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 643A & 644A – School Counseling Fieldwork

Fall 2020

Advanced Studies in Education & Counseling – School Counseling

Course Information

Instructor: Caroline Lopez-Perry, Ph.D.	**Email**: caroline.lopez@csulb.edu
Virtual Office Hours Days/Times: By appointment	**Office Hours Zoom Link:** Wed 4-5pm, Thur 4-5pm
Class Days/Times: Mondays 4:00PM – 6:45PM	**Class Zoom Link**: https://csulb.zoom.us/j/3981814771

Catalog Course Description

Practical experiences in counseling and guidance activities under supervision in approved school settings (total of 300 hours). Emphasis on personal and professional development as school counselors.

Course Student Learning Outcomes and Goals

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).

Fieldwork Requirements
1. A minimum of **600 total fieldwork hours (300 per semester)** in approved public school field settings.

2. A minimum of three hundred **(300) direct contact hours** (approximately 150 per semester) are required. Direct contact is defined as "live" face-to-face contact with a student through in-person or virtual service delivery.

3. At least one hundred (**100**) clock hours of field practice (approximately 50 per semester) with at least ten (10) pupils (individually and/or in a group) of a different diverse background from the candidate and can consist of any of the following: ability, ethnicity, race, religion, sexual orientation, socioeconomic status/class, geographical/regional background, or language.

4. **Schedule and attend weekly supervision meetings with the site supervisor (one hour per week).**

5. Meet with the University Supervisor for **ALL** required supervision sessions (22 hours total). 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.**

Required Texts/Course Materials:
- Related information/articles/PowerPoints will be posted to BeachBoard
- Fieldwork Handbook: It is the student's responsibility to review and the handbook, to print all required documents for review by site and university supervisors and to obtain all signatures required.
- Textbook: Professional School Counseling (3rd edition) by Bradley T. Erford (ISBN-13: 9781416406891)

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/class time. 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.

Documents in this course will be available to you mainly in PDF form. If you do not have Adobe Acrobat Reader software on your computer, you can download it by going to http://get.adobe.com/reader/.

The university is expected to provide an in-person computer lab in the University Student Union during 2020-21 and the opportunity to borrow laptops and/or Wi-Fi hotspots, if needed. The university will send communications directly to students regarding accessing these resources.

Course Communication
Emails with course announcements, information, assignments and corresponding due dates, and other course-related topics will be sent to CSULB student email accounts. Students should also be sure to check their CSULB email accounts and respond to emails from the instructor within two business days.

Course Evaluation Components and Grading

Course Grading
There are three possible grades given for the School Counseling fieldwork courses:

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). **One absence 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.

Course Policies

Attendance and Participation
Students' attendance (e.g., being present for all synchronous class sessions) and active participation are essential for student growth and learning in this class. Classes will start promptly at the arranged class time. Students arriving 10 minutes or after the start of class will be considered tardy. Every 3 tardies will be

equal to one absence that will need to be made up. <u>One absence will result in a NC for the course.</u> 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.

Late Work/Make-up Policy
Students are expected to meet all task/assignment deadlines and should plan accordingly. Requests for extensions should be submitted to the instructor via email in advance of the deadline.

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.

Professionalism
Students 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).

Additional Information

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 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 arise that necessitate doing so.

Students are advised to retain a copy of this syllabus in their personal files for use when applying for certification, licensure, or transfer credit.

Course Requirements & Assignments

Note: All forms referenced in this section can be found in the Appendices of the Fieldwork Handbook.

1. **Fieldwork Hours Planning Worksheet (2 submissions)**
    Students will complete this excel worksheet to plan their hours for the term at the beginning of the term and in the middle of the term. Students will submit a PDF of the worksheet to the appropriate DropBox folder on BeachBoard.

2. **Individual Learning Goals**
    Develop and submit a written statement of 3 individual learning goals for the fieldwork experience from the five categories below. 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. Students are to submit a PDF of their learning goals to the appropriate DropBox folder on BeachBoard.

    - **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.

3. **Fieldwork Reflections (6 submissions)**
    Students will write reflections **not to exceed 1 typed single- spaced page** in which they react to activities/experiences on site/in class. A reflection for each site for each submission is preferred but not required. The purpose is to practice being thoughtful and writing succinctly in your own clinical notes. This will also encourage professional self-reflection as well as alert faculty to student supervision needs. Students will submit a PDF of their written reflections to the appropriate DropBox folder on BeachBoard.

    Each entry contains two parts:
    - Free response, what is going on for you personally and professionally
    - Responding to any **two** of the following reflection questions. Make sure to copy the questions into your written response.

1. What are your expectations for this fieldwork experience? What are you most looking forward to? What are you most nervous about?
2. What are your initial reactions to your first few days? Is there anything that you found positive and exciting? Is there anything you are disappointed about?
3. What is going to be your biggest challenge in fieldwork?
4. Do you feel like you fit in to the organization? Why or why not?
5. What have you learned about yourself during this fieldwork experience?
6. What would you do differently in this school if you were the full-time school counselor?
7. How would you describe your work style and how does that style fit with the people and pace at your fieldwork site?
8. What did you learn from your challenges during fieldwork experience? Describe the challenge and the lesson learned.
9. How do you want your supervisor to remember you?
10. How is your academic coursework helping you in your internship experience?
11. What about your internship do you absolutely despise/hate or leaves a bad taste in your mouth? (Use this opportunity to vent privately.)
12. What skills would you like to work on?
13. Are there resources or relationships you need to work on to do your work more effectively? For example strengthening relationships with certain population of students, teachers, parents, yard staff, etc. or finding a particular resource.
14. Describe what you have learned about your soft skills (communication skills, assertiveness, flexibility, time management, presentation skills).
15. What doubts or concerns do you have about your ability to work effectively as a school counselor? (this is your opportunity to engage in honest reflection)
16. Are there particular populations of students that you easily connect with and those you don't? Describe. What is your plan for connecting with that population?
17. Describe what you have learned about your leadership skills including strengths and areas for improvement.
18. What have you learned about your collaboration skills including strengths and areas for improvement? Describe particular critical incidents or learning moments that stand out.
19. What have you learned about your student advocacy skills including strengths and areas for improvement? Describe particular critical incidents or learning moments that stand out.
20. What have you have learned about your professional advocacy skills (your ability to advocate for yourself) including strengths and areas for improvement? Describe particular critical incidents or learning moments that stand out.
21. How are you different than you were when you started this experience?
22. What was your biggest success or contribution to your school's counseling program?
23. How has your developing identity as a school counselor been impacted by your work in the school this semester?

4. **Fieldwork Documentation/Forms**
Students are to complete all required fieldwork documentation and ensure that the Site Supervisor completes and signs any required forms. Forms can be found in the handbook appendices. See below for a list of all required documents.

Students will use DocuSign to obtain signatures from their Site Supervisors on all required documents. DocuSign is accessible through the SSO page. Instructions on how to send a document for signature can be

found here: https://support.docusign.com/en/videos/Sending-an-Envelope

Throughout the term, students will submit a PDF of their documents to the appropriate DropBox folder on BeachBoard when due.

At the end of the term, students will combine all required documents into <u>one</u> PDF file and submit it to a DropBox folder. Place the pages in the document in order of appendix (e.g., Appendix B, D, E, etc.). Students must ensure all pages of the scanned documents are clear and legible. The link to the DropBox folder will be shared with students via email close to the end of the term. Files should be titled as follows: **LASTNAME_FIRSTNAME_FALL2020.**

<u>Required documents:</u>

- Appendix B: Fieldwork Paperwork Checklist
- Appendix D: Fieldwork Requirements
- Appendix E: Fieldwork Site Information Form
- Appendix J: Log of Hours
  - See Fieldwork Handbook for instructions on how to complete logs.
  - Due dates are assigned with a range of dates (of usually two to three weeks) due. Students will have more than a week to enter their logs, print, and get them signed by the due date. It is advised that logs be entered and printed as soon as possible, in case there are any issues with printing or in case the Site Supervisor is not available to sign the logs in the days leading up to the due date.
  - <u>Combine pages for each site into one file</u> for each submission (as opposed to uploading each page separately). Please make sure to <u>title the files appropriately</u> so I know what dates they cover and what sites they are for. For example, if your site was North High School, you would save all the pages for North High School from February 17th through March 1st in one file, and title it "North High School logs Feb 17 - March 1".
  - Professional Development
    - Students who have logged approved Professional Development activities must enter those hours on a separate log. Enter "Professional Development" under "Site Name" on the log. <u>In the "Notes/List Other Activities", include notes of what activities and PDs were completed.</u>
    - Combine the pages that need to be signed by the instructor with documentation of the completed PD (i.e., certificate or reflection) and upload the file to the Logs folder on BeachBoard.
    - The instructor will sign the logs and post the signed logs file to the DropBox submission for the student to download.
- Appendix K: School Counseling Fieldwork Competencies
  - Any competencies that were met through Professional Development must be initialed as completed by the instructor.
- Appendix L: Rating of Student Practicum/FW Performance by University Supervisor
- Appendix M: Rating of Student Fieldwork Performance by Site Supervisor
- Appendix N: Supplementary Course Evaluation (submitted online)
- Appendix O: Candidate Evaluation of Fieldwork Placement (submitted online)

Course Schedule – Section 15

Session	Date	Agenda	Due
1	8/31/20 (BOTH SECTIONS)	➢ Introductions ➢ Fieldwork check-ins as a group ➢ Review Syllabus & course expectations ➢ Health & Safety Training video ➢ School Counseling Acronyms/Terms ➢ School Counselor Role/Duties	☐ Appendix D ☐ Appendix E ☐ Fieldwork Hours Planning Worksheet
2	9/14/20	➢ Fieldwork check-ins as a group ➢ Considerations for counseling during distance learning ➢ Individual meetings to discuss learning goals and fieldwork	☐ Chapters 24, 25, 26 ☐ Appendix J (Aug 1–Sep 6) ☐ Fieldwork Reflection 1 ☐ Learning goals
3	9/28/20	➢ Fieldwork check-ins as a group ➢ Mandated reporting ➢ Suicide Risk Assessments ➢ Individual meetings to discuss fieldwork	☐ Chapter 42, 68 ☐ Appendix J (Sep 7–Sep 20) ☐ Fieldwork Reflection 2
4	10/12/20	➢ Fieldwork check-ins ➢ Working with LGBTQ, Homeless, Foster Youth, and Undocumented Students ➢ Individual meetings to discuss learning goals and fieldwork	☐ Chapters 57, 63 ☐ Appendix J (Sep 21–Oct 4) ☐ Fieldwork Reflection 3
5	10/26/20	➢ Fieldwork check-ins as a group ➢ Individual meetings to discuss hours and fieldwork	☐ Chapters 27, 28, 29 ☐ Appendix J (Oct 5–Oct 18) ☐ Fieldwork Hours Planning Worksheet ☐ Fieldwork Reflection 4
6	11/9/20	➢ Fieldwork check-ins as a group ➢ Special Education ➢ Individual meetings to discuss learning goals and fieldwork	☐ Chapters 49, 53 ☐ Appendix J (Oct 19–Nov 1) ☐ Fieldwork Reflection 5
7	11/23/20	➢ Fieldwork check-ins as a group ➢ 504 Plans ➢ Individual meetings to discuss learning goals and fieldwork	☐ Chapters 30, 54 ☐ Appendix J (Nov 2–Nov 15) ☐ Fieldwork Reflection 6
8	12/7/20 BOTH SECTIONS	➢ Individual meetings to review and discuss fieldwork documents and learning goals **ALL FORMS MUST BE SCANNED AND SUBMITTED TO THE DROPBOX FOLDER BY THE END OF THE DAY ON 12/12/20**	☐ Appendix B ☐ Appendix D ☐ Appendix E ☐ Appendix J (All pages + dashboard) ☐ Appendix K ☐ Appendix L (will be provided) ☐ Appendix M ☐ Appendix N (online) ☐ Appendix O (online)

Session	Date	Agenda	Due
1	8/31/20 BOTH SECTIONS	➢ Introductions ➢ Fieldwork check-ins as a group ➢ Review Syllabus & course expectations ➢ Health & Safety Training video ➢ School Counseling Acronyms/Terms ➢ School Counselor Role/Duties	☐ Appendix D ☐ Appendix E ☐ Fieldwork Hours Planning Worksheet
2	9/21/20	➢ Fieldwork check-ins as a group ➢ Considerations for counseling during distance learning ➢ Individual meetings to discuss learning goals and fieldwork	☐ Chapters 24, 25, 26 ☐ Appendix J (Aug 1–Sep 13) ☐ Fieldwork Reflection 1 ☐ Learning goals
3	10/5/20	➢ Fieldwork check-ins as a group ➢ Mandated reporting ➢ Suicide Risk Assessments ➢ Individual meetings to discuss fieldwork	☐ Chapter 42, 68 ☐ Appendix J (Sep 7–Sep 27) ☐ Fieldwork Reflection 2
4	10/19/20	➢ Fieldwork check-ins ➢ Working with LGBTQ, Homeless, Foster Youth, and Undocumented Students ➢ Individual meetings to discuss learning goals and fieldwork	☐ Chapters 57, 63 ☐ Appendix J (Sep 21–Oct 11) ☐ Fieldwork Reflection 3
5	11/2/20	➢ Fieldwork check-ins as a group ➢ Individual meetings to discuss hours and fieldwork	☐ Chapters 27, 28, 29 ☐ Appendix J (Oct 5–Oct 25) ☐ Fieldwork Hours Planning Worksheet ☐ Fieldwork Reflection 4
6	11/16/20	➢ Fieldwork check-ins as a group ➢ Special Education ➢ Individual meetings to discuss learning goals and fieldwork	☐ Chapters 49, 53 ☐ Appendix J (Oct 19–Nov 8) ☐ Fieldwork Reflection 5
7	11/30/20	➢ Fieldwork check-ins as a group ➢ 504 Plans ➢ Individual meetings to discuss learning goals and fieldwork	☐ Chapters 30, 54 ☐ Appendix J (Nov 2–Nov 22) ☐ Fieldwork Reflection 6
8	12/7/20 BOTH SECTIONS	➢ Individual meetings to review and discuss fieldwork documents and learning goals **ALL FORMS MUST BE SCANNED AND SUBMITTED TO THE DROPBOX FOLDER BY THE END OF THE DAY ON 12/12/20**	☐ Appendix B ☐ Appendix D ☐ Appendix E ☐ Appendix J (All pages + dashboard) ☐ Appendix K ☐ Appendix L (will be provided) ☐ Appendix M ☐ Appendix N (online) ☐ Appendix O (online)