# Advanced Studies in Education & Counseling

**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

## Spring 2022

## School Counseling Program

## Course Information

| | |
|---|---|
| **Instructor**: | **Email**: |
| **Virtual Office Hours Days/Times:** By appointment only | **Office Hours Zoom Link:** Meeting ID: (Password provided after scheduling appointment) |
| **Class Days/Times**: | **Class Zoom Link**: |

**Catalog Course Description**

Prerequisites: COUN 506, COUN 513, Certificate of Clearance. School Counseling Majors only. 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 the 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 a 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 the district, county, and state educational systems. (SCPE 8.1)

**9.** Appropriately use at least one student information system. (SCPE 9.8)

**Course Outline**

1. The role and function of the school counselor within the ASCA National Model (SLO #2, 7)
   a. Techniques and strategies for working with individuals and small groups
   b. Techniques and strategies for conflict resolution and peer mediation
   c. Techniques and strategies for career exploration and advising
2. Legal and ethical issues in school counseling (SLO #4, 5, 6)
   a. Confidentiality and record-keeping
   b. Child abuse reporting
   c. Suicide prevention & self-injury protocols
   d. Bullying
   e. Counselor wellness and impairment
3. Case conceptualization (SLO #1)
   a. Counseling theories (e.g., Adlerian theory, Choice theory, CBT, Family Systems, MBSR, Motivational interviewing, Person-centered counseling, REBT, SFBC)

b. Skills for working with individual students
c. Treatment planning
d. Purpose of case conceptualization
e. How to write a case conceptualization

4. Climate and conditions within K-12 schools (SLO #3, 8, 9)
   a. School climate
      i. Safety: Rules and norms, physical security
      ii. Academic environment: Supports for learning
      iii. Interpersonal relations: Student-adult relationships (e.g., teacher, counselor, etc.), student-student relationships
      iv. Institutional environment: class size, resources (e.g. technology and books)
      v. Policy: Discipline, attendance, and tardies
   b. California Ed Code and regulations related to school counselors
   c. The role of the school counselor in relation to other professional and support personnel in the school (e.g. teacher, school psychologist, social worker)

**Practicum Requirements:**
1. Complete a minimum of **(100)** clock hours over a full academic term.
2. Complete **(40)** clock hours of direct service with actual clients that contribute to the development of counseling skills.
3. Group counseling must be co-facilitated with the school counselor at the site.
4. Meet with your Site Supervisor for a recommended one **(1)** hour per week for individual supervision and or 1.5 hours per week for group supervision.
5. Meet with a minimum of **three** students for individual counseling.

**Required Texts/Course Materials:**
Portman, T. A. A., Wood, C., & Fye, H. J. (2019). *Critical incidents in school counseling* (3rd 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 the 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 Evaluation Components and Grading

**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.

*Mandated Reporter Exam* Participate in the online general training module and the School Personnel module which includes practice test questions or vignettes. An exam will test the information learned. Students must score an 80% or higher for Certificate of Completion.

**Case Conceptualization/Audio taping**
Submit an audio recording 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.

**Observation and Reflection** Students will write or video record biweekly reflections on course readings and practicum observations (in response to specific prompts).

**Career Appraisal & Advisement Case Presentation** Students will apply knowledge of career appraisals and advisement to a case study. Students will self-assess areas of strengths and growth in the application of assessment and advising.

**Counselor Essentials and Professional Protocols** Students will identify key school and district information relative to the role of the school counselor, such as local provisions in board policy, school counselor job description/evaluation form, certificated collective bargaining agreement, and school/district protocol

**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 | XX | XX% |
| Statement of Individual Learning Goals | XX | XX% |
| Mandated Reporter | XX | XX% |
| Case Conceptualization/ Audio Recording | XX | XX% |
| Observation and Reflection | XX | XX% |
| Career Appraisal & Advisement Case Presentation | XX | XX% |
| Counselor Essentials and Professional Protocols | XX | XX% |
| Practicum Logs | XX | XX% |
| **Total** | XX | XX% |

# Course Policies

**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 website, 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 an 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 with 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.

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 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

**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, 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.

**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.

**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 chapters 3 & 16 | Chapter 8 & 23, Individual Learning Goals, Journal Review |
| Session #2 | 2/15 | Topic: Theories of counseling and confidentiality Review readings of chapters 8 & 23, share individual learning goals and journal review article | Chapter 11, Journal Review |
| Session #3 | 3/1 | Topic: Abuse and Mandated Reporting<br>Review reading of chapter 11, share journal review<br>Child Abuse Reporter Training<br>http://educators.mandatedreporterca.com//default.htm | 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 | ~~3/29~~ | 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 |

# CALIFORNIA STATE UNIVERSITY

# LONG BEACH

## Advanced Studies in Education & Counseling

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## COUN 643A

## Fall 2022

## ASEC-School Counseling

## Course Information

| | |
|---|---|
| **Instructor**: | **Email**: |
| **Office Hours Days/Times:** | **Office Hours Venue:** |
| **Class Days/Times**: | **Class Venue**: |

**Catalog Course Description**

Practical experiences in counseling and guidance activities under supervision in approved school settings (total of 400 hours). Emphasis on personal and professional development as school counselors.

**Course Student Learning Outcomes and Goals**

Upon completing this course, students will be able to:

1. Understand and 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. Identify and understand 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. Maintaining professional and ethical boundaries in school counseling relationships per professional association ethical guidelines created by American School Counselor PPS School Counseling 14 Association (ASCA), American Counseling Association (ACA), and American Psychological Association (APA; SCPE 2.10).

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4. Describe and apply ethical and the legal obligations to students, parents, administrators, and teachers (SCPE 2.7).
5. Display professional disposition related to conduct, communication, demeanor, and presentation (written/oral) within the school counseling program and profession (SCPE 2.12).
6. Identify and explain English Language Development (ELD) class placement and reclassification process, and methods to support success through the reclassification process (SCPE 3.7).
7. Describe and apply approaches that recognize the importance of building on students' strengths and assets as a foundation for supporting all students, especially historically underserved students including students from low socioeconomic backgrounds, ethnicity subgroups, English learners, foster youth, homeless youth and students with special needs (SCPE 3.9).
8. Attend continuing education sessions for professional development on topics related to crisis, trauma, and mental health services provided to students in the PreK-12 school system (SCPE 5.13).
9. Explain the organization and structure of schools as part of district, county, and state educational systems (SCPE 8.1).
10. Use and interpret state, county, district, and school accountability systems data to help design, implement, and monitor comprehensive school counseling programs (SCPE 8.7).
11. Possess knowledge, understanding, and experience with at least one student information system (SCPE 9.8).

**Required Texts/Course Materials:**
1. Professional School Counseling (3rd edition) by Bradley T. Erford (ISBN-13: 9781416406891)
2. Related information/articles/PowerPoints will be posted to BeachBoard
3. Fieldwork Handbook
4. Fieldwork Log (Appendix J)

**About this Course**
This seminar course is designed to help support students in their school counseling fieldwork. Students are encouraged to bring their experiences in their fieldwork to share with the class for discussion and consultation. Questions and concerns about their work as School Counselors are strongly encouraged.

This course will assist students in their development as a School Counseling professional and the instructor will guide students in the fieldwork documentation process.

**Course Outline**
1. The role and function of the school counselor within the ASCA National Model (SLO #2)
   a. Direct vs. indirect services
   b. Non-counseling duties
2. Development as a school counseling professional (SLO #5, 8, 9, 10, 11)
   a. Servant leadership
   b. Self-care plan
   c. Organizational and structure of schools
   d. Student information systems
   e. Continuing education and professional development
3. Case conceptualization (SLO #1, 3, 4)
   a. Counseling theories and skills for working with individual students
   b. Treatment planning
   c. The difference between counseling and advising

      d.  Laws and ethics

    4.     Strategies, techniques, and resources to support diverse population (SLO #6, 7)

      a.  First-generation college students

      b.  LGBTQ students

      c.  Homeless students

      d.  Foster youth students

      e.  Undocumented students

      f.  English language learners

          i.  Class placement and reclassification process

      g.  Students with disabilities

          i.  Individualized education program and 504 plans

**Fieldwork Requirements**

1. A minimum of **800 total fieldwork hours (400 per semester )** in two of three school levels such as elementary, middle, high school with a minimum of two hundred two hundred **(200)** clock hours within each level**.**

2. A minimum of four hundred **(240) direct contact hours** (approximately 120 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. Two hundred (200) hours of the eight hundred (800) clock hours may be completed in other areas related to schools and/or counseling, such as field work hours needed for a Child Welfare and Attendance (CWA) authorization. At least six hundred (600) clock hours must be completed in public school settings with Pre-K-12 pupils.

4. Within the required fieldwork hours, candidates are required to complete at least 100 hours of experience in each of the following areas: Social/Emotional, College/Career, and Academic. (See SCPEs  #3, #4, and #5 in the fieldwork handbook for specific activities)

3. At least one hundred (**150**) clock hours of field practice 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:  socioeconomic disadvantages, English learners, homeless youth, foster youth; students with disabilities (including Section 504 plans), students experiencing suspension and expulsion from school, sexual minority youth (LGBTQ+), racial and ethnic minorities; and understand information on school, district, State, and Federal policies and the impact of resulting practices.

4. A minimum of 25 hours in the form of group counseling

5. **Candidates must meet with their supervisor for one (1) hour of individual or one-and-one-half (1.5) hours of small group (limit 8 candidates per group) supervision per week.**

6. 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.**

# Course Evaluation Components

*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.
Categories (with examples):

• **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 on experiences at 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.

## Reflection Questions

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 into 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 a 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 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. Case Conceptualization Presentation**
   The case conceptualization presentation will not be required for this term. However, students should work on obtaining written consent forms so that two recordings can be obtained for the Spring semester course.

• Audio/video record a counseling session with the student that is 15-20 minutes in length. • Students must obtain signed parent consent forms for each student being recorded prior to recording the student (Appendix G).

**5. 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.

All documents requiring signatures must have a digital signature or handwritten signature. Typed names in lieu of signatures are not sufficient. Students can 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 (link will be provided via email).

    • Place the pages in the document in order of appendix (e.g., Appendix B, D, E, etc.).

    • For the Log of Hours (Appendix J), include the signed Dashboard page and all pages in date order for Site 1 and then the signed Dashboard page and all pages in date order for Site 2.

    • Students must ensure all pages of the scanned documents are clear and legible.

    • Files should be titled as follows: **LASTNAME_FIRSTNAME_FALL2022.**

<u>**Required Documents:**</u>

• Appendix B: Fieldwork Paperwork Checklist
• Appendix D: Fieldwork Requirements
• Appendix E: Fieldwork Site Information Form
• Appendix J: Log of Hours
    o See Fieldwork Handbook for instructions on how to complete logs.
    o 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.
    o <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 is 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".
• Appendix K: School Counseling Fieldwork Competencies
• 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)

# 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). **Missing two 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 300 hours has been completed and appropriate and acceptable arrangements for completion of the remaining hours (to total 400 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.

**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.

**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 online class meetings.

Students who experience unexpected technical issues for an online class session or assignment will be provided with the opportunity to make up missed work. Students who experience technical issues during a synchronous online 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 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. 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.

### 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 Academic Integrity 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.

If you should have specific requests for in-person courses related to COVID-19, please contact BMAC at 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.

According to the CSULB-CED Student Professional Conduct Policy, CED students are 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.

All students are asked to sign an acknowledgement indicating their awareness of the above standards for professionalism. CED students also 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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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, 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.

**Student Support Services**
The Division of Student Affairs curates a full list of student support services on the Programs and Services website. Students are encouraged to reach out for support or to get involved in student programming.  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*.*

# Course Schedule

| Session | Date | Agenda | Due |
|---------|------|--------|-----|
| 1 | 8/22/22 | ◊ Introductions<br>◊ Fieldwork check-ins as a group<br>◊ Review Syllabus & course expectations<br>◊ Individual meetings to discuss fieldwork | • Appendix D<br>• Appendix E<br>• Fieldwork Hours Planning Worksheet |
| 2 | 9/12/22 | ◊ Fieldwork check-ins as a group<br>◊ School Counseling Acronyms/Terms<br>◊ School Counselor Role/Duties<br>◊ Individual meetings to discuss learning goals and fieldwork | • Chapters 24, 25, 26<br>• Appendix J (Aug 15–Sep 4)<br>• Reflection 1<br>• Learning goals |
| 3 | 9/26/22 | ◊ Fieldwork check-ins as a group<br>◊ Individual meetings to discuss fieldwork | • Chapter 42, 68<br>• Appendix J (Sep 5–Sep 18)<br>• Reflection 2 |
| 4 | 10/10/22 | ◊ Fieldwork check-ins<br>◊ Suicide Risk Assessments<br>◊ Individual meetings to discuss fieldwork | • Chapters 57, 63<br>• Appendix J (Sep 19–Oct 2)<br>• Reflection 3 |
| 5 | 10/24/22 | ◊ Fieldwork check-ins as a group<br>◊ Working with LGBTQ, Homeless Foster Youth, and Undocumented Students<br>◊ Individual meetings to discuss hours & fieldwork | • Chapters 27, 28, 29<br>• Appendix J (Oct 3–Oct 16)<br>• Fieldwork Hours Planning Worksheet<br>• Reflection 4 |
| 6 | 11/7/22 | ◊ Fieldwork check-ins as a group<br>◊ Special Education<br>◊ Individual meetings to discuss goals & fieldwork | • Chapters 49, 53<br>• Appendix J (Oct 17–Oct 30)<br>• Reflection 5 |

| 7 | 11/21/22 | ◊ Fieldwork check-ins as a group<br>◊ 504 Plans<br>◊ Individual meetings to discuss fieldwork | • Chapters 30, 54<br>• Appendix J (Oct 31–Nov 20)<br>• Reflection 6 |
|---|---|---|---|
| 8 | 12/5/22 | ◊ Individual meetings to review and discuss fieldwork documents and learning goals<br><br>**ALL FORMS MUST BE SCANNED AND SUBMITTED TO THE DROPBOX FOLDER BY THE END OF THE DAY ON 12/11/21** | See Appendix B for list of documents or p. 8/9 of syllabus |

COUN 643A-*Instructor Name* FALL 2022

# Advanced Studies in Education & Counseling

| | |
|---|---|
| **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 644A – Advanced School Counseling Fieldwork
## Spring 2022 Advanced Studies in Education & Counseling – School Counseling

## Course Information

| | |
|---|---|
| **Instructor**: | **Email**: |
| **Virtual Office Hours Days/Times:** By appointment | **Office Hours Zoom Link:** By appointment |
| **Class Days/Times**: | **Class Zoom Link**: |

**Catalog Course Description**

Continued practical experiences in counseling and guidance activities under supervision in approved school settings (total of 400 hours). Emphasis on personal and professional development as school counselors.

**Course Student Learning Outcomes and Goals**

Upon completing this course, students will be able to:

1. Describe and 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. Identify and understand 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. Maintaining professional and ethical boundaries in school counseling relationships per professional association ethical guidelines created by American School Counselor PPS School Counseling 14 Association (ASCA), American Counseling Association (ACA), and American Psychological Association (APA; SCPE 2.10).
4. Describe and apply ethical and the legal obligations to students, parents, administrators, and teachers (SCPE 2.7).

5. Display professional disposition related to conduct, communication, demeanor, and presentation (written/oral) within the school counseling program and profession (SCPE 2.12).
6. Knowledge and understanding of state and local academic standards, grading policies and state testing (SCPE 3.6).
7. Demonstrate the ability to promote school connectedness and understand the benefits of enrichment and extracurricular engagement, such as school clubs, sports, and other extracurricular activities (SCPE 5.12).
8. Use data to articulate the impact of comprehensive school counseling programs, including academic, college/career and social emotional development for all students in traditional and alternative educational systems (SCPE 8.3).
9. Identify needs of multiple school stakeholders and engage in school, family, and community partnerships/relationships (SCPE 8.6).
10. Use and interpret state, county, district, and school accountability systems data to help design, implement, and monitor comprehensive school counseling programs (SCPE 8.7).
11. Collect, evaluate, and share process, perception, and outcome data for school counseling program activities (i.e., classroom lessons, interventions; SCPE 9.1).

**Course Outline**

1. The role and function of the school counselor within the ASCA National Model (SLO #2, 5, 8, 10, 11)
   a. Direct vs. indirect services
   b. Non-counseling duties
   c. Data collection
2. Case conceptualization (SLO #1, 3, 4)
   a. Counseling theories and skills for working with individual students
   b. Treatment planning
   c. The difference between counseling and advising
   d. Laws and ethics
3. Structure and accountability within K-12 schools (SLO # 6, 10)
   a. California Dashboard
   b. California Healthy Kids Survey
   c. Local Control Accountability Plan
   d. Grading policies
   e. State testing
4. Parent, Student, and Community Engagement (SLO # 7, 9)
   a. Behavioral engagement
   b. Affective engagement
   c. Parent engagement

**Fieldwork Requirements**
5. A minimum of **800 total fieldwork hours (400 per semester)** in approved public school field settings.

6. A minimum of three hundred **(240) direct contact hours** (approximately 120 per semester) are required. Direct contact is defined as "live" face-to-face contact with a student through in-person or virtual service delivery.

7. At least one hundred and fifty (**150**) clock hours of field practice 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:  socioeconomic disadvantages, English learners, homeless youth, foster youth; students with disabilities (including Section 504 plans), students experiencing suspension and expulsion from school, sexual minority youth (LGBTQ+), racial and ethnic minorities; and understand information on the school, district, State, and Federal policies and the impact of resulting practices.

8. A minimum of 25 hours in the form of group counseling

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

10. 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 an 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 the Internet sufficient to interact in synchronous meetings.

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**Course Communication and Zoom Etiquette**

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 be sure to check their CSULB email accounts and respond to emails from the instructor within two business days.

Students should also review the Office of Student Conduct and Ethical Development's Zoom Etiquette for Students @ the Beach.

# 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). **Missing one 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 the 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. One absence will result in an 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.

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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.
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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.

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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, 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.

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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 that arise that necessitate doing so.

# 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 events 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 on experiences at 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 into 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 the 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 leave 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 a 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. Digital Professional School Counselor Portfolio**
A professional school counselor portfolio is a collection of experience-based materials that demonstrate various dimensions of the school counselor's work, philosophy and abilities. The goal is to demonstrate how diverse activities have contributed to the professional school counselor's development.  A link to this portfolio may be included on the résumé to assist with obtaining job prospects.

Students will create a website digital portfolio and submit the link to their portfolio to the appropriate DropBox folder on BeachBoard.

Components

The components in **bold** are required.  Students may include additional materials to enhance their portfolio.

- **Professional Background Information & résumé • Professional Artifacts o** *Foundation:* **Statement of school counseling philosophy**

    o *Management:* Fieldwork log summary, needs assessments, action plans o

    *Delivery:*

        ▪ Direct: Classroom lessons, group counseling lessons, individual counseling activities, conflict mediation form, etc. ▪ Indirect: Staff/Parent education, etc. o *Accountability:* pre/posts, results report, etc.

- **Professional Development Activities/Certificates o**
    Conferences, workshops, webinars, etc.…

Characteristics of an exemplary portfolio

- Artifacts and work samples are clearly and directly related to the purpose of the portfolio and a wide variety of artifacts are included.
- Artifacts are accompanied by a caption that clearly explains the importance of the item and includes title and date.
- The organization of the portfolio provides for seamless navigation of the different components of the portfolio.
- Images, graphics, and videos are integrated seamlessly into several different artifacts.

Resources

- Weebly is user friendly website builder with drag and drop features:
    o YouTube video: https://youtu.be/VlURuZWSoXw
    o Tutorial: https://hc.weebly.com/hc/en-us/articles/201696307-First-Steps

- Google Sites also is another site you can use to create a website: https://support.google.com/sites/answer/6372878?hl=en • Sample digital portfolio: http://elizabethcranford.weebly.com/ • More about creating digital portfolios: https://thespiritedschoolcounselor.wordpress.com/2016/05/01/creating-a-digital-portfolio/

**5. 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 can 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 (link will be provided via email).

- Place the pages in the document in order of appendix (e.g., Appendix B, D, E, etc.).
- For the Log of Hours (Appendix J), include the signed Dashboard page and all pages in date order for Site 1 and then the signed Dashboard page and all pages in date order for Site 2.
- Students must ensure all pages of the scanned documents are clear and legible.
- Files should be titled as follows: **LASTNAME_FIRSTNAME_SPRING2021.**

<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 is 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".
- Appendix K: School Counseling Fieldwork Competencies
- 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

| Session | Date | Agenda | Due |
|---------|------|--------|-----|
| 1 | #/#/22 (BOTH SECTIONS) | ● Introductions<br>● Fieldwork check-ins as a group<br>● Review Syllabus & course expectations<br>● Debrief about semester 1 course<br>● Individual meetings to discuss fieldwork | Fieldwork Hours Planning Worksheet |
| 2 | #/#/22 | ● Fieldwork check-ins as a group<br>● Navigating Conflicts<br>● Individual meetings to discuss learning goals and fieldwork | Chapters 38, 50<br>Appendix J (Jan # – Jan #)<br>Fieldwork Reflection 1<br>Learning goals |
| 3 | #/#/22 | ● Fieldwork check-ins as a group<br>● Case conceptualization: *Bianca*<br>● Fieldwork competencies<br>● Individual meetings to discuss fieldwork | Chapters 39, 40<br>Appendix J (Jan # – Feb #) Fieldwork Reflection 2 |
| 4 | #/#/22 | ● Fieldwork check-ins<br>● Case conceptualization: *Analia*<br>● School Counseling Job Search & Application Process<br>● Individual meetings to discuss fieldwork | Chapters 41, 43, 55<br>Appendix J (Feb # – Feb #) Fieldwork Reflection 3<br>Updated Fieldwork Hours Planning Worksheet |
| 5 | #/#/22 | ● Fieldwork check-ins as a group<br>● School Counseling Job Interviews<br>● Individual meetings to discuss fieldwork | Chapters 44, 45, 46<br>Appendix J (Feb #– Mar #)<br>Fieldwork Reflection 4 |
| 6 | #/#/22 | ● Fieldwork check-ins as a group<br>● Professional Development, National<br>● Certifications & Public Service Loan Forgiveness<br>● Individual meetings to discuss fieldwork | Chapters 47, 51<br>Appendix J (Mar # – Mar #)<br>Fieldwork Reflection 5 |
| 7 | #/#/22 | ● Fieldwork check-ins as a group<br>● Practice for School Counseling Job Interviews<br>● Individual meetings to discuss fieldwork | Chapters 52<br>Appendix J (Mar #– Apr #) Fieldwork Reflection 6<br>ePortfolio |

| 8 | #/#/22 | <ul><li>⬜ Individual meetings to review and discuss fieldwork documents and learning goals</li><li> **ALL FORMS MUST BE SCANNED AND</li><li>SUBMITTED TO THE DROPBOX FOLDER BY</li><li>THE END OF THE DAY ON 5/8/21**</li></ul> | Appendix B<br><br>Appendix D<br><br>Appendix E  Appendix J (All pages + dashboard)<br>Appendix K<br>Appendix L (will be provided)<br><br>Appendix M<br><br>Appendix N (online) Appendix O (online) |
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