



MICHAEL D. EISNER
COLLEGE OF EDUCATION

Michael D. Eisner College of Education
Department of Educational Psychology and Counseling

Course Syllabus
EPC 659B: Practicum: Communication Skills
Mondays 7-9:45pm – Spring 2021
Online

Instructor: Dogukan Ulupinar, Ph.D., LPC(PA), NCC
Phone: (347) 288 0117 (mobile)
Email: dogukan.ulupinar@csun.edu
Office Hours: Wednesday 10 am to noon

Course Description

This is a continuing course from 659A practicum course. All descriptions, rules, department, and course objectives continue from the fall semester. Please see the previous syllabus for specific guidelines and competencies for this course. Assignments in this course are specifically geared towards helping students gain a deeper understanding of their own abilities in counseling and focus in on areas in which students might improve.

Units: 3

College of Education Conceptual Framework

Michael D. Eisner College of Education

Regionally focused and nationally recognized, the Michael D. Eisner College of Education is committed to ***Excellence and Innovation***. Excellence in the acquisition of professional knowledge, skills, and dispositions is evidenced by the growth and renewal of ethical and caring professionals – faculty, staff, candidates – and those they serve. Innovation occurs through collaborative partnerships that represent communities of diverse learners who engage in creative and reflective thinking. To this end we continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework:

- Excellence in professional and academic preparation
- Evidence of growth and renewal
- Ethical and caring professionals
- Collaborative partnerships
- Communities of diverse learners
- Creative and reflective thinking

Instructional Philosophy

The counseling programs at CSUN are designed based on a learning-centered, outcome-based educational principles as described below:

Learning-Centered Education

- A cross-disciplinary, constructivist pedagogical model, learning-centered education refers to designing educational curricula that focus on promoting active student learning of specific skills and knowledge rather than mastery of content.
- In this approach, learning is the focus of curriculum design. Student learning is measured to determine whether students are meaningfully engaging the material. Students are active in this process, applying and using knowledge rather than trying to memorize or analyze it.
- Clearly defined learning objectives and criteria are used to facilitate student learning and democratized the student-teacher relationship.

Outcome-Based Education

- Closely related to learning-centered, outcome-based learning refers to designing curriculum around the final learning outcomes or objectives.
- Rather than simply following the textbook chapter by chapter, the learning objectives drive the curriculum.

The learning objectives and outcome measures for this program have been derived from the following sources:

1. The Council for the Accreditation of Counseling and Related Educational Programs (CACREP) requirements for the specialization in School Counseling.
2. The Student Learning Objectives developed by the departmental faculty.

How this course meets all of these requirements is outlined below.

CACREP Standards Covered in this Class

The School Counseling program at CSUN is nationally accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). This accreditation provides numerous benefits to students, such as having their degree readily recognized by other states for licensure, eligibility to take the national counselor examination upon graduation, and a high quality curriculum that is regularly revised by external experts.

The CACREP 2016 Core standards addressed include:

<u>HUMAN GROWTH AND DEVELOPMENT</u>	<u>CACREP STANDARDS</u>	<u>EVALUATION/OUTCOME MEASURES</u>
<u>A general framework for understanding</u>	<u>2.F.3.h</u>	<u>Case presentation, discussion, supervision</u>

<u>different abilities and strategies for differentiated treatment</u>		
<u>Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across lifespan</u>	<u>2.F.3. i</u>	<u>Case presentation, discussion, supervision, progress notes, counseling skills</u>

<u>COUNSELING AND HELPING RELATIONSHIP</u>	<u>CACREP STANDARDS</u>	<u>EVALUATION/OUTCOME MEASURES</u>
<u>Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships</u>	<u>2.F.5.D</u>	<u>Use of computer-based standardized tests, counseling skills, supervisor evaluation form</u>
<u>the impact of technology on the counseling process</u>	<u>2.F.5.e</u>	<u>Telementalhealth interactions, use of computer-based standardized tests, counseling skills</u>
<u>essential interviewing, counseling, and case conceptualization skills</u>	<u>2.F.5.g</u>	<u>Supervision, case presentation, counseling skills, supervisor evaluation form</u>
<u>developmentally relevant counseling treatment or intervention plans</u>	<u>2.F.5.h</u>	<u>Case presentation, discussion, reading, supervision, supervisor evaluation form</u>
<u>development of measurable outcomes for clients</u>	<u>2.F.5.i</u>	<u>Case presentation, use of assessments, supervisor evaluation form</u>
<u>evidence-based counseling strategies and techniques for prevention and intervention</u>	<u>2.F.5.k</u>	<u>Case presentation, supervision, supervisor evaluation form</u>
<u>processes for aiding students in developing a personal model of counseling</u>	<u>2.F.5.n</u>	<u>Discussion, reading, supervision, session evaluation</u>

<u>ASSESSMENT AND TESTING</u>	<u>CACREP STANDARDS</u>	<u>EVALUATION/OUTCOME MEASURES</u>
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<u>use of assessments relevant to academic/educational, career, personal, and social development</u>	<u>2.F.7.i</u>	<u>Use of assessments, case presentation, supervisor evaluation form</u>
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The CACREP 2016 School Counseling standards addressed include:

- 2a. School Counselor roles as leaders, advocates, and systems change agents in P-12 schools - Professional Identity Role and Responsibility
- 2g. Characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders - Predict Antisocial Behavior; Identifying Potential Violence
- 2n. Legal and ethical considerations specific to school counseling - Legal and Ethical Issues; Code of Ethics
- 3f. Techniques of personal/social counseling in school settings - Communication & Relationship Building; Conflict Mediation Skills

The CACREP 2016 College Counseling and Student Affairs standards addressed include:

- 1.e. Assessments specific to higher education settings
- 2.a. Roles and settings of college counselors and student affairs professionals
- 2.d. Characteristics, risk factors, and warning signs of individuals at risk for mental health and behavioral disorders
- 2.m. Unique needs of diverse individuals in higher education settings, including residents, commuters, distance learners, individuals with disabilities, adult learners, and student athletes, as well as nontraditional, international, transfer, and first-generation students
- 2.n. Higher education resources to improve student learning, personal growth, professional identity development, and mental health
- 2.p. Legal and ethical considerations specific to higher education environments

CALIFORNIA CTC SCHOOL COUNSELING PERFORMANCE EXPECTATIONS ADDRESSED

SCPE 2.5: Understand the responsibility of maintaining confidentiality of student records, ethical considerations regarding counseling relationships, limits pertaining to maintaining confidentiality, and the legal responsibilities within school counseling.

SCPE 5.1: Model and demonstrate essential counseling skills, techniques, and strategies in individual counseling, including but not limited to addressing social/emotional and mental health, needs, crises and traumas that are barriers to student achievement.

SCPE 5.14: Demonstrate the ability to provide an initial assessment of a student's mental health needs and make the appropriate referrals within and external to the school site.

Specific Course Learning Objectives

The learning activities in this course will enable students successfully completing the class to do the following:

1. To increase students' repertoire of counseling techniques and interpersonal skills through class activities, course assignments, and practice with each other and with clients.
2. To provide progressive, practical and effective training in the skills, strategies and processes basic to the beginning stages of the psychotherapeutic process.
3. To demonstrate competency in the counseling skills and problem-solving approaches basic to the final stages of the counseling process.

4. To gain experience in the practice of counseling and particularly experience in counseling pre-K-12 students and college students.
5. To receive individual and group supervision of counseling practicum experience.
6. To create and review videos of counseling sessions.
7. To become familiar with a variety of professional activities in addition to direct service work.
8. To learn and apply laws and ethical principles and practices of the counseling profession.
9. To gain supervised experience in using a variety of professional resources such as school data systems, student records, print and non-print media, professional literature, and research.
10. To develop and expand student self-knowledge and awareness of one's own interpersonal style, the impact of that style on others, and communication strengths and limitations.
11. To create a milieu in which constructive feedback and mutual support may be given and received in part through interpersonal and group experience designed to: 1) gain insight into interpersonal style and how it impacts others; 2) provide opportunities to develop more constructive and facilitative ways of relating to others.

Policies and Resources

Attendance

Students manifest their responsibility in the regularity and punctuality of their attendance. Since this course includes significant seminar and experiential components, attendance at each class meeting is required. ***In cases of absence, any scheduled assignments are due to the professor at the beginning of class unless other arrangements have been made prior to that time.*** If you are absent from class, it is your responsibility to check online and with fellow classmates regarding announcements made while you were absent; this includes supplemental instructions related to assignments. You are responsible for and may be tested on any and all lecture materials presented in class that are not covered in your readings. If you miss more than 2 full classes, you may be asked to repeat the course at another time.

Due Dates and Times

Due dates and times are non-negotiable unless an extension is provided to the entire class and/or if one has been approved in writing for serious medical necessity or extreme circumstance. Assignments are due on the identified date at the beginning of class (7pm) and must be submitted in hardcopy format. There will be no rewrites of assignments; therefore it is necessary that you submit your best work. **Note:** Emailed assignments will not be accepted as there are often issues with opening documents and/or the formatting is incorrect.

Requests for Incompletes

Incompletes will only be considered in accordance with university policy, which requires that 75% of the course be completed prior to the unforeseen grave circumstance(s) at the end of the semester, such as the loss of an immediate family member, hospitalization, or severe illness. Students must request a grade of Incomplete in writing using the university's Incomplete Request Form.

Religious Holidays

If you celebrate a religious holiday that falls on a scheduled class meeting, please notify the professor during the *first two weeks of class* so that proper and equitable accommodations can be made. Students are responsible for selecting presentation days that do not conflict with one of their religious holidays.

Professionalism

As a student in a professional training program, you are expected to consistently demonstrate professional behavior. This includes but is not limited to:

- Being on time to class with assignments complete.
- Respectful interactions with all students and faculty.
- Proactive engagement in the learning process.
- Being organized and prepared for in-class discussions.
- Managing paperwork effectively.
- Managing technology effectively (the university provides extensive computer, printing and internet support; please use it in times of technical emergency).
- Attending to class discussions/lectures and using technology (Laptops/iPads/etc.) for class purposes only.
 1. *Note:* It can be very tempting to check email, instant message, play games, etc. during class when using technology at your desk. Should you **appear** to be disengaged from class discussions, lectures, or small/large group activities, points will be deducted from your overall participation and professionalism grade. The professor will not check with you re: your attentiveness or lack thereof during class, the onus is on the student to ensure they are actively engaged and participating regularly.
- Please – No texting, use of Twitter, Skype, or emailing during class. It is very distracting to others.
- Managing personal information (own and others’) appropriately.
- Seeking assistance related to assignments in advance of due dates.
- Engaging in email communication with students and faculty appropriately and professionally (e.g. proper email etiquette, using appropriate language, etc.).
- Please ensure you have turned off your cell phone in class or placed it on silent.
- Student identified norms related to professionalism: _____

Students who have difficulty in one or more of these areas may have their participation grade lowered and in severe cases may be referred to the department Student Affairs Committee for further review.

Students with Disabilities

If you have special needs as addressed by the Americans with Disabilities Act (ADA) and need course materials in alternative formats, notify the professor **within the first two weeks of class**. Students interested in accommodations should contact the university’s office for students with disabilities (Disability Resources and Educational Services (DRES), 818/677-2684); only this office can recommend and arrange for accommodations. No accommodations may be made without their approval. Any and all reasonable efforts will be made to accommodate special needs.

Policy on Cheating and Plagiarism

Cheating and plagiarism are serious offenses in a professional program and may result in expulsion from the program/university on a *first offense*. See the University Catalog for further information. Additionally, students should refer to the Ethics Codes of the American Counseling Association (ACA) and the American School Counselor Association (ASCA) for ethical guidelines regarding plagiarism. For a definition and examples of plagiarism and self-plagiarism, students can refer to the *APA Publication Manual, 6th edition*. Additionally, students must submit original work. Any papers or assigned writing must be original work and cannot be taken from previous papers submitted for other courses. If you are found submitting a paper in this manner, you will receive a 0 on the assignment and your participation and professionalism grade will be lowered by up to 10 points. Any student caught cheating will be referred to the department Student Affairs Committee.

Useful Links

CSUN's Computer Support

[CSUN Helpdesk](#)

Request for Incomplete Grade

[Incomplete Grade - Request Form](#)

Disabilities Resources and Educational Services

[DRES](#)

The Pride Center

[CSUN Pride Center](#)

Writing Center

[Learning Resource Center](#)

Research and Library Assistance

[Research and Library Assistance](#)

CSUN Student Conduct Policies

[Student Conduct Policies](#)

Instructional Format

This graduate course will include lecture, discussions, experiential activities, guest speakers possibly, research assignments and self-assessment. The course may also include online components on Moodle (<http://moodle.csun.edu>); use your CSUN user ID and password to log on.

Required Texts:

Ivey, A. & Ivey, M. B. (2007). *Intentional interviewing and counseling* (6th. ed.). Pacific Grove, CA: Brooks/Cole Publishing Co. (from last semester)
Yalom, I. D. (2009). *The gift of therapy*. Harper Perennial.

Videos (SCPE 5.1)

In this course students will work on honing counseling skills by improving the depth and influence with which they perform counseling. Students will have the opportunity to develop those skills working in groups of two or three to practice counseling in the classroom and outside of the classroom; in addition, students should be getting experience working directly with students at field sites. As with most skilled professions, the more one practices the better one becomes. It is in your best interest to take advantage of every opportunity you can to improve your counseling repertoire with diverse clients of all ages.

Video Analysis

As painful as it can be to watch and listen to yourself on video it is also one of the most valuable tactics to provide self-reflection and subsequent improvement in counseling skills. This semester you will have the opportunity to produce four videos of at least 15 minutes in length where you are the counselor. To support your continued growth in counseling, you will also provide a two-page synopsis of each of the four recorded counseling sessions, pointing out techniques you employed throughout each session, noting reasons for particular lines of questioning, and providing an overall assessment of your abilities as a counselor, including areas of strength and areas in which you might improve.

Case conceptualization

Fieldwork notes and Practicum Logs

Ongoing communication with the professor is essential to support you at your field site. Each week you will provide a summary of the activities you are doing at your site. If you attend your site more than once a week, the notes can be combined into one report per week. Samples of the Fieldwork notes form can be found in the School Counseling Student Handbook and Fieldwork Manual.

Remember that your Practicum Logs, the record of all the hours you acquire at your field site as well as classroom hours, conferences, and practice counseling sessions, are required when you apply for your PPS Credential. Make sure those Logs are signed and copies are turned in at the end of the semester. It might even be a good idea to make an electronic copy with signatures.

Membership in Professional Organization/Professional Liability Insurance

Professional school counselors support organizations that promote efforts to help students focus on academic, career and social/emotional development so they achieve success in school and are prepared to lead fulfilling lives as responsible members of society. Each student will enjoy the benefits of joining at least one professional organization—American School Counseling Association (ASCA), California Association of School Counselors (CASC), or American Counseling Association (ACA). In addition, students will provide proof of obtaining professional liability insurance

(automatic with ASCA or ACA, additional cost with CASC) to provide them with liability coverage as a counselor.

Readings

We are using the best parts of two books this semester. Each chapter is carefully chosen to support your real-world skills in counseling settings. As you take charge of your own education, reading about the theories, concepts, laws and ethics surrounding counselors is an important component of learning. In order to help you realize the importance of readings there will also be periodic quizzes given in class.

In addition to the books on the syllabus, each student in class is required to pick a book related to their choice of counseling theory (e.g., CBT, Person-Centered, Solution-focused) in order to facilitate a deeper understanding of the theory and help with theory-skills integration.

CONFIDENTIALITY (SCPE 2.5)

In this course, you will be involved in an experience that involves significant disclosure of personal information. It is your responsibility and duty to maintain confidentiality and trust. You are expected to study the ASCA ethics code that will be contained in the class readings, paying particular attention to issues of confidentiality and client's rights. There are times and conditions under which confidentiality can or must be broken. These are:

1. If a class member threatens danger to him/herself, the instructor is required by law to make those limited disclosures necessary to avert that danger.
2. If a class member threatens grave bodily harm or death to another person(s), the instructor is required by law to inform the intended victim(s) and appropriate law enforcement agencies.
3. If there is any reasonable suspicion of child abuse or neglect, the instructor is required by law to report it immediately to the proper authorities.
4. If a court of law issues a legitimate subpoena, I am required by law to provide the information specifically described in the subpoena.

The course instructor is responsible to you to act professionally and ethically. The instructor is also responsible to uphold policies, practices and standards of the university and the profession.

Normally, these responsibilities are not in conflict and confidentiality can be maintained. If the instructor has concern about your current or future performance as a counselor/therapist, they may discuss this with other faculty members and particularly faculty on the department Student Affairs Committee.

It is important for you to know that you have the right and personal responsibility to share only what you want with the instructor and the other class members. You do not have to reveal anything in the group(s) that you do not want to reveal. Specifically, there is no pressure or expectation that you are to share shameful or painful experiences from your past. You are free to share such experiences if you view that as being in your interest, but there is no necessity. Experiential exercises or activities are optional and you may stop participating in any of them if you wish at any time without penalty. At the same time, if you find yourself not wishing to participate in the group(s) or in any of the experiential activities, or if your lack of participation poses a barrier to your interpersonal development, you may wish to reconsider if this is an appropriate program for you. You may prefer to drop the course and pursue another graduate program. This course, by its very nature, is experientially oriented.

Course Calendar and Reading Assignments

EPC 659 B

Spring 2021

Jan 25	Introduction and Overview Goal Setting for the semester Catching up with fieldwork over the break
Feb 1	Focusing the counseling session (SCPEs 5.1, 5.14) Reading Assignment: Ivey, Chapter 9 Fieldwork discussion and feedback
Feb 8	Confrontation Reading Assignment: Ivey, Chapter 10 Due: Verification of Membership in Professional Organization Verification of Professional Liability Insurance
Feb 15	Helping clients restore and action skills Reading assignment: Ivey, Chapters 11&12
Feb 22	Establishing therapeutic relationship (SCPE 5.1) Reading Assignment: Yalom, Chapters 1 to 11 Due: Video 1 with analysis
March 1	The use of here and now & The Professional School Counselor Reading Assignment: Yalom, Chapters 12 to 23
March 8	Self-disclosure Reading Assignment: Yalom, Chapters 24 to 32 Due: Video 2 with analysis
March 15	SPRING BREAK
March 22	Encouraging client self-disclosure and feedback Reading Assignment:

- Yalom, Chapters 33 to 40
CASE PRESENTATIONS
- March 29 Talking about death
Reading Assignment:
Yalom, Chapters 41 to 44
Due: Video 3 with analysis
CASE PRESENTATIONS
- April 5 Encouraging accountability
Reading assignment:
Yalom, Chapters 45 to 53
CASE PRESENTATIONS
- April 12 Client-counselor interactions
Reading Assignment:
Yalom, Chapters 54 to 65
CASE PRESENTATIONS
- April 19 Exploring client's present and past
Reading assignment:
Yalom Chapters 66 to 76
Video reviews
Due: Video 4 with analysis
PERSONAL THEORY BOOK REVIEW PRESENTATIONS
- April 26 Dreams
Reading assignment:
Yalom Chapters 77 to 85
Video reviews
Due: School Counseling Fieldwork Logs
Fieldwork Evaluation Form
Workshop Attendance Form
Verification of Personal Counseling Form
PERSONAL THEORY BOOK REVIEW PRESENTATIONS
- May 3 Wrap up
PERSONAL THEORY BOOK REVIEW PRESENTATIONS
- May 10 Year end celebration

Assignment Due Dates

- Verification of membership in a Professional Counseling Organization—due Feb 8th
Verification of Professional Liability Insurance—due Feb 8th
Fieldwork notes—due weekly beginning February 8
Counseling Videos—Feb 22nd, Mar 7th, Mar 28th, April 25th

Practicum Fieldwork Logs—due May 2nd
 Fieldwork Evaluation Form—due May 2nd
 Professional Workshop Attendance Verification—due May 2nd
 Verification of Eight Hours of Counseling (if not completed first semester)—due May 2nd

Grading

Fieldwork notes turned in on a timely basis	20%
Counseling videos and analyses	20% (5% each)
Classroom discussions and participation	15%
Case presentation	25%
Personal theory reading presentation	10%
Completion of all required paperwork on time	10%

Grading Rubric

- A All assignments completed and turned in on time (13 weeks of notes, videos, written analysis, workshop, personal counseling); participate in classroom discussion, use fieldwork discussion time in classroom to share stories or get feedback.
- A- Most assignments completed and turned in on time; occasionally participate in classroom discussions, share stories from field sites.
- B+ Most assignments completed and turned in on time; have participated in discussions.
- B Most assignments completed and turned in; have participated, but not often.
- I Incomplete—not all required assignments completed

University Policy on GPA Requirements for Graduate Programs (from the University Catalogue)

Students pursuing a Graduate Degree must maintain a minimum 3.0 (B) average in the formal program and the cumulative grade point average. No grade below a “C” can be counted in the formal program. Any grade of “C-” or below in the formal program must be repeated after an approved course repeat form has been filed. If the student does not receive a “C” or better on the 2nd attempt, the student will be disqualified from the program. A maximum of 6 units in the formal program may be repeated at the graduate level. The repeat grade will appear on the transcript. Departments may have higher standards that take precedence over the University policy.

EPC 659B INDEX for CTC Standards

Pages on which CTC Standards are Introduced in yellow

SCPE	Introduced
2.5	9
5.1	8, 10
5.14	10