



## COUN 643 A - Counseling Fieldwork (3 units)

Fall 2018

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**Instructor:** Amy Dauble-Madigan, M.Ed.

**Class Location:** ED2 Room 175

**Phone:** (cell) 610.841.6073

**Class Days/Times:** Mondays 4:00-6:45pm

**Office Hours:** Per request

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### **Vision:**

Equity & Excellence in Education

### **Mission:**

The College of Education at CSULB is a learning and teaching community that prepares professional educators and practitioners who promote equity and excellence in diverse urban settings through effective pedagogy, evidence-based practices, collaboration, leadership, innovation, scholarship, and advocacy.

### **Course Description**

Practical experiences in counseling/guidance activities under supervision in approved school settings (total of 300 hours) are facilitated. Personal/professional development as school counselors is emphasized with a focus on the transformative school counselor in K-12 settings as a social justice advocate and systems change agent.

### **Mode of Instruction**

Traditional mode of instruction.

### **Student Learning Outcomes**

Upon successful completion of the course, the student is expected to be able to:

1. Observe and practice various approaches and strategies for working with students in the classroom (CACREP School Counseling Standards (SCP), B.3, B.4, C1.d, 2.b).
2. Observe and practice various approaches and strategies for working with students in small groups (CACREP SCP, 2.a, 2.b).
3. Observe and practice various approaches and strategies for working with individual students (CACREP SCP, 2.a, 2.b).

4. Demonstrate skills and competencies in the area of school counseling as outlined in the Cooperating Counselor's evaluation forms (CACREP SCP, D.).
5. Apply critical thinking skills in order to develop and articulate his/her personal philosophy of counseling in the school setting.
6. Understand the importance of counselor self-exploration and identify particular values, life experiences, and attitudes, which may enhance or hinder their counseling ability.
7. Understand the role, function, and professional identity of the School Counselor in relation to the roles of other professional and support personnel in the school (CACREP SCP, A.3).
8. Demonstrate understanding of strategies of leadership designed to enhance the learning environment of schools (CACREP Standards for SCP, A.4).
9. Demonstrate understanding of the professional, legal, ethical, and multicultural issues relevant to the field of School Counseling (CACREP SCP, A.7, A.10).
10. Demonstrate an understanding of advocacy for all students and for effective school counseling programs (CACREP Standards for School Counseling Programs, B. 1).
11. Create a resource file of materials utilized by School Counselors (CACREP SCP, B.4).
12. To develop a professional identity through participation in a professional development activity outside of the Practicum experience (CACREP Section II Program Objectives and Curriculum, K.1).

### **Required Texts/Materials/Equipment**

- Articles will be posted to BeachBoard
- Each student has a FW Handbook and Appendix G (Log of Hours). It is their responsibility to have both documents available for review by site and university supervisors and obtain all signatures for forms that require sign-offs.
- *Audio Recording Instrument*: Students must have a phone or other means of audio recording for case study counseling sessions.

### **Fieldwork Requirements:**

1. Include at least 2 of the 3 school setting levels (elementary, middle, and/or high school) with a minimum of 200 hours at each of the two levels.
2. A minimum of 150 hours must be devoted to issues of diversity, with at least 50 hours spent with a minimum of 10 students that are different than you ethnically/racially.
3. A minimum of 25 hours must be in the form of group counseling.
4. Need to complete 300 hours of fieldwork per semester.
5. A minimum of 240 hours in a K-12 school setting in **direct contact** with pupils.
6. Schedule and attend weekly supervision meetings with the site supervisor (one hour per week).

7. Meet with the university supervisor for **ALL** required supervision sessions (22 hours group and 1 hour individual supervision hours- total 23 hours). A missed session must be made up by attending a session with another university supervisor. This make-up session must be arranged in agreement with both university supervisors. Only one make up session is allowed. **Missing two (2) or more supervision sessions will result in a (NC) for the course.**

## Grading and Student Requirements

### A. Grading Policy

There are three possible grades given for field work:

1. Credit (CR) - A grade of CR indicates satisfactory completion of all site and university requirements at an acceptable level.
2. No Credit (NC) - A grade of NC will be assigned when site or university requirements have not been met in an acceptable and timely manner. If students complete fewer than 200 hours during the semester in which they are enrolled in field work, they will receive a grade of NC. Students who do not attend the required group and individual meetings also will receive a grade of NC unless satisfactory arrangements have been made for a grade of Incomplete (INC). **Missing two (2) or more supervision sessions will result in a (NC) for the course.**
3. Incomplete (INC) - A grade of INC will be assigned when a minimum of 200 hours has been completed and appropriate and acceptable arrangements for completion of the remaining hours (to total 300 hours) have been made. A grade if INC also will be assigned if the student does not attend the required number of group and individual supervision sessions.

### B. Student Requirements

#### 1. Individual Learning Goals

Develop and submit a written statement of 3 individual learning goals for the fieldwork experience (See handbook). Written learning goals are critical to the success of fieldwork because they help focus efforts. With specific and challenging goals, performance is more likely to improve. YOU may continue with your goals from first semester or choose 3 new goals from the 5 categories below:

- **Knowledge goal:** Work on a report card or other media that demonstrates knowledge of community characteristics/resources.
- **Skills goal:** be able to integrate the theory and practice of counseling. Report on the skills that you will be able to list on your resume.
- **Personal development goal:** Maintenance of a healthy personal lifestyle.
- **Professional development goal:** Attend and report on professional development event in an area where you need to grow.
- **Self-assessment goals:** Share the results and insights you have from a personal assessment that you have taken in the area of academic, career or personal/social development.

#### 2. Case Study (2 submissions)

Present student counseling case to the supervision group (Appendix F in the handbook). Submit one audio or videotape for your case study. **Tapes must be audible.** Taped

counseling sessions should be 15-20 minutes in length unless alternative arrangements have been approved. During presentations, students will: provide a brief overview of the case (5 minutes or less); share some audio/video of a session (10 minutes); and engage the group in a discussion of strengths, weaknesses, and recommendations (10 minutes). Presentation dates will be assigned during group session 1.

### 3. Site Visitation

You will need to have at least 2 of the following activities prepared for observation with a written analysis of the activity due at least 24 hours before the actual activity.

During the site visit, students will arrange for instructor to observe the following:

- A) One individual session
- B) One group session
- C) Classroom guidance lesson
- D) Staff consultation or presentation

### 4. Supervision Attendance and Paperwork

Schedule, attend, and document the required weekly supervision meetings with the site supervisor. Complete all required paperwork and ensure that your site supervisor completes and signs relevant forms. All paperwork (See Appendices) must be submitted to your university supervisor in order to receive Credit (CR) for this course. (For purposes of confidentiality, Appendix L (Supplementary Course Evaluation) should be turned in anonymously to the School Counseling Programs Coordinator.

## Course Policy

- A. Communication:** E-mail is considered the official way of communication with students from the university. It is your responsibility to make sure your primary e-mail address is the one on file at your <http://my.csulb.edu> site so that your BeachBoard e-mail is correct. This is the e-mail we will use to communicate with you. Make sure to check your e-mail at least once per week. I have an open-door policy. If you have any questions or concerns, please feel free to email me or schedule an appointment. I will respond to emails within a 24-48 hour period.
- B. Attendance policy:** Students' attendance and participation are essential for growth and learning in this class. Please arrange transportation and parking accordingly. One absence will result in a NC for the course. Assignments or makeup assignments will not be provided to make up for absences. Students are expected to attend each class with all materials complete. Students should have read assigned material prior to attending class and are expected to actively contribute to class discussions and activities.
- C. Professionalism:** You are expected to conduct your work in an ethical, legal, and professional manner, adhering to the ACA Code of Ethics and Standards of Practice (American Counseling Association, 2013), and Ethical Standards for School Counselors (American School Counseling Association, 2016).
- D. Syllabus:** Students are advised to retain a copy of this syllabus in their personal files for use when applying for certification, licensure, or transfer credit.

- E. Electronic Devices:** Using an electronic device for an activity unrelated to the learning experience coordinated by the course instructor distracts the student using the device, his/her neighbors, and the professor. Electronic devices should only be used for class-related purposes. During these instances you will receive prior notice from me to bring your electronic device.

## University Policies and Resources

### A. Plagiarism/Academic Integrity Policy

Work that you submit is assumed to be original unless your source material is documented appropriately, such as a Works Cited page. Using the ideas or words of another person, even a peer, or a web site, as if it were your own, is plagiarism. Students should read the section on [cheating and plagiarism in the CSULB catalog](#) - [http://www.csulb.edu/divisions/aa/grad\\_undergrad/senate/documents/policy/2008/02/](http://www.csulb.edu/divisions/aa/grad_undergrad/senate/documents/policy/2008/02/).

### B. University Withdrawal Policy

Class withdrawals during the final 3 weeks of instruction are not permitted except for a very serious and compelling reason such as accident or serious injury clearly beyond the student's control and the assignment of an Incomplete grade is inappropriate (see [Grades](#) - [http://www.csulb.edu/depts/enrollment/student\\_academic\\_records/grading.html](http://www.csulb.edu/depts/enrollment/student_academic_records/grading.html)).

Application for withdrawal from CSULB or from a class must be officially filed by the student with Enrollment Services whether the student has ever attended the class or not; otherwise, the student will receive a grade of "WU" (unauthorized withdrawal) in the course. Please refer to the [CSULB Course Catalog](#) - [http://www.csulb.edu/divisions/aa/grad\\_undergrad/senate/documents/policy/2008/02/](http://www.csulb.edu/divisions/aa/grad_undergrad/senate/documents/policy/2008/02/) to get familiar with the policy.

### C. Students with Disabilities Accommodations

Students with disabilities who need reasonable modifications, special assistance, or accommodations in this course should promptly direct their request to the course instructor. If a student with a disability feels that modifications, special assistance, or accommodations offered are inappropriate or insufficient, they should seek the assistance of the Director of the CSULB Disabled Student Services, please see their [website](#) - <http://www.csulb.edu/divisions/students/dss/> or contact them via email at [dss@csulb.edu](mailto:dss@csulb.edu) or by phone at (562) 985-4635.

### D. Technical Assistance

If you need technical assistance during the course or need to report a problem with BeachBoard, please contact the [Technology Help Desk](#) using their online form or by phone at (562) 985-4959 on campus in the Academic Service (AS) building, room 120.

### E. Computer Access

Two open access computer labs are available for current CSULB students: the [Spidell Technology Center](#) - <http://csulb.libcal.com/hours.php#!m/255>, located in the Library and the [Horn Center](#) - [http://www.csulb.edu/divisions/aa/academic\\_technology/horn\\_center/](http://www.csulb.edu/divisions/aa/academic_technology/horn_center/), located in lower campus. Visit the [Open Access Computing Facilities](#) - <http://www.csulb.edu/library/guide/computing.html> website for an extensive list of all available software installed on the Horn Center and Spidell Technology Center computers

**Course Schedule  
(subject to change)**

Supervision #	Date	Topics, Readings, Assignments	Due
1	8/27/18	- Introductions - Fieldwork check-ins - Review Syllabus - SC Terms/Roles/Duties - ASCA/ Counseling vs. Advising	<ul style="list-style-type: none"> <li>● Appendix B</li> <li>● Appendix E</li> <li>● Fieldwork Hours Planning Worksheet</li> </ul>
2	9/10/18	- Fieldwork Check Ins - Mandated Reporting - Suicide Risk Assessments - Peer Mediation - Individual Learning Goals	<ul style="list-style-type: none"> <li>● Chs. 42, 57, 63</li> <li>● Appendix I</li> <li>● Appendix O (if applicable)</li> </ul>
3	9/24/18	- Fieldwork Check Ins - Special Education/IEP/504 plans - LGBTQ, Homeless, Foster Youth and Uncodumented Students	<ul style="list-style-type: none"> <li>● Chs. 23, 49, 53, 54</li> <li>● Appendix I</li> </ul>
4	10/8/18	- Fieldwork Check Ins - Case conceptualization presentations	<ul style="list-style-type: none"> <li>● Chs. 24, 25</li> <li>● Appendix I</li> </ul>
5	10/29/18	- Fieldwork Check Ins - Case conceptualization presentations - Individual meetings to discuss evaluations (Appendices K & L)	<ul style="list-style-type: none"> <li>● Chs. 24, 25</li> <li>● Appendix I</li> <li>● Appendix K</li> <li>● Appendix L</li> </ul>
6	11/13/18	- Fieldwork Check Ins - Case conceptualization presentations	<ul style="list-style-type: none"> <li>● Chs. 28 &amp; 29</li> <li>● Appendix I</li> </ul>
7	11/26/18	- Fieldwork Check Ins - Case conceptualization presentations	<ul style="list-style-type: none"> <li>● Chs. 30 &amp; 31</li> <li>● Appendix I</li> </ul>
8	12/10/18	Fieldwork check-ins Documentation/Forms Submissions  *ALL FORMS MUST BE SCANNED AND EMAILED TO THE INSTRUCTOR BY THE END OF THE DAY ON 12/15/18	<ul style="list-style-type: none"> <li>● Appendix B</li> <li>● Appendix D</li> <li>● Appendix E</li> <li>● Appendix I (All dates)</li> <li>● Appendix J</li> <li>● Appendix K – midterm (final will be provided in class)</li> <li>● Appendix L</li> <li>● Appendix M (online)</li> <li>● Appendix N (online)</li> </ul>