [6 points each=18 points possible]

Theory-to-Practice Synthesis - from your visitations, readings, class work/discussions and worksite experience/knowledge, this synthesis is to focus on an analysis of your school/work site. It should be approximately 5 pages. Analyze your school/site in the six course section topics. Include reflections and recommendations from a leadership perspective. Anchor your writing to the literature. Attach copies of your Executive Summaries and On-site Visitations. There will be no web-posting of this individual site synthesis paper. [10 points]



"FIELD WORK"

Performance Evaluation for 40 Hour Field Work Assignment EDSC 310

<http://ed.fullerton.edu/SecEd/STHandbook/Appendix-2.htm>

BIOL 317 Field Marine Biology (Course)

BIOL 340 Field Botany (Course)

GEOL 481a Geology Field Camp (Course)

Master's of Social Work "Field Education Student Handbook"

http://hhd.fullerton.edu/MSW/Fieldwork/documents/Student_Field_Manual0809.pdf.

"CLINICAL"

Marriage and Family Therapy, "Clinical Training Handbook"

<http://hhd.fullerton.edu/counsel/Handbooks/ClinicalHandbook/default.htm>

1. [AIDS Project Los Angeles](#)
2. [Blind Children's Learning Center](#)
3. [Casa Youth Shelter](#)
4. [\(The\) Center for Individual and Family Counseling](#)
5. [\(The\) Center, Orange County](#)

(Total of 44; there are 2 practicum courses)



**APPENDIX D
CONTENT OF CURRENT PRACTICUM OFFERINGS.**

The Chair of the CISL solicited, via the Deans, a description of the content of current practicum offerings. The results were not complete or comprehensive, but they do offer an overall feel for the diversity of course content in courses bearing the title "Practicum."

Jon,

In response to your query about practicum courses:

1. Practicums in the Department of Nursing are almost always clinical experiences. Students work in the hospital, out-patient, and community facilities. The experience occurs either under direct supervision with an instructor on-site or in a precepted experience, set-up by the instructor but the instructor (while making site visits over the course of the semester) is not on-site, the student is working with the selected preceptor.
2. 3 practicum hours are required per unit of credit.
3. Our practicum courses are tied to professional licensing requirements.

Thank you.

Cindy Smith Greenberg, DNSc, RN, CPNP
Associate Professor
Chair, Department of Nursing
California State University, Fullerton
P.O. Box 6868
Fullerton, CA 92834-6868
714-278-3245

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Jon,

We offer Communications 520A, News-Editorial Practicum ; Communications 520B, Advertising Practicum; and Communications 520C, Public Relations Practicum.

In these courses, students, under the supervision of a faculty member, plan, design, conduct, and evaluate a team project in their field of specialization.

We haven't offered these courses since spring 2006. However, I expect they will be offered during the next academic year.



Let me know if you need more information.

Best,

Tony Fellow

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Hello Roberta, Jon. An overview of CAS practicum and practicum seminar courses is attached. We currently offer two lower-division practicum courses (aligned w/ the Early Childhood Development option and the Jumpstart program) and five upper-division practicum courses.

The CHAD major requires successful completion of one introductory level practicum course (e.g. CAS 140L or CAS 394L for the Early Childhood Development option/advisement track; CAS 394L for all other options/advisement tracks) and one advanced practicum course (e.g. CAS 464L, 474L, 484L, or 494L; specific course aligned with option/advisement track). Each practicum course requires a 60-hour field-based experience; this 60-hour field experience is linked to one academic unit.

In general, CAS practicum courses are tied to major requirements. For the Early Childhood Development option/advisement track, practicum goals are also linked to professional/permit requirements.

Best regards, Kari

**Department of Child & Adolescent Studies
Overview of Practicum Courses**

140 Introduction to Early Childhood (2)

Prerequisite: concurrent enrollment in Child/Adolescent Studies 140L. This course is designed for students to learn about and plan developmentally appropriate activities in early childhood settings for children ages 0-8 and their families.

140L Introduction to Early Childhood Practicum (1)

Prerequisite: concurrent enrollment in Child/Adolescent Studies 140. This course is the first of a year-long practicum sequence for Child and Adolescent Development majors pursuing the Early Childhood Development option. Students learn how to implement developmentally appropriate activities in ECE settings. Minimum of 4 hours per week for a total of **60 hours** required for the semester. Credit/no Credit grade option only.



141 Intermediate Seminar in Early Childhood (2)

Prerequisites: Child/Adolescent Studies 140, 140L. Corequisite: 141L. Builds on an introductory practicum as students learn about and plan developmentally appropriate activities in early childhood settings for children ages 0-8 and their families.

141L Intermediate Practicum in Early Childhood (1)

Prerequisites: Child/Adolescent Studies 140, 140L. Corequisite: Child/Adolescent Studies 141. Supervised field experience in early childhood setting for children 0-8 and their families. Implementation of developmentally appropriate activities. Minimum of 4 hours per week for a total of **60 hours** required for the semester. Credit/no credit grade option only.

394 Practicum Seminar in Child and Adolescent Development (2)

Prerequisite: Child/Adolescent Studies 101, 201. Co-requisite: Child/Adolescent Studies 394L. Classroom analysis of field experience focusing on linkages between theory and practice and skills and techniques of child development professionals.

CAS 394L Practicum in Child and Adolescent Development (1)

Corequisite: Child/Adolescent Studies 394. Supervised field experience in agencies, institutions and organizations serving children and families. Minimum of 4 hours per week for a total of **60 hours** required for the semester. Credit/No Credit grade option only. May be repeated once for credit.

464 Practicum Seminar in Early Care and Education (2)

Prerequisites: Child/Adolescent Development 101, 140/L, 201, 215, 305, 321, 322. Classroom analysis of field experience focusing on linkages between theory and practice and skills and techniques of early childhood development professionals.

464L Practicum in Early Care and Education (1)

Corequisite: Child/Adolescent Studies 464. Supervised field experience in agencies, institutions, and organizations serving young children and families. Minimum of 4 hours per week for a total of **60 hours** required for the semester. Credit/no credit grade option only.

474 Practicum Seminar in Development in School Settings (2)

Prerequisite: Child/Adolescent Studies 101, 201, 300, 301, 310, 325A, 394/394L. Corequisite 474L. Positive developmental outcomes associated with programs/materials used in elementary school contexts are examined. Developmental theory and research findings are linked to these practice alternatives.



474L Practicum in Development in School Settings (1)

Corequisite: Child/Adolescent Studies 474. Supervised field experience in educational settings serving elementary school-aged children. Minimum of four hours per week for a total of **60 hours** required for the semester. Credit/no credit grade option only.

484 Practicum Seminar in Adolescent and Youth Services (2)

Prerequisites: Child/Adolescent Studies 101, 201, 300, 301, 310, 325A, 394, 394L. Corequisite: Child/Adolescent Studies 484L. Classroom analysis of field experience focusing on linkages between theory and practice and skills and techniques of adolescent development/youth services professionals.

484L Practicum in Adolescent and Youth Services

Corequisite: Child/Adolescent Studies 484. Supervised field experience in agencies, institutions, and organizations serving adolescents and families. Minimum of 4 hours per week for a total of **60 hours** required for the semester. Credit/No Credit grade option only.

CAS 494 Practicum Seminar in Youth and Families in Community Settings (2)

Prerequisites: Child/Adolescent Studies 101, 201, 300, 301, 310, 325A, 394, 394L. Corequisite: Child/Adolescent Studies 494L. Classroom analysis of field experience focusing on linkages between theory and practice and skills and techniques of professionals working with parents and families in school and community settings.

CAS 494L Practicum in Youth and Families in Community Settings (1)

Corequisite: Child/Adolescent Studies 494. Supervised field experience in agencies, institutions, and organizations serving parents and families. Minimum of 4 hours per week for a total of **60 hours** required for the semester. Credit/No Credit grade option only.

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Per your request, here is our information about practicum.

First, our practicum courses are designed to provide a real life experience in practicing psychotherapy. We have 3 courses, where students must complete at least 80 in the first semester, and a minimum of 280 by the end of the full year. Students see clients at local agencies, have supervisors who are licensed therapists (LMFTs, LCSWs, and Psychologists), and also receive additional supervision in the 3-hour/unit class throughout the year. At their agency, they are required to get 1 hour of individual supervision, and 1.5



hours of group supervision (no more than 8 trainees within the group) each week.

These hours are part of what students need to become a licensed Marriage and Family Therapist. They are required by law to complete 150 client contact hours, and for the remaining 130 hours (of the 280 we require), they can count toward their 3000 internship hours.

Finally, our practicum structure is not only bound by the CA Board of Behavioral Sciences (BBS) for licensure, but also set up according to our accreditation standards.

If you have other specific questions, please do not hesitate to email me.

Thanks!
Leah Brew

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Hi Jon,
Yes, our department requires every student to take a 1 unit practicum for their degree. They also do a 3 unit internship but I will only address practicum here. The practicum allows students to be "exposed" to an area that they are not necessarily familiar with. In our area, the health field, they might work with a health educator, a physician's asst or something like that. They are to log 40 hours and write a paper about their experiences. Yes, these are tied to the Certified Health Education Specialist exam. This is a national certification.

Best,
Shari McMahan, Health Science