



**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.*

## COUN 607 School Counselor Practicum, Section 2, 6785

Spring 2021

### School Counseling Program

#### Course Information

<b>Instructor:</b> Steven A. Long, M.A., P.P.S.	<b>Email:</b> <a href="mailto:steven.long@csulb.edu">steven.long@csulb.edu</a>
<b>Virtual Office Hours Days/Times:</b> Wednesday, 3:00 p.m.-4:00 p.m. by appointment only	<b>Office Hours Zoom Link:</b> Meeting ID: 865 0970 2336 (Password provided after scheduling appointment)
<b>Class Days/Times:</b> Monday, 4:00-6:45 p.m. (See course schedule below for meeting dates)	<b>Class Zoom Link:</b> Meeting ID: 283 518 9183

#### Catalog Course Description

Prerequisites: COUN 506, COUN 513, Certificate of Clearance. School Counseling Majors only. Corequisite: COUN 515 Department Consent is required.

Candidates gain exposure to the climate and conditions within the K-12 school setting and the role of the school counselor. Candidates apply counseling theory and skills within the context of the larger school counseling program under supervision in approved school settings (total 100 hours). Letter grade only, A-F.

#### Course Student Learning Outcomes and Goals

Upon completing this course, students will be able to:

1. Evaluate core counseling theories that work within schools, such as but not limited to: Adlerian Theory, Choice Theory, Cognitive Behavioral Therapy (CBT), Family Systems, Mindfulness- Based Stress Reduction (MBSR), Motivational Interviewing, Person-Centered Counseling, Rational Emotive Behavior Therapy (REBT), and Solution-Focused Brief Counseling (SFBC). (SCPE 1.3)
2. Explain the model framework for school counseling programs, specifically the American School Counselor Association (ASCA) National Model for School Counseling programs and the ASCA Mindsets and Behavior Standards. (SCPE 1.4)

3. Locate and identify key state provisions such as California Education Codes (EC § 49600, 49602) and California Code of Regulation (CCR § 80049.1) and key local provisions in board policy, school counselor job description and certificated collective bargaining agreement. (SCPE 2.3)
4. Explain the responsibility of maintaining confidentiality of student records, ethical considerations regarding counseling relationships, limits pertaining to maintaining confidentiality, and the legal responsibilities within school counseling. (SCPE 2.5)
5. Maintain professional and ethical boundaries in school counseling relationships per professional association ethical guidelines created by the American School Counselor Association (ASCA), American Counseling Association (ACA), and American Psychological Association (APA). (SCPE 2.10)
6. Explain the state laws and obligations regarding mandated reporting for child, elder, and dependent adults (SCPE 2.11)
7. Apply educational transitional strategies, including career development and exploration, throughout the lifespan including using multiple career assessments and planning tools. (SCPE 4.8)
8. Articulate the organization and structure of schools as part of district, county, and state educational systems. (SCPE 8.1)
9. Appropriately use at least one student information system. (SCPE 9.8)

**Required Texts/Course Materials:**

Portman, T. A. A., Wood, C., & Fye, H. J. (2019). *Critical incidents in school counseling* (3<sup>rd</sup> ed.). American Counseling Assn. ISBN: 978-1-119-09831-7

American School Counselor Association. (2019a). *The ASCA national model: A framework for school counseling programs* (4th ed.). Alexandria, VA: Author. ISBN-10 : 1929289596, ISBN-13 : 978-1929289592

**Mode of Delivery and Technical Requirements**

This course is conducted entirely through Alternative Modes of Instruction, using both synchronous online and asynchronous learning. Students will access the course material and activities on [BeachBoard](#) and are required to participate in synchronous class meetings via [Zoom](#). All students must have access to a computer or other device with Internet functionality to access BeachBoard and Zoom, participate in class activities, and complete assignments. Students must also have access to Internet sufficient to interact in synchronous meetings.

Students who experience unexpected technical issues for a class session or assignment will be provided with the opportunity to make up missed work. Students who experience technical issues during a synchronous meeting or with an assignment should email me as soon as possible to let me know.

To access this course on [BeachBoard](#) and [Zoom](#), students will need access to the Internet and a supported web browser (Safari, Google Chrome or Firefox). Log in to [BeachBoard](#) with your CSULB Campus ID and BeachID password. Once logged in, you will see the course listed in the My Courses widget; click on the title to access the course. To access Zoom, first [install the latest version](#) of the Zoom app on your device. Use the link provided and/or sign in using your CSULB Campus ID and BeachID password via Single Sign On to create or join a Zoom session. If students need technical assistance during the course or would like to report a technical issue with BeachBoard or Zoom, they should contact the [Technology Help Desk](#). The university provides a variety of [technology resources](#) to students.

### Course Communication and Zoom Etiquette

We will use BeachBoard to make announcements, communicate information, post assignments and corresponding due dates, and discuss course-related topics. Please note: It is the student's responsibility to check BeachBoard a minimum of once per week, as it will contain important information about upcoming class assignments, activities, and other elements of the course. Students should also be sure to check their CSULB email accounts a minimum of once per week to receive important communications about the course from the instructor or other enrolled students. Students should also review the Office of Student Conduct and Ethical Development's [Zoom Etiquette for Students @ the Beach](#).

### Course Schedule

Session	Meeting Dates	Topics, Readings and Assignments	Due Next Class
Session #1	2/1	Topic: Introductions, syllabus and handbook review, log overview with activity guide Review readings of chapter 3 & 16	Chapter 8 & 23, Individual Learning Goals, Journal Review
Session #2	2/15	Topic: Theories of counseling and confidentiality Review readings of chapter 8 & 23, share individual learning goals and journal review article	Chapter 11, Journal Review
Session #3	3/1	Topic: Abuse and Mandated Reporting Review reading of chapter 11, share journal review Child Abuse Reporter Training <a href="http://educators.mandatedreporter.ca.com//default.htm">http://educators.mandatedreporter.ca.com//default.htm</a>	Chapter 18 & 28 Journal Review
Session #4	3/15	Topic: Suicide Prevention, Intervention & Postvention Review reading of chapters 18 & 28, share journal review article	Chapter 19 & 30 Journal Review
Session #5	<del>3/29</del>	Spring Recess	Audio Recording & Critique
Session #6	4/12	Topic: Behavior Management & Intensive Behavior Support Review readings of chapter 19 & 30, share journal review article, share audio recording (3 students)	Chapter 15 & 21 Journal Review
Session #7	4/26	Topic: Data Driven School Counseling Review readings of chapter 15 & 21, share journal review, share audio recording (3 students)	Personal Reflection Analysis
Session #8	5/10	Topic: Practicum reflection Share personal reflection analysis, share audio recording (2 students)	Appendixes, Submit Logs, Mandated Reporter Certificate

# Course Evaluation Components and Grading

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## Individual Learning Goals

Develop and present a written statement of 3 to 5 individual learning goals for your practicum experience. You may refer to the *Course Student Learning Outcomes and Goals* above to support you with reflecting on which areas you are looking to develop. Your written statement should include the chosen goals, your rationale for choosing the particular goals, and what activities you plan to complete to achieve your goals.

## Journal Reviews

On the corresponding meeting date, you will be required to review a professional scholarly journal article of your choice and summarize the following key elements: a) what is the purpose of the article b) what observations does the author make c) what does the author conclude d) how does the article relate to the ASCA National Model e) what is the value of the information in the article to you as a counselor?

## Audio Recording & Critique

Submit an audio recordings of an individual counseling session for review and critique by the university supervisor. For each recording submitted, complete and submit a written analysis of the session along with the recording (use the review form provided in Appendix H). All recordings must be erased at the end of the semester.

## Personal Reflection Analysis

Reflect on your practicum experience with responses on the following: Discuss what counseling theories and strategies you used most often and which theories and strategies appeared most effective? How did you utilize data to develop targeted interventions? Share at least one scenario where you were required to consider culture or diversity during an encounter with a student or students. How did you use your role as a developing school counselor to advocate for student needs? Share at least one ethical or legal issue that you encountered and how did you respond? How did you demonstrate leadership during your practicum experience and what was the impact on students? In closing, compare your confidence level when examining your knowledge and skills in school counseling from the beginning of your practicum to the end of your practicum and share what you are most proud of.

## Grading Scale

Letter Grade	Percentage
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	59% and below

## Evaluation Components and Weight

Evaluation Component	Points	Weight
Attendance & Participation	15	15%
Statement of Individual Learning Goals	20	20%
Journal Reviews (5)	15	15%
Audio Recording w/ Critique	25	25%
Personal Reflection Analysis	10	10%
Practicum Logs	15	15%
<b>Total</b>	<b>100</b>	<b>100</b>

## Course Policies

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### Attendance and Participation

Meet with the university supervisor for all required supervision sessions. Missed session must be made up as per arrangement with the university supervisor. Missing two (2) supervision sessions will result in one letter grade reduction and any additional missed supervision will result in additional reduction of grade. Attendance (e.g., being present for all synchronous class sessions) and active participation are essential to your success in this class. Asynchronous participation in BeachBoard discussions is also required. Participation is 15% of your grade and will be monitored both through attendance at Zoom sessions and through entries in the online discussion board via BeachBoard. Non-participation in either synchronous or asynchronous aspects of the course will negatively impact your grade.

### Late Work/Make-up Policy

Please coordinate directly with me to discuss your needs to submit assignments past due. As per the attendance and participation policy above, a missed session can be made up upon the completion of a written assignment relative to the topic of the missed class.

### Plagiarism/Academic Integrity Policy

There is zero tolerance for cheating, plagiarism, or any other violation of academic integrity in this course. Work submitted is assumed to be original unless your source material is documented using proper citations. Using the ideas or words of another person, even a peer or a web site, as if it were your own, constitutes plagiarism. It is your responsibility to review the University policy on [Cheating and Plagiarism](#) that governs your participation in courses at CSULB.

### 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 that is clearly beyond the student's control and the assignment of an Incomplete grade is inappropriate (see [Grades](#)). Application for withdrawal from CSULB or from a class must be filed by the student [online](#), whether or not the student has ever attended the class; otherwise, the student will receive a grade of "WU" (unauthorized withdrawal) in the course. View the CSULB guidelines on [Dropping and Withdrawal](#) for more detailed information.

### Special Needs Accommodations

Students with disabilities who require reasonable academic accommodations are strongly encouraged to register with the Bob Murphy Access Center (BMAC) each semester. Students must submit supporting

disability documentation to BMAC and provide faculty of any BMAC verification of accommodations as early in the semester as possible. BMAC is located in the Student Success Center, Room 110 and may also be reached by phone at (562) 985-5401 or via email at [bmac@csulb.edu](mailto:bmac@csulb.edu).

During this time of COVID-19, if you have any condition that prevents you from attending class in-person or wearing a face covering/mask, please contact BMAC at [bmac@csulb.edu](mailto:bmac@csulb.edu) for reasonable accommodations.

### **College of Education Expectations for Professional Conduct**

Professional conduct and ethical dispositions are expected of all CED students at all stages of program participation including: advising, coursework, clinical/field practice, and extra-curricular activities in face-to-face, hybrid and online/virtual learning environments.

A CED student is expected to:

1. Act to benefit all individuals and communities by promoting the physical and psychological safety of others. Do no harm.
2. Abide by the mission, policies, procedures, safety regulations, and standards of professionalism of partnering institutions (e.g., schools, clinics, colleges, community organizations) when engaged in clinical or field practice.
3. Demonstrate cultural competence and responsiveness in honoring and respecting multiple perspectives, identities, and lived experiences of others in diverse classroom and clinical settings.
4. Monitor professional integrity by engaging in self-reflective practice and acknowledging the consequences of one's own actions or inactions on others.
5. Maintain essential collegial behaviors and ethical obligations delineated in standards of professional practice by accrediting organizations and professional associations in one's field of practice, including but not limited to the California Commission on Teacher Credentialing and other associations noted in the appendices to this document.

CED students must adhere to CSULB's Rules and Regulations and student conduct codes enforced by the CSULB Office of Student Conduct & Ethical Development, as well as to college, department, and program policies. If deemed necessary, reports of discriminatory behaviors toward others based on age, culture, national origin, gender, ability, race, religion, or sexual orientation will be referred to the CSULB Office of Equity and Diversity. Observed forms of harassment in physical or digital form may require immediate referral to the CSULB Office of Student Conduct & Ethical Development. Claims of sexual harassment, discrimination, harassment, or retaliation will be reported immediately to the CSULB Office of Equity and Diversity.

## **Additional Information**

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### **Sexual Assault, Rape, Dating/Domestic Violence and Stalking**

Title IX prohibits gender discrimination, including sexual harassment and sexual misconduct. If you have experienced sexual harassment, sexual assault, rape, dating/domestic violence, or stalking, the campus confidential Victim's Advocate is available to help. Jaqueline Urtez (e: [advocate@csulb.edu](mailto:advocate@csulb.edu), p: (562) 985-2668) can provide **free** and **confidential** support, accommodations, and referrals for victims without having to report the assault to campus authorities. While students are welcome to discuss assaults with faculty, both faculty and teaching assistants are mandatory reporters who are required to report all incidents of sexual harassment/misconduct to the Title IX office for follow-up and possible investigation. Students who do wish to report the assault for possible investigation may contact the confidential victim's advocate, who can help them through the reporting process, or they can report the assault directly to the Title IX Office by completing an online reporting form at <https://www.csulb.edu/equity-diversity/title-ix> or contacting the Office of Equity & Diversity at [OED@csulb.edu](mailto:OED@csulb.edu).

**Student Support Services**

The Division of Student Affairs has prepared a helpful guide, [Student Resources During COVID-19](#). A full list of student support services is also available on the [Programs and Services](#) website. All units and programs are offering services, primarily in a virtual format; visit individual websites for up-to-date contact information.

Students who are facing challenges resulting in housing and/or food insecurity are urged to contact the [Basic Needs Program](#). Students may also email [supportingstudents@csulb.edu](mailto:supportingstudents@csulb.edu) or call (562)985-2038.

**Syllabus Changes**

The instructor reserves the right to alter this syllabus and/or the structure of the course, including components of the BeachBoard platform, assignments and deadlines, if situations that arise that necessitate doing so.