



MICHAEL D. EISNER
COLLEGE OF EDUCATION

Department of Educational Psychology and Counseling

Course Syllabus
EPC 659D: Fieldwork in Counseling Services
Mondays 1-3:45pm – Spring 2022

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Note: I will respond to email communication within 48 hours Monday through Friday; if you have emailed after 5pm on Friday, I will respond to you the following Monday.

Course Description

This course serves as the university group supervision component of students' fieldwork placement, and as such is crucial to the successful completion of fieldwork requirements for the School Counseling program. EPC 659D is designed to be an application of what students have learned and are currently learning in their content classes, and is a capstone course of the School Counseling program. Subject matter will be presented in a personalized, interactive manner to complement professional standards and students' on-site field experiences by the practice of advanced skills and training.

This class will focus on group supervision of fieldwork, a process-oriented small group. The purpose of this small group is for each of the week's group members to reflect on their experience that week at their field sites, and to further develop counseling and communication skills. At times during the semester, there may be focus on content specific information via review.

Catalog Description: Supervised field training in an organized program for those specializing in Pupil Personnel Services at either elementary or secondary level or those in community-based counseling programs. Flexible units with consent of advisor. Normally, students enroll in EPC 659C and 659D for two, 3-unit semesters. A third semester may be required with consultation with the advisor. (Credit/No Credit only)

Units: 3

Prerequisite: Admission to master's program in counseling at CSUN and EPC 643, 655, 659A, 659B.

College of Education Conceptual Framework

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

CACREP Standards Covered in this Class

The School Counseling program at CSUN will be applying for accreditation by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). This accreditation will provide 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 reviewed by external experts. This course is based on CACREP School Counseling Competencies and California School Counseling Standards. A full text of the specific standards and competencies is available by accessing the CACREP website and the CTC website.

The CACREP Core Standards addressed include:

- 1F. Professional counseling organizations, including membership benefits, activities, services to members, and current issues
- 1I. Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling
- 1L. Self-care strategies appropriate to the counselor role
- 1M. The role of counseling supervision in the profession

2C. Students actively identify with the counseling profession by participating in professional counseling organizations and by participating in seminars, workshops, or other activities that contribute to personal and professional growth.

5B. A systems approach to conceptualizing clients

The CACREP 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
- 2I. Signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs
- 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

CTC School Counseling Performance Expectations Addressed

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 5.13: Attend continuing education sessions for professional development on topics related to crisis, trauma, and mental health services provided to students in the PreK-12 school system.

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.

SCPE 9.8: Possess knowledge, understanding, and experience with at least one student information system.

Specific Course Goals & Objectives

1) To provide students with in-the-field experience in professional school counseling under the tutelage of an on-site supervisor who is a professional school counselor. (CACREP Standard Section III, P & R)

- A. **P.** Site supervisors have (1) a minimum of a master's degree, preferably in counseling, or a related profession; (2) relevant certifications and/or licenses; (3) a minimum of two years of pertinent professional experience in the specialty area in which the student is enrolled; (4) knowledge of the program's expectations, requirements, and evaluation procedures for students; and (5) relevant training in counseling supervision.
- B. **R.** Written supervision agreements define the roles and responsibilities of the faculty supervisor, site supervisor, and student during practicum and internship. When individual/triadic practicum supervision is conducted by a site supervisor in consultation with counselor education program faculty, the supervision agreement must detail the format and frequency of consultation to monitor student learning.

2) To provide students with the knowledge necessary to conceptualize student concerns and needs, and to provide opportunities to consider professional and ethical issues as they occur in actual counseling settings, and with opportunities to evaluate personal effectiveness as a school counselor.

MODES of INSTRUCTION: Readings, group discussions, case presentations, group supervision, and professional development.

Policies and Resources

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, Instagram, SnapChat, etc. or emailing during class. It is very distracting to others.
- Managing personal information (own and others’) appropriately.
- Seeking assistance related to assignments well 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.

Zoom specific norms:

- To help keep background noise to a minimum, make sure you mute your microphone when you are not speaking.
- Be mindful of background noise.
- Limit distractions.
- Avoid multi-tasking.
- Check private messages in the chat before you send them.
- Close Facebook, Twitter, messaging applications, etc. before screen sharing (if applicable).
- For supervision class, camera should be on.

Students who have difficulty in one or more of these areas may be referred to the department student affairs committee for further review.

Requests for Incompletes

Incompletes will only be considered in accordance with university policy, which requires that 75% of the course be completed prior to unforeseen grave circumstances 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. *See useful links on the following page.*

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.

Students with Disabilities

If you have any special needs as addressed by the Americans with Disabilities Act (ADA) and need course materials in alternative formats, notify your course instructor within the *first two weeks of class*. Students interested in accommodations should contact the university's office for students with disabilities; only this office can recommend and arrange for accommodations (Disability Resources and Educational Services, 818/677-2684). No accommodations may be made without their approval. Any and all reasonable efforts will be made to accommodate any 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*. 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 (link does not work in Safari- Use Firefox, Google, or other web browser)

[Incomplete Request Form](#)

Disabilities Resources and Educational Services

[DRES](#)

The Pride Center

[CSUN Pride Center](#)

Writing Center

[Learning Resource Center](#)

CSUN Student Conduct Policies

[Student Conduct Policies](#)

Research and Library Assistance

[Research and Library Assistance](#)

University Counseling Services

[UCS](#)

If you are facing challenges related to food insecurity, housing precarity/homelessness, mental health, access to technology, eldercare/childcare, or healthcare, you can find guidance, help, and resources from **CSUN with A HEART** (<https://www.csun.edu/heart>).

COURSE REQUIREMENTS

1. FIELDWORK

- Students shall accumulate 10 clock hours of service each week. *However, it is strongly recommended that students consider accumulating more clock hours per week in order to complete the course requirements in one academic year.*
- **For CC/SS students:** During 659C/D, students must be in a fieldwork placement throughout the duration of the course. The Counseling program at CSUN requires that students complete a supervised fieldwork experience of 800 clock hours (during this second year, students will complete 600 of the 800 hours, with a minimum of 240 hours direct contact for CACREP). Students should be at a field placement site that adheres to the standards and practices recommended by the National Association of Student Personnel Administrators.
- **For SC students:** During 659C/D, students must be in a fieldwork placement throughout the duration of the course. The Counseling program at CSUN requires that students complete a supervised fieldwork experience of 800 clock hours (during this second year, students will complete 600 of the 800 hours, with a minimum of 300 clock hours of direct service for the CTC [specific to school counseling]). Students should be at a field placement site that adheres to the standards and practices recommended by the American School Counseling Association.
- *It is important for you to identify whether you will be able to engage with students in direct service.*

CACREP standards for students' fieldwork experience (internship) are as follows:

- A. A minimum of one hour per week of individual supervision throughout the internship, usually performed by the on-site supervisor.
- B. Developing audiotapes of the students' interactions with K-12 students.
- C. Supervised experience in the use of professional resources such as assessment instruments, professional literature and research, and information and referral to appropriate providers.
- D. Participation at fieldwork sites throughout the duration of the public school academic year.

Note: if students complete the required 800 hours before the end of the semester in which they are enrolled in this course, they must still complete their commitment to the field site as a requirement for successful completion of the course.

These standards also meet requirements for the CTC.

2. CLASS ATTENDANCE & PARTICIPATION

Class attendance in EPC 659D for the entire period is required, and students are expected to attend all class sessions and participate actively in the class by raising questions, sharing experiences, and expressing their interests and ideas. In addition, active participation in-group supervision is a core requirement for this course. **Note:** more than two (2) absences will result in an "I" (incomplete) in the course. If you have an unanticipated absence, please notify the professor as soon as possible via email.

3. FIELDWORK SITE ATTENDANCE (SCPE 9.8)

Consistent and punctual attendance at your fieldwork site is required. More than three (3) unexplained absences at the field site will result in an incomplete (I) in the course. If you are late or absent due to an emergency, you are expected to notify your site supervisor and all other necessary parties in a prompt and professional manner. You are responsible for ensuring that your field site supervisor knows when you are engaged with students and may require access to any Zoom meeting. It is strongly suggested that students continue to obtain as much experience as possible with the school site student information session.

4. ETHICS and CONFIDENTIALITY

Ethical guidelines regarding the activities and reporting of professional counseling activities will be strictly adhered to at all time. Students are expected to adhere to the Ethical Guidelines of the American School Counseling Association (ASCA). Therefore, it is the student's responsibility to know which concerns fall within the Ethical Guidelines, and which do not (you can always consult with the professor if questions arise). Students are expected to recognize issues that arise at the field site that involve, *or may potentially involve*, legal or ethical violations, including possible harm to self or others, and if and when such issues arise, students must immediately report concerns to both the field site supervisor and to their 659 professor. Students are required to conduct themselves in a professional, and ethical manner in all circumstances associated with the fieldwork experience.

Should you experience a serious concern at your field site, you should first consult with your supervisor and contact your 659D instructor. If you cannot reach your instructor, you should contact Dr. Minton directly at (626) 498-9940.

Confidentiality is an especially important expectation for participation in this course. Given the nature of counselor education, we will use examples, demonstrations, and actual case material during the course of instruction. Students are expected to maintain confidentiality and to respect the right to privacy of clients, students, their fellow graduate students, and their supervisors.

5. GROUP SUPERVISION of FIELDWORK

► Group Supervision is facilitated by your professor and involves the active participation of every student. Four to Five students will have 10 minutes every other week to share with the class an experience from their field site, as noted on the Counseling Case or Situation Discussion handout in Canvas. Your presented case should include information to address the prompts included on the handout **(CACREP Core Standard 1M)**.

Note: Part of the class is one and one-half (1.5) hours of direct in-group supervision.

Even though you may not be scheduled to present a case, but you would like feedback from the group, you will have the opportunity to do so.

6. PROFESSIONAL LIABILITY INSURANCE

Students must show proof of professional liability insurance to the professor (CACREP standard Section III, M). Very reasonable rates for student insurance are available through the American Counseling Association, the American School Counselor Association (ASCA), HPSO, and others. **(CACREP Standards Section 2.C; CACREP Core Standard 1F)**

7. WORKSHOP ATTENDANCE (SCPE 5.13)

Attendance at a professional workshop during the semester of at least four hours in length is a

requirement. The workshop must be pre-approved by your 659D professor. Attendance to workshops focused on crisis, trauma, and mental health are encouraged. Document attendance on a “Professional Workshop Attendance Verification” form (See School Counseling Student Handbook); have it signed and submit on the due date. (**CACREP standard Section 2.C; CACREP Core Standard 1F**)

STUDENT ASSIGNMENTS

Assignments are designed for students to reflect and think critically about classroom learning and practice in the field.

1. FIELDWORK NOTES

Due: Weekly

Fieldwork Notes are due, and must be submitted at the beginning of every class session. **NO EXCEPTIONS**. Students will submit notes each week via Canvas. The professor will provide regular feedback through the Canvas platform. **Note:** For some weeks, there may be very minimal feedback offered. Notes must follow the format for Fieldwork Notes provided in the Appendix.

2. SESSION NOTES (SOAP Notes)

Due: weekly, starting January 31

Students will complete SOAP notes (session notes) in Tevera. You will complete a session (SOAP) note after each session for one to two cases that you follow closely for more than 3 weeks. If you do not have continuous engagement with one individual, you will pick a specific case to complete a session (SOAP) note each week. You should only complete 1-2 SOAP notes each week.

3. ETHICS IN YOUR WORKPLACE

It is requested that students focus on ethical and legal issues/concerns that arise at their field sites. Please give specific focus on to ethics and legal issues/concerns in your weekly share outs during group supervision [see outlines] (**CACREP Core Standard 1I; Specialty Standard 2N**).

4. COUNSELING CASE STUDY ASSIGNMENT (**SCPEs, 5.1, 5.14**) **Due: See available dates**

Case studies provide students the opportunity to gain insight by working closely with individuals and developing the in-depth understanding that enables professional school counselors to work effectively with students, and their referring agent(s) within the context of a P-12 school setting.

Your assignment is to present to the class an audiotaped session of your work with a P-12 student. This session should be with an individual with whom you have ongoing counseling sessions over the course of the semester, and your verbal report of this—in outline format will be given at the beginning of the case presentation. A CACREP requirement mandates that students record their counseling interactions with students at the field site in either an audio and/or video format so that counseling skills can be reviewed during the fieldwork class for group supervision. Therefore, counseling sessions from your field site should be recorded (video or audio) as often as possible, with prerequisite parental informed consent*. You are urged to make taping a regular part of your sessions, and to tape as many sessions with as many different pupils as possible, and encouraged to present more than one taped counseling case as class time permits. (**CACREP Core Standard 5b; School Counseling Specialty Standard 2g, 2i, 2n, 3f**)

IMPORTANT: You must present a clearly audible recording of your work with a **P-12**

student for the class presentation. Avoid disappointment by testing your recorder prior to each session. Recordings that are not clearly audible will not be played and do not fulfill the assignment.

5. Peer Counseling Sessions

Each student will record 3 counseling sessions with 3 different class students. Students will be allotted time during the first class to choose their partners for each of the 3 sessions. During these counseling sessions, each student will treat the session as the 3rd or 4th session, where they are actively engaged in the working stage of the session. Students are required to submit videos of each session practicing from a SFBT, PCT, and CBT framework.

The counselee is required to create a vignette to share with the counselor reviewing the presenting issue, why they are seeking counseling, and how long the problem has occurred. The vignettes are due to the faculty by week 2. After review, the faculty will give clearance for counselees to share the vignette with each of their matched student counselors.

6. End of Second Year Documentation - School Counseling Students

Your second-year documentation will include your fieldwork logs, and will serve as verification of your student fieldwork documentation and also as preparation for your PPS credential application.

Fieldwork Documentation

Fieldwork Evaluation Forms (student, field experience)
Professional Workshop Attendance Verification Form
School Counseling Fieldwork Logs
Fieldwork Agreement Forms
Tally Sheet

Other Documentation

Practicum Logs
Personal Counseling Form
Unofficial Transcript
Disposition Survey
Program Completion Form

**All required documentation can be found on the PPS Completion Meeting Doc Canvas.*

MENTORING

Continue to engage with your MENTEE (the first-year practicum school counseling student with whom you began a mentoring relationship during Fall semester). As a reminder, mentoring can be included in your 800 field hours by adding this time to the “mentoring” section of your fieldwork log.

7. SELF-CARE

As a group, we will engage in weekly self-care. This will include a variety of topics. Each week, one class member will research a self-care activity to present to the class. The activity should be one that reduces stress, and should be supported by evidence. The class will complete the activity over the course of the week, and share out about our engagement experiences during the next class session. Because some may have limited mobility, please be sensitive as you choose your

activity for the group. For example, avoid recommending that the class complete a 2-hour hike twice that week, and instead choose activities that can be easily done that many would find relaxing and a way to effectively reduce stress. **(CACREP Core Standard 1L)**

Students will post their self-care activity through a discussion thread in Canvas (with citations for support), which the class will engage in over the course of the week. Students are encouraged to respond in the discussion with how they engaged in the activity, if they found it relaxing and enjoyable, with reasons for why or why not.

When posting your self-care activity, please enter as follows: **Self-care_Week # & date_Title of Activity**

COURSE EVALUATION

The course grade of Credit/No Credit will be based upon the successful completion of the above requirements by the final week of the semester. If you have not met all of the above-listed requirements, you may receive an “I” or “NC” for the ending grade. **Note:** You may enroll in additional fieldwork classes to complete the requirements. If your work is incomplete, but you have completed at least 75% of course material by the end of the semester, you must provide your instructor with an Incomplete Form by the last regularly scheduled class meeting.

NOTE: The professor reserves the right to modify any aspect of this course as needed, including scheduling, grading, and substance of assignments.

Spring 2022 EPC 659D Course Calendar

Date	Activities	CACREP Standards Addressed	Due	Self-Care (CACREP Core Std. 1l)	Case Presentation (CACREP School Counseling Specialty Std. 2g, 2i, 2n, 3f)
1/24	Introduction to Course Syllabus Review; Case Presentation & Case Discussion Review; Fieldwork Notes; Supervision	Core stds. 1i, 1m & 5b; School Counseling Specialty Std. 3f			<i>No case presentation</i>
1/31	The ASCA National Model; ASCA Ethical Standards review; CAS Higher Education Standards; Supervision	School Counseling Specialty Stds. 2a	Proof of Professional Liability Insurance; Fieldwork Notes; SOAP Notes		

2/7	Supervision; Social Justice Counseling Concepts	School Counseling Specialty Stds. 2g & 2n	Fieldwork Notes; SOAP Notes		
2/14	Supervision	School Counseling Specialty Std. 2n	Fieldwork Notes; SOAP Notes		1. 2. 3.
2/22	Supervision; Assessing your multicultural counseling competency	School Counseling Specialty Std. 2n	Reading: Multicultural and Social Justice Counseling Competencies (MSJCC); Fieldwork Notes; SOAP Notes		1. 2. 3. 4.
3/1	Supervision	School Counseling Specialty Std. 2n	Fieldwork Notes; SOAP Notes		1. 2. 3. 4.
3/22	Supervision	School Counseling Specialty Std. 2i	Fieldwork Notes; SOAP Notes		1. 2. 3. 4. 5.
3/8	Supervision	School Counseling Specialty Std. 2n	Fieldwork Notes; SOAP Notes		1. 2. 3. 4.
3/21	Spring Break				

3/29	Supervision; Counselor identity	School Counseling Specialty Std. 2n	Fieldwork Notes; SOAP Notes		1.
					2.
					3.
					4.
4/5	Supervision	School Counseling Specialty Std. 2g	Fieldwork Notes; SOAP Notes		1.
					2.
					3.
					4.
4/12	Supervision; Working with LGBTQ and gender non-conforming students	School Counseling Specialty Std. 2n	Fieldwork Notes; SOAP Notes		1.
					2.
					3.
					4.
4/19	Supervision	School Counseling Specialty Std. 2n	Fieldwork Notes; SOAP Notes		1.
					2.
					3.
					4.
4/26	Supervision	School Counseling Specialty Std. 2n	Fieldwork Notes; SOAP Notes		1.
					2.
					3.
					4.
5/3	Supervision	School Counseling Specialty Std. 2n	Fieldwork Notes; SOAP Notes		1.
					2.
					3.
					4.
5/10	Supervision; Letter of Recommendation; <i>This content may be reviewed 5/3/2021.</i>		Workshop Verification; Fieldwork Logs; Fieldwork Notes; SOAP Notes	No presentations this week.	

EPC 659D INDEX for CTC Standards

Pages on which CTC Standards are Introduced in yellow

SCPE	Introduced
5.1	8
5.13	7
5.14	8
9.8	6