

Week	Date	Topic	Reading	Assignment Due
1		<ul style="list-style-type: none"> • Introduction to Course/Practicum • Syllabus /Assignments Review • History of LPCC in California and BBS LPCC Licensure Pathway Overview • Telemental Health (part 1) 	FW #1 Fieldwork Handbook FW #2 Résumé Sample FW #8 Standards for Supervisors ACA Codes of Ethics (2014) Review materials on Canvas	Initial Paperwork Due: FW #3 Introduction Letter to Supervisor FW #4 Fieldwork Placement Info FW #5 Field-site Information FW #6 Fieldwork Student Release FW #7 Fieldwork Agreement (<i>Due Week 1 and no later than Week 2</i>)
2		Crisis Management Issues Review, including Crisis and Trauma Counseling, Spousal or partner abuse issue Telemental health (part 2)	Review materials on Canvas; Gehart, Ch. 1 & 2	Practicum Site Presentation (to be assigned)
3		Legal and Ethical Issues Review	Review materials on Canvas Gehart, Ch. 3; Selected reading in Caldwell	Practicum Site Presentation (to be assigned)
4		Counseling Theories Review	Review materials on Canvas; Gehart (theory of choice)	Individual Formal Case Study due (to be assigned)
5		Clinical Assessment Issues Review	Review materials on Canvas; Selected reading Morrison Selected reading in Caldwell;	Individual Formal Case Study due (to be assigned)
6		Career Counseling Theories and Assessment Issues Review	Review materials on Canvas Selected reading in Sharf:	Individual Formal Case Study due (to be assigned)
7		Human Diversity Issues Review p1 Including Psychological and social-cultural variables associated with sexual behavior and gender identity:	Prepare process recording	Individual Formal Case Study due (to be assigned)
8		Human Diversity Issues Review p2 Including Aging, Long Term Care and Elder/Dependent Adult Abuse	Review materials on Canvas; Gehart, Ch. 14	Individual Formal Case Study due (to be assigned)
9		Transference/Countertransference Issue Issues Review	Review materials on Canvas; Selected reading in Anderson & Stuart	Process Recording Due
10		Treatment /Service Planning Issues Review	Review materials on Canvas Gehart, Ch. 15 Selected reading in Caldwell;	Reflection Journal (Weeks 4-9) Due
11		Treatment /Service Planning Issues Review	Review materials on Canvas Gehart, Ch. 15 Selected reading in Caldwell;	Corrections to Individual Formal Case Study due
12		Additional services/referrals Issues Review	Review materials on Canvas;	
13		Additional services/referrals Issues Review	Review materials on Canvas	Learning Team project due (conference proposal)
14		Personal and Professional Growth Review	Review materials on Canvas; Selected reading Anderson & Stuart; Caldwell	Reflection Journal (Weeks 10-14) Due
15		Course Summary		Final Paperwork Due: FW #9 Fieldwork Logs FW #10 Workshop Attendance Verification FW #12 Student Evaluation Self/ online.



MICHAEL D. EISNER
COLLEGE OF EDUCATION

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY & COUNSELING

COURSE SYLLABUS

EPC 659JC–Fieldwork in Clinical Counseling

Fall 2022

Tuesdays: 7:00 pm - 9:45 p.m. • Location: Online (invitations will be sent via CSUN zoom)

Instructor:

Office:

Phone:

Email:

Office Hours:

Course Description: *Prerequisites:* Admission to CSUN's Master of Science in Counseling Program; EPC 659A/EPC 659B and EPC 659CC/EPC 659DC. Intensive supervised fieldwork experience where students gain hours under an approved counseling/mental health provider and receive supervision by an approved site supervisor. In addition, students will meet weekly for a minimum of 1.5 hours of university group supervision with the practicum instructor to review their counseling work and receive instruction on related professional issues. (Grading: Credit/No Credit only)

College of Education Conceptual Framework

The faculty of the Michael D. Eisner College of Education, regionally focused and nationally recognized, is committed to Excellence through Innovation. We believe excellence includes the acquisition of professional knowledge, skills, and dispositions and is demonstrated by the growth and renewal of ethical and caring professionals - faculty, staff, students - and those they serve. Innovation occurs through collaborative partnerships among 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.

- We value academic excellence in the acquisition of professional knowledge and skills.
- We value the use of evidence for the purposes of monitoring student growth, determining the impact of our programs, and informing ongoing program and unit renewal. To this end we foster a culture of evidence.
- We value ethical practice and what it means to become ethical and caring professionals.
- We value collaborative partnerships within the College of Education as well as across disciplines with other CSUN faculty, P-12 faculty, and other members of regional and national educational and service communities.

- We value diversity in styles of practice and are united in a dedication to acknowledging, learning about, and addressing the varied strengths, interests, and needs of communities of diverse learners.
- We value creative and reflective thinking and practice.

Instructional Philosophy

Learning-Centered Education

- A cross-disciplinary, constructivist, andragogical 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 democratize 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.

Course Learning Objectives

As a result of this course,

- Students will be able to apply counseling theories and methodologies with increasing discernment;
- Students will increase their awareness of the larger professional community, the impact students' professional actions have, and how these actions reflect on students, CSUN, agencies, future jobs, LPCCs, and the community at large;
- Students will continue to work toward continually improving their interpersonal skills and in identifying and understanding the ethical issues related to providing counseling;
- Students will further master their case conceptualization skills via bio-psycho-social intake/assessment/treatment plan and process recording assignments; and
- Students' competencies will be verified by site supervisors.

Learning Modules of EPC659JC

This class incorporates lecture, discussion, and formal/informal case studies presentations. In addition, the following modules with materials addressing clinical, case management, advocacy, and professional development issues topics will be posted in CANVAS to facilitate individual learning:

- **Crisis Management Issues Review, including Crisis and Trauma Counseling, Spousal or Partner Abuse Issues:**
 - *Six stages of crisis cycle* and how to apply them in the treatment process;
 - Most important aspects of *proactive* safety planning (including a *three-level safety plan*);
 - Potential obstacles and resources in developing an *efficient, clinically relevant, and legally and ethically sound safety plan*.
 - Elements of field safety
 - Most Common Crisis Management Issues to be Identified in Formal Case Studies (Crisis associated with abuse/neglect; Spousal abuse/DV; Suicidality; Homicidality; Medical issues; Substance Abuse; Depression; Anxiety);
 - Domestic Violence
 - Legal Resources and Safety Supports
 - Effect of DV on Young Children
 - The impact of violence on teen dating relationship
 - Understanding the cycle of violence
 - Understanding battering thoughts, behaviors, and emotions
 - Physiology of a traumatic Injury: the fear center, the limbic center, the pre-frontal cortex
 - Victim vs. survival
 - Child Abuse and Neglect Prevention, Intervention and Treatment
 - Child Abuse Prevention and Treatment Act (CAPTA)
 - Reporting Requirements related to California Child Abuse and Neglect Reporting Act (CANRA)
 - A “good faith” report
 - Consequences of failing to report false
 - Positive and negative reporting
 - The role of DCFS/CPS and the steps in an investigative report
 - The role that culture play in child maltreatment interventions
 - Bullying (per CA Ed Code 48900r) and School/Community Violence or Maltreatment
 - Protective factors for child and family characteristics associated with maltreatment
 - Specific trauma related disorders, other trauma related and co-occurring disorders;
 - Common experiences and responses to trauma in children, adults, and families,
 - Assessment strategies and various approaches to working with clients and families affected by trauma;
 - Evidenced-Based (vs. practice-based) practices commonly incorporated into current practice.
- **Legal and Ethical Issues:**
 - Taking a proactive, thoughtful caring stance;
 - The three-level (legal/ethical/clinical) thinking;
 - Importance of consulting and documenting;
 - Ten Legal Issues (Responsibilities) that one *must* recognize and act upon (Mandated Responsibility; Danger to self; Danger to others; Spousal Abuse; Scope of practice; Privilege; Exceptions to Privilege; Consent / Consent for minors; Records (keeping/ releasing); Fees setting)

- Ten Ethical Issues (Responsibilities) that one *should* recognize and act upon (Professional and Personal Values; Scope of practice/competence; Confidentiality/Exceptions; Informed consent (info about services; approach); Legal issues; Expectation about counseling/counselors; Boundaries; Psychotherapy and sex; Counter-transference; Multi-cultural awareness.
- **Major Counseling Theories Review:**
 - Major individual and family-oriented theory of counseling (Primary focus; View of maladaptive behaviors; Most common goals; Assessment techniques; Therapy techniques; Indicator/Counter-indicator; Strengths/Weaknesses; Therapist's role)
- **Major Career Counseling Theories and Career Assessment Issues Review**
 - Major career counseling approaches (Trait and Type; Life-Span; Special focus theories);
 - Review of major assessment strategies based on theoretical basis and target population.
- **Clinical Assessment and Diagnostic Processes:**
 - History of DSM and major categories of DSM-5
 - Diagnostic Interview
 - Diagnostic challenges including coordination of care with other professionals (social workers, counselors, therapists, psychologist, psychiatrist) and organizations (hospitals, mental health clinics, rehabilitation centers, assisted living, residential facility for adolescents, and others).
 - Mental Status Exam (review of clinical language/terms; MMSE; multicultural issues related to administering MSE and MMSE)
 - Advanced psychopathology (EPC659KC):
 - Disruptive impulse control and conduct
 - Dissociative disorders
 - Psychotic disorders
 - Personality disorders
 - Feeding and eating disorders
 - Neurocognitive disorders
 - Sleep-wake disorders
- **Case Conceptualization and Treatment Planning:**
 - Theory-based and clinically based case conceptualization
 - The 3-stage treatment planning
- **Treating Families:**
 - Treatment of blended families
 - Treatment of single parent families
 - Treatment of couples with issue of infidelity
 - Treatment of families impacted by separation and divorce
 - Treatment of families impacted by medical problems and chronic medical issues
 - Treatment of families impacted by chemical dependence
 - Treatment of families with dual careers
 - Treatment of families impacted by unemployment

- **Part I: Human Diversity Issues Review Including Psychological and Social-cultural Variables associated with Sexual behavior and Gender identity:**
 - Current human diversity issues affecting mental health (Demographics of neighborhoods; Age; Ethnicity; Socioeconomic disparities; Homelessness; New definitions of *family*; Consumer expectations; Culturally and linguistically appropriate services; Protections for classes of individuals, as well as protection against discrimination; Disparity between mental health care providers and the communities served; New and emerging mental health issues, such as post-traumatic stress disorder (PTSD); Bioterrorism, survivors of hostage situations, genocide, and torture; Populations are redefining health, mental health, and mental illness in their own contexts.)
 - Psychological and social-cultural variables associated with sexual behavior and gender identity: Sexuality In Childhood (Birth To age 2); Sexuality In Early Childhood (Ages 3 to 7); Sexuality in Preadolescence (Ages 8 to 12); Sexuality in Adolescence (Age 13 to 19); Sexuality in Adulthood (18-24), Sexuality in older adults (65+); Development of attachment bonds and its relationship to sexuality.
 - Most Common interventions to address human diversity issue

- **Part II: Human Diversity Issues Review, Including Aging, Long Term Care and Elder/Dependent Adult Abuse:**
 - Most common mental health challenges in older adults: depression and anxiety, schizophrenia spectrum, substance abuse, dementia and Alzheimer’s diseases;
 - Interventions for mental illnesses in older adults;
 - Preventive strategies for elder/dependent adult abuse;
 - Quality and meaning of life.

- **Counter-transference**
 - Four concepts of counter-transference: Classical, Totalistic, Complementary and Relational.

- **Major Case Management and Advocacy Approaches Review:**
 - Incorporating models of “clinical loop” and “case management loop”;
 - Case Management needs assessment tool;
 - Understanding political advocacy processes;
 - Working with families and community organizations.

- **Personal and Professional Growth:**
 - Identity issues of Professional Clinical Counselor in CA;
 - Proactive stance in professional organization and local community

Signature Assignments

This course has signature assignments that are designed to ensure that all students demonstrate competency in core knowledge and skills. These are evaluated using a standardized scoring rubric and is used to measure student learning outcomes in the program and to provide faculty with information about the effectiveness of the curriculum.

Signature Assignments in this course are:

- Practicum Site Presentation
- Individual Formal Case Study and Demonstration
- Process Recording
- Reflective Journals
- Learning Team Project

For detailed description of these assignments, please refer to the [Overview of Course Activities](#).

In addition to signature assignments, students are expected to

1. Develop a statement of personal/professional goal(s) (part of Reflective Journal, Week 1 or 2 entry).
2. Complete a minimum of **100 hours of direct client service** in EPC 659JC. (If hours beyond 100 are accumulated in the fall semester, they may be carried over to the spring semester.)
3. Site Visit: Each student is required to have and to attend the site visit by the instructor. Although all attempts will be made to hold the visit at a time convenient to all, students are expected to rearrange their schedules to make the meeting if necessary.
4. Receive a satisfactory evaluation (at least score of “3” on a 1 to 5 scale in each area) from their field site supervisor.
5. Maintain professional liability insurance while seeing clients (note: clinical hours do not count if students do not have a current and documented current professional liability policy).
6. Become a member of a professional counseling organization (ACA and/or CALPCC).
7. Develop a system for tabulating clinical hours accrued toward licensure.
8. By the end of semester, the student’s supervisor must complete an online evaluation of student, and student must complete a self-evaluation. At the end of the fieldwork experience, students must complete an evaluation of the supervisor and of the site.

Required Books/Readings

Anderson, C. M., & Stewart, S. (1983). *Mastering resistance: A practical guide to family therapy*. New York: The Guilford Press.

Caldwell, B. E. (2020). *Basics of California Law for LMFTs, LPCCs, and LCSWs (7th ed.)*. Los Angeles: Ben Caldwell Lab.

Gehart, D. (2016). *Theory and treatment planning in counseling and psychotherapy*. Belmont, CA: Brooks/Cole.

Morrison J. (2016). *The first interview*. (6th ed.). New York: Guilford Press.
(It is acceptable to obtain and use an earlier edition.)

Sharf, R. S. (2013). *Applying career development theory to counseling*. (8th ed.). Boston: Cengage. (It is acceptable to use an earlier edition or a different textbook for your prior Career Counseling Course)

Weekly Reading (articles, hand-outs) posted in Canvas or sent by the instructor

Required References

American Psychiatric Association. (2013). *Diagnostic and statistical manual for mental disorders* (5th ed.). Washington, DC: Author.

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author.

American Counseling Association (2014). ACA Codes of Ethics. Available online.

Instructional Format

This graduate seminar course will include lecture, experiential activities, and in-class dialogue. The course may also include online components on Canvas (<http://Canvas.csun.edu>; use your CSUN user ID and password to log on).

Overview of Course Activities

Participation and Attendance

Participation: This portion of the grade covers regular and prompt attendance as well as the *quality of* student participation in classroom exercises and discussion. Additionally, this grade will also be determined by the student's professional conduct and attitude, which should reflect an understanding of professional ethics codes, particularly those set forth by the American Counseling Association (ACA). Students are expected to participate actively and constructively in class, to adhere to professional ethical codes of conduct, and in general contribute positively to class culture.

Attendance: More than one excused or one non-excused absence, along with arriving late or leaving early will likely impact passing of this course. Reason(s) for absence and the student's manifested responsibility regarding the absence will be taken into consideration.

Professionalism: As a course in a professional training program, students are expected to consistently demonstrate professional behavior; this is counted toward your participation grade. This includes, but is not limited to:

1. Being on time: to class and with assignments and administrative forms
2. Engaging in respectful interactions with peer students, faculty, and site supervisors
3. Proactive engagement in learning process and assignments is expected. Please note that points will be deducted each workshop should a student not actively participate during class activities.
4. Being organized and prepared for class and presentations at the start of the class time
5. Managing paperwork and technology effectively

6. Managing personal crises effectively; notifying the instructor in a timely manner when necessary
7. Managing personal information (own and others') appropriately

Professional Behaviors on Zoom:

1. Dress as if you attend a class on Campus.
2. Take a look in the mirror *before* the meeting begins.
3. It is preferred (not required) that you keep the camera on except for breaks.
4. Position your camera properly.
5. Light the front of your head, not the back!
6. Prepare materials in advance.
7. To help keep background noise to a minimum, make sure you mute your microphone when you are not speaking.
8. Be mindful of background noise.
9. Type quietly.
10. Limit distractions.
11. Avoid multi-tasking.
12. Check private messages before you send them.
13. Close Facebook, Twitter, messaging applications, etc. before screen sharing.

Initial Paperwork (Due completed and signed [as relevant] by supervisors in Week 2)

Submit the following paperwork:

- **FW #3** Introduction Letter to Supervisor
- **FW #4** Fieldwork Placement Info
- **FW #5** Field-site Information
- **FW #6** Fieldwork Student Release
- **FW #7** Fieldwork Agreement

Weekly Summary of Hours (Due Weeks 2-15)

Submit *a copy of* the Summary of Hours (see Attached form) WEEKLY at the beginning of each class

- **FW #9** Fieldwork Logs. The weekly log is to be signed each week by the site supervisor. You may be asked to share those logs with your instructor during the semester.

Practicum Site Presentation (Date to be assigned in the first class)

Discuss your particular site in detail. Prepare a PowerPoint presentation and include the following information:

1. Formal Mission Statement.
 - a. Agency's vision and values;
2. History of the agency;
3. Services provided;
 - a. Population served;
 - b. Place and role of this agency in the local community;
4. Details about supervision and supervisors;

5. Professional team members (different professions/licenses employed: BA-level, Interns/Trainees; MA/MS-level (LPCC, LMFT, LCSW), Ph.D.-level professionals.
 - a. Make a statement about potentials for LPCCs.
6. Accreditations, licenses, and certifications;
7. Reflect upon how you are going to benefit from your trainingship (your dreams, aspirations, goals).

This presentation should be 10-15 minutes in length. Be sure to be familiar with each statement included in your presentation Powerpoint before your presentation (i.e., practice in advance.)

Process Recording (Due Week 9)

- A. After obtaining your supervisor's approval and your client's written permission, record at least one counseling session via video or audio recorder. (It is highly recommended to record all of your sessions.)
- B. Review your recording and select a 15-20-minute segment that you believe exemplifies your best work as a counselor;
- C. Transcribe using the following format:
 - **Content**: word-by-word transcription of your (counselor) and your client's verbal and non-verbal exchanges;
 - **Client's feelings/affect**: Indicate how you interpreted your client(s) feelings moment-to-moment as the activity or verbal / non-verbal interchange was taking place.
 - **Counselor's experience**: Indicate how you were feeling and experiencing a given exchange. Be as open and honest as you can and don't worry about having to use any special professional language-tell it as you feel it.
 - **Counseling skills used**: Identify the interviewing skills you used in your interaction with the client(s) (e.g. exploration, summarization, clarification, guidance, education, etc.).
 - **Other Possible Responses**: Identify how else you could have handled given counseling situation

Counseling Session Process Recording Outline

1. Date
2. Student's name, supervisor
3. Client's initials
4. Referred by
5. Identifying information: age, sex, race, ethnicity, class, education level, religion, marital status, employment:
6. Session number:
7. Clearly state client's goals and your objectives for this specific session.
8. Log:

Session Content and Non-Verbal Behavior	Client's Feelings/Affect	Counselor's Experiences (feelings)	Counseling Skills Used	Other possible responses
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a. b. c., etc.				
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9. Summary and Reflection:

- a. Identify presenting issues and any recurring themes and patterns.
- b. Identify human diversity issues during the interaction and their impact on the session.
- c. Identify at least one effective and one ineffective intervention.
- d. What would you do different or differently next time? Why?
- e. Describe your own feelings and how they impacted both the counseling process and the client.
- f. List questions for supervisory or in-class discussion.

Weekly Reflective Journal (Due Weeks 3, 10, and 14)

Counselor's awareness of self and his/her ability to reflect upon learning and counseling processes are among the most important qualities and skills of an effective professional in the helping field. During the next semester, as you polish your understanding of the counseling field, you are asked to keep a weekly reflective journal commenting on your personal and professional growth (insights, challenges, discoveries, obstacles, positive/negative feelings, and awareness of self /others/ counseling field). Please reflect upon your weekly reading materials/Canvas posts, pose questions, and strive to find your own answers.

For Week 2, please state your personal/professional goals for this semester. **Goals should be in SMART format.** Reflect upon where you are in your professional journal and what you need to do to accomplish your goals. Additionally, clearly state your goal of participating in CALPCC Committees.

For Week 14, evaluate your progress by answering the following questions:

- 1) Did I meet my personal/professional goals for this semester? Indicate measurable, realistic, desired outcomes.
- 2) What did I learn about myself as a growing counselor? How is my professional identity as a future PCC forming?
- 3) What did I learn about others (clients/population/issues)?
- 4) What did I learn about the counseling field?
 - a. Reflect about participating in CALPCC Committee.
 - i. What did I learn about LPCC professional organization?
 - ii. What are the needs?
 - iii. How do I see myself continue being proactive supporting my profession/ professional organization?
- 5) How did my learning impact my understanding? What should I change/learn/become aware?
- 6) How do I understand the process of change? How do I know that I am helping?

To receive a grade of Credit for the course, you are expected to make at least 12 weekly entries over the semester. Each entry should be 1-2 pages, submitted via email or CANVAS by the date stated in the syllabus. **Each entry must include comments/ reflections:**

- 1) Successes and challenges that you experience as you provide clinical counseling to your clients;
- 2) Weekly reading assignments;
- 3) Weekly selected CANVAS post;
- 4) Weekly selected diagnostic challenge (see CANVAS);
- 5) Participation in CALPCC committees.

Formal Case Study and Demonstration (Date to be assigned in the first class)

The formal Case Presentation and Demonstration (due date to be assigned in Session One) will include a professional case presentation on a bio-psycho-social intake and assessment, diagnosis utilizing the following format and including all listed areas. Remember your legal and ethical responsibility regarding confidentiality and follow that as you develop and deliver your presentation.

Prepare (1) a PowerPoint or Prezi Presentation for presenting your case in class (choose the most important details for presenting your case to the class) and (2) Formal Case Study (assessment and treatment plan). Submit to your instructor for his feedback.

After presentation, you will be asked to demonstrate one intervention from your treatment/service plan.

Your presentation should take 20 minutes (10 minutes for presenting and 10 minutes for answering questions and demonstration), therefore practice ahead of time to be sure you can include all of the required information within ten minutes.)

For the Formal Case Study write-up options:

Option 1: Follow the format of Assessment and Treatment Plan provided by your trainingship/ internship place. Please bring a copy of your agency's Assessment/Treatment Plan to your instructor. This is done to make sure that it meets educational requirements of this course.

or

Option 2: Follow the format of Assessment and Treatment Plan provided in this syllabus:

Formal Case Study (in MS Word format) should include the following (Refer to the Formal Case Study hand-out at the end of this syllabus):

1. Your name, supervisor (license), date
2. Whom client was referred by
3. Identifying information
4. Mental Status Exam (refer to hand-out[s])
5. Presenting problem and history of presenting problem (also refer to hand-out[s])
6. Risk factors
7. History of at-risk behaviors:
8. General Psychosocial History
9. Family History

10. Medical History
11. Psychiatric History
12. Substance Abuse
13. Personality Traits/Evidence of lifelong behavior pattern
14. List client's 2 strengths and 2 areas for improvement
15. DSM-5 diagnosis/es
16. Proposed length of treatment
17. Three-stage Treatment Plan
18. Theoretical orientation used to treat client (rationale for using this theory)
19. Types of interventions
20. Transference and counter transference interplay
21. Identify current and potential crisis management issues
22. Identify current and potential legal and ethical issues
23. Identify current and potential human diversity issues
24. List three (3) areas in which you would like assistance from the class in working with this client

Professional Community Involvement Individual Project / Part I (incorporated into Journal)

To facilitate more accurate awareness of the LPCC-related issues and instill responsibility to the profession, you are asked to

- 1) Become a member of CALPCC.
- 2) Sign up for one of the following committees:
 - a. Legislation Committee
 - b. Student/Intern committee
 - c. Education committee
 - d. Marketing and Fundraising Committee
 - e. Conference Committee
 - f. Outreach Committee
- 3) Attend at least 6 [monthly] sessions throughout the year (2020/21) and actively participate in one of the projects that committee is working on. An example of an active participation could be a presentation on CALPCC to community members (students will be trained on how to give LPCC slide presentation).
- 4) Incorporate your findings into your Weekly Journal, and by May 2023, provide a 2-3-page paper summarizing your professional experience and growth (see syllabus for EPC659 KC).

Learning Team Project / Part I (by Week 13)

Develop a presentation proposal for the 2023 CALPCC Annual Conference

To facilitate your professional development and prepare you for a changing world of clinical counseling, you are asked to develop a proposal for the upcoming CALPCC conference. As a team of growing professionals, you are to select, research, submit a proposal and [hopefully] present a topic for a panel discussion. Suggested topics include but are not limited to

1) Professional identity issues, such as transition from “college counselor/school counselor” to “clinical counselor”; 2) Roles of LPCC in school/college; 3) Effective strategies of coordinating services with other professionals in the field (MFTs, LCSWs, PhDs, EdDs, MDs). Additional information will be provided in class.

Final Paperwork Submission (Week 15)

Submit the following completed paperwork:

FW #9 Fieldwork Logs signed weekly by supervisor

FW #10 Workshop Attendance Verification

FW #12 Student Evaluation and Self-evaluation; share with supervisor

Copy of supervisor-completed FW #11 evaluation that he or she will complete online. (Remind supervisor to complete and print the form before submitting online as neither the course instructor, nor the sub-option program coordinator has access to the forms once they are submitted to the data warehouse.)

Please note that you are expected to turn in both your supervisor's evaluation and your self-evaluation.

Evaluation

Students will be evaluated on their understanding of the material presented and on the quality of their participation. The final course grade will be determined by the following:

Course Activity	Value
Participation *	Credit/No Credit
Initial Paperwork (Week 1)	Credit/No Credit
Weekly Summary of Hours (Weeks 2-15)	Credit/No Credit
Practicum Site Presentation (Weeks 2-4; to be assigned)	Credit/No Credit
Individual Formal Case Study due (Weeks 4-8; to be assigned)	Credit/No Credit
Corrections to Ind. Formal Case Study due (Week 11)	Credit/No Credit
Process Recording (Week 9)	Credit/No Credit
Reflective Journal (Weeks 3, 10, and 14)	Credit/No Credit
Learning Team Project (Week 13)	Credit/No Credit
Professional Community Involvement Ind. Project (Weeks 3, 10, and 14; part of Journal)	Credit/No Credit
Final Paperwork (Week 15)	Credit/No Credit
Total	Credit/No Credit

* Participation may count for up to 100% of grade for serious conduct issues (e.g., failing to adhere to ACA Code of Ethics, department and university Student Codes of Conduct, etc.)

Grading System: Credit/No Credit

Grading Criteria

To earn a grade of "Credit," ALL of the following must be satisfactorily completed:

1. Minimum of 200 total client contact hours to be completed in EPC 659JC and 659KC including 100 client contact hours in the fall semester.
2. Submit all forms as outlined in this syllabus;
3. Documented membership in at least one of the following professional organizations: ACA or CALPCC, preferably both;
4. Complete Signature Assignments (see schedule and instructions below).
5. Coordinate field site visit schedule with site visitor (TBA)

6. No more than two (2) absences; arriving 15 minutes or later counts as ½ absence.
STUDENTS WHO MISS MORE THAN 2 CLASSES WILL RECEIVE A GRADE OF NC.

Forms must be completed and submitted prior to beginning fieldwork clinical hours

7. Provide evidence of professional liability insurance in the amount of \$1,000,000 per incident/\$5,000,000 aggregate (or highest limit currently available). Liability insurance may be obtained from student membership in ACA or CALPCC
8. Form 10: Evidence of at least one 4-hour workshop each semester of 659JC and 659KC. Students must enroll in (a) one domestic violence seminar and (b) one child abuse seminar to receive degree from CSUN unless content is documented as covered in another LPCC course.
9. Form 6: Student Release form.
10. Form 7: Fieldwork Student Service-Learning Plan; Must be completed and signed by all parties prior to beginning to see clients.
11. Provide copy of Fieldwork Handbook (FW #1), Online Trainee Evaluation (FW #12), and Expectations for Supervisors (FW #8) to site supervisor before beginning clinical work.
12. Online Trainee Evaluation (supervisor evaluates field site online; instructions follow.)
13. Form 9: Log of hours with Summary Sheet that includes all hours and is totaled by page.

In addition, students must receive a favorable evaluation from your field site supervisor that indicates you followed site policies, legal and ethical guidelines, any and all supervisor instructions, and that you demonstrated prudent judgment.

Grade of No Credit

A grade of “No Credit” or “Incomplete” would be earned in any of the following ways:

- Not finding a site or not accruing sufficient hours over the course of the semester.
- Missing two (2) or more classes and/or being chronically being tardy.
- Failing to complete assignments by their due date.
- Failing to follow supervisor’s instructions (verbal or written), agency policy, ethical guidelines, state law, and/or exercising poor judgment (examples: not keeping up with clinical paperwork, failing to report child abuse, being chronically late for appointments, missing appointments with clients, not following supervisor’s instructions, falsifying hours, etc.).

Note: In cases involving serious conduct issues, students will be referred to the Student Affairs Committee and may be dismissed from the program for a single serious offense.

- Other failures to meet course requirements and/or function satisfactorily in the field placement.

Acquiring a Field Site

It is the student’s responsibility to find a field site. **Students unable to find a site by the end of September may be required to withdraw from the course.**

Legal and Ethical Requirements

Supervision and Legal Liability

Your field site supervisor is your clinical supervisor and has full legal responsibility for all of your cases. When staffing cases in this class, you should bring any feedback or suggestions back to your field site supervisor for his or her approval before implementing.

Guidelines for Protecting Client Confidentiality

1. When writing case notes, use confidential notation to refer to individual family members, in other words: AF (adult female), AM (adult male), CF16 (child female, 16 years old), CM 7 (child male 7 years old).
2. When making phone calls, please ensure that no one can overhear your conversation and that you leave a message that does not indicate that the person is seeing a counselor (unless you have their written permission to do so). Please consult with your primary supervisor at your cite for guidance on how to leave a message or identify yourself to someone other than the client,
3. It is recommended that students use a password for all client documents created on their computers in addition to a password on their computer for general access.
4. If students record sessions at their site, tape recordings of sessions must be erased no later than the end of the semester unless asked to save them by your fieldwork instructor or the site. Appropriate releases should be obtained prior to such recordings.
5. Discuss your agency's policy regarding keeping/destroying medical records (hard copies/electronic files) and inform your instructor.

Confidentiality

In this course, you are entering an experience that involves a significant amount of self-disclosure. Naturally, people will say things that are personally important and confidential. It is your duty to maintain confidentiality and trust. Please study the ACA ethics codes, particularly paying attention to issues of confidentiality and client's rights.

The course instructor has a responsibility to you to act professionally and ethically, and also have a responsibility to the university, profession, and society. Normally, these responsibilities are not in conflict, and confidentiality can be maintained. However, there are times when confidentiality can/must be broken. These times are:

1. If a class member threatens danger to him/herself, the instructor is permitted and expected 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/elder/dependent adult abuse or neglect, the instructor is required by law to report it immediately to the proper authorities unless it has already been reported;
4. If, in the instructor's judgment, a class member is acting unethically or experiencing a disturbance in his/her own life to such an extent that it would hinder his/her ability to work positively with others, the instructor may discuss the situation with the department's Student Affairs Committee to determine what action might be appropriate. Normally, the instructor would discuss the situation with the student before disclosing confidential information 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 mandatory and is calculated as part of the grade. ***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 a student is absent from class, it is the student's responsibility to check online and with fellow classmates regarding announcements made while you were absent; this includes supplemental instructions related to assignments.

Due Dates and Times

Due dates are non-negotiable unless an extension is provided to the entire class and/or if one has been approved in writing in advance for serious medical necessity. All assignments are due on their due date by the beginning of the class session in which they are due (7 p.m. if due in class). Your instructor will announce which assignment should be submitted electronically and which one should be brought in class (in hard copy form). Late work will not be given full credit.

Requests for Incompletes

Incompletes will only be considered in accordance with university policy, which requires that 75% of 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 (www.csun.edu/anr/forms/request_incomplete.pdf) before the end of the semester.

Religious Holidays

If you observe a religious holiday that falls on a scheduled class meeting, please notify the instructor 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 course in a professional training program, students are expected to consistently demonstrate professional behavior. This includes but is not limited to:

- Being on time to class and with assignments.
- Respectful interactions with all students and faculty **in person and on zoom.**
- Proactive engagement in the learning process.
- Being organized and prepared.
- Managing paperwork effectively.
- Managing technology effectively (the university provides extensive computer, printing and internet support; please use it in times of technical emergency).
- Managing personal information (own and others') appropriately.

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 those 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 your 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, student should refer to the ACA Ethics Codes for ethical guidelines regarding plagiarism. For a definition and examples of plagiarism, students can refer to the *APA Publication Manual*.

Useful Links

CSUN's Computer Support

<http://www.csun.edu/helpdesk/>

Disabilities Resources and Educational Services

<http://www.csun.edu/dres/student-services/index.php>

CSUN Student Conduct Policies

<http://www.csun.edu/studentaffairs/policies/conduct.htm>

Request for Incomplete Grade

[Incomplete Request Form](#)

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](#)

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) (<https://www.csun.edu/heart>).

Course Schedule*

Week	Date	Topic	Reading	Assignment Due
1		<ul style="list-style-type: none"> • Introduction to Course/Practicum • Syllabus /Assignments Review • History of LPCC in California and BBS LPCC Licensure Pathway Overview • Telemental Health (part 1) 	FW #1 Fieldwork Handbook FW #2 Résumé Sample FW #8 Standards for Supervisors ACA Codes of Ethics (2014) Review materials on Canvas	Initial Paperwork Due: FW #3 Introduction Letter to Supervisor FW #4 Fieldwork Placement Info FW #5 Field-site Information FW #6 Fieldwork Student Release FW #7 Fieldwork Agreement (<i>Due Week 1 and no later than Week 2</i>)
2		Crisis Management Issues Review, including Crisis and Trauma Counseling, Spousal or partner abuse issue Telemental health (part 2)	Review materials on Canvas; Gehart, Ch. 1& 2	Practicum Site Presentation (to be assigned)
3		Legal and Ethical Issues Review	Review materials on Canvas Gehart, Ch. 3; Selected reading in Caldwell	Practicum Site Presentation (to be assigned)
4		Counseling Theories Review	Review materials on Canvas; Gehart (theory of choice)	Individual Formal Case Study due (to be assigned)
5		Clinical Assessment Issues Review	Review materials on Canvas; Selected reading Morrison Selected reading in Caldwell;	Individual Formal Case Study due (to be assigned)
6		Career Counseling Theories and Assessment Issues Review	Review materials on Canvas Selected reading in Sharf:	Individual Formal Case Study due (to be assigned)
7		Human Diversity Issues Review p1 Including Psychological and social-cultural variables associated with sexual behavior and gender identity:	Prepare process recording	Individual Formal Case Study due (to be assigned)
8		Human Diversity Issues Review p2 Including Aging, Long Term Care and Elder/Dependent Adult Abuse	Review materials on Canvas; Gehart, Ch. 14	Individual Formal Case Study due (to be assigned)
9		Transference/Countertransference Issue Issues Review	Review materials on Canvas; Selected reading in Anderson & Stuart	Process Recording Due
10		Treatment /Service Planning Issues Review	Review materials on Canvas Gehart, Ch. 15 Selected reading in Caldwell;	Reflection Journal (Weeks 4-9) Due
11		Treatment /Service Planning Issues Review	Review materials on Canvas Gehart, Ch. 15 Selected reading in Caldwell;	Corrections to Individual Formal Case Study due
12		Additional services/referrals Issues Review	Review materials on Canvas;	
13		Additional services/referrals Issues Review	Review materials on Canvas	Learning Team project due (conference proposal)
14		Personal and Professional Growth Review	Review materials on Canvas; Selected reading Anderson & Stuart; Caldwell	Reflection Journal (Weeks 10-14) Due
15		Course Summary		Final Paperwork Due: FW #9 Fieldwork Logs FW #10 Workshop Attendance Verification FW #12 Student Evaluation Self/ online.

*The above schedule and procedures are subject to change in the event of extenuating circumstances.

Formal Case Study
(suggested format)

1. Trainee name, supervisor (license), date
2. Referred by
3. Identifying information:
 - a. Age
 - b. Sex
 - c. Race
 - d. Ethnicity
 - e. Socio-economic Class
 - f. Education level
 - g. Religion
 - h. Marital status
 - i. Employment
4. Mental Status Exam (refer to hand-out[s]):
 - a. Appearance
 - b. Alertness
 - c. General Behavior
 - d. Attitude toward examiner
 - e. Mood
 - f. Affect
 - g. Flow of thoughts
 - h. Content of thoughts
 - i. Orientation
 - j. Language
 - k. Memory
 - l. Attention and concentration
 - m. Cultural information
 - n. Abstract thinking
 - o. Insight
 - p. Judgment
5. Presenting problem and history of presenting problem (also refer to hand-out[s])
 - a. Describe symptoms
 - b. Vegetative symptoms
 - c. Previous episodes
 - d. Consequences of illness (problem)
 - e. Feelings about symptoms (problem)
 - f. Defense mechanism
 - g. Explore areas of clinical interest
6. Risk factors:
 - a. suicidal, homicidal or violent ideation or intent (past and current),
 - b. substance abuse,
 - c. compulsive behaviors,
 - d. history of victimization

- e. history of anger or assault,
 - f. eating disorders,
 - g. medical or environmental conditions posing risks
7. History of at-risk behaviors:
- a. Suicide attempts
 - i. Methods
 - ii. Consequences
 - iii. Drug or alcohol associated
 - iv. Psychological seriousness
 - v. Physical seriousness
8. General Psychosocial History (refer to hand-out[s])
- a. Childhood and Growing Up including
 - i. Developmental milestones)
 - ii. Health as a child
 - iii. Education
 - iv. Sociable as a child?
 - v. Age dating
 - vi. Sexual development
 - vii. Hobbies/interests?
 - b. Life as an Adult
 - i. Living situation
 - ii. Marital
 - iii. Work history
 - iv. Military
 - v. Legal problems
 - vi. Religion
 - vii. Leisure activities
 - viii. Sexual preference and adjustment
9. Family History
- a. Mental disorder in close relatives
 - b. Describe parents, siblings, and parent's relationship with them
 - c. Other adults, children in childhood home
10. Past Medical History
- a. Major illnesses
 - b. Operations
 - c. Medications for non-mental health needs
 - d. Allergies
 - e. Non-mental health hospitalizations
 - f. Childhood physical/sexual abuse
 - g. Risk factor for STD/AIDS
 - h. Physical impairments
11. Psychiatric History
- a. Past counseling/therapy – when, how long, what for, helpful?,

- b. Psychiatric medication, which, what dosage, side effects, medication compliant?, why not?,
 - c. Previous inpatient hospitalizations, when, where, for how long, ever 5150'd
12. Substance Abuse
- a. Types
 - b. Years
 - c. Quantity
 - d. Consequences
 - e. Abuse of prescription medication
13. Personality Traits/Evidence of lifelong behavior pattern
14. List client's 2 strengths and 2 areas for improvement.
15. DSM-5 diagnosis/es
16. Proposed length of treatment
17. Three-stage Treatment Plan (Beginning Stage, Working Stage, Closing Stage; refer to hand-out[s])
- Beginning Stage:
- a. Crisis Management
 - b. Assessment
 - c. Relationship-building
 - d. Developing goals
- Working Stage:
- a. Long term treatment goals.
 - b. Mental Health Short term goal 1 (clinical)
 - c. Mental Health Short term goal 2 (relational)
 - d. Targeted Case Manager goal 3 (linkage)
- (each goal should be SMART: specific, measurable, attainable, realistic, timely)
- Closing Stage:
- a. Termination date and plan.
 - b. Generalization of skills
 - c. Loss of Relationship
 - d. Gradual Decrease of sessions
 - e. Follow up
 - f. Referrals
 - e. Theoretical orientation used to treat client (rationale for using this theory).
 - f. Types of interventions.
 - g. Transference and counter transference interplay.
 - h. Identify current and potential crisis management issues (refer to hand-out[s]).

- i. Identify current and potential legal and ethical issues.
 - a. Legal:
 - i. Mandated Responsibility
 - ii. Danger to self
 - iii. Danger to others
 - iv. Spousal Abuse
 - v. Scope of practice
 - vi. Privilege
 - vii. Exceptions to Privilege
 - viii. Consent / Consent for minors
 - ix. Records (keeping/ releasing)
 - x. Fees setting
 - b. Ethical
 - i. Professional and Personal Values
 - ii. Scope of practice/competence
 - iii. Confidentiality / Exceptions
 - iv. Informed consent (info about services; approach)
 - v. Legal issues
 - vi. Expectation about therapy/therapists
 - vii. Boundaries
 - viii. Counter-transference
 - ix. Multi-cultural awareness
 - x. Fees setting
- j. Identify current and potential human diversity issues.
 - a. Socio economic (human diversity) issue
 - i. Single mother/child support, slip in SES
 - ii. Young, pregnant, alone
 - iii. Strained, \$ spend on adoption
 - b. Culture
 - i. Latina
 - ii. Gang culture
 - iii. Different cultures (parents- foster children)

24. Identify current and potential human diversity issues (continued)

- c. Age:
 - i. Wife, 28-Husband, 42; different generational values
 - ii. Young children (identity vs. role confusion)
 - iii. Intimacy vs. isolation
- d. Gender:
 - i. Female
 - ii. Male without role model in home
 - iii. Hispanic values – gender
 - iv. Gender role definition re: parenting
- e. Sexuality:
 - i. Heterosexual
 - ii. Transgender

- iii. Gay/Lesbian/Bisexual
 - f. Spiritual:
 - i. Potential source of strength; religious/guilt
 - g. Others:
 - i. Child of divorce, support in school community
 - ii. Rape survivor, young launching, pregnant
 - iii. Adoption; adoptive parents subculture
 - iv. DCFS,
 - v. Residential facility
 - vi. Therapy
25. List three (3) areas in which you would like assistance from the class with this case.