

## **EPC 659 KC – Fieldwork in College Counseling/Student Services**

SPRING 2006

### Catalog Description

EPC 659KC-- Fieldwork in College Counseling/Student Services (1-6 units)

Prerequisites: EPC 620 and 659A/B.

This course is an intensive supervised fieldwork experience for those completing the M.S. specialty or specialist certificate program in College Counseling/Student Services. Besides the field-work component, students are required to develop a comprehensive learning plan and spend at least two hours per week in individual and/or group supervisory sessions. Graded on a Credit/No Credit basis only.

### Fieldwork Instructors

**Merril A. Simon, Ph.D., NCCC**

Associate Professor, Department of Educational Psychology and Counseling, CSUN

Webpage: <http://www.csun.edu/edpsy/epc659jk>

Office: ED 2222

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On campus phone: 818/677-2558

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**Tuula Mattson, M.S.**

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### Classroom:

ED 3113

### Course Concept

Fieldwork is conceived as a meaningful learning experience in faculty-approved settings encompassing faculty-approved activities and experiences. The purpose of fieldwork includes learning specific skills and understanding student services in order to prepare to work as a professional in the field and to understand professional roles by experiencing the *milieu* in which they are performed. Fieldwork experiences provide professional renewal for those already working in the field and serve as a transition to professionalism between classroom theory and everyday reality for those entering the student services field. Work at your customary job does not qualify unless it also includes an extensive project approved by both the site supervisor and the fieldwork instructor. Components of that project will be discussed in class.

## Academic Integrity

Student behavior in this class and regarding all assignments is, at a minimum, guided by the rules and regulations as described in the CSUN Catalog and Schedule of Classes. I would expect that those who are planning to enter or are already in the field of Student Affairs to particularly have a duty to model ethical conduct both in the classroom and in their work. Behavior that is outside what is appropriate will not be acceptable in this class. If you are not familiar with the guidelines described above, please review them in the documents listed above.

## Conceptual Framework of the Michael D. Eisner College of Education at CSU Northridge

The College of Education as a professional school uses a developmental approach to promote reflection, critical thinking, and excellence in an inclusive learning community. Its graduates are well educated, highly skilled and caring persons who are lifelong learners prepared to practice in an ever changing, multicultural world. They are committed to promoting achievement of all students as a primary measure of successful educational practice. Graduates assume service and leadership roles in public and private educational, health, and social programs and institutions. The College establishes and maintains productive partnerships with community schools and agencies. The faculty is committed to excellence in teaching, scholarship, service and collaboration with the community and professions. The values for faculty and students that form the foundation of this Conceptual Framework include the following:

1. We value high standards in the acquisition and application of professional knowledge and skills in subject matter, pedagogy, and technology.
2. We value the achievement of students at all levels and promote its accomplishment in accordance with national, state, and institutional standards.
3. We value an inclusive learning community.
4. We value creative, critical and reflective thinking and practice.
5. We value ethical practice by caring professionals.

## Readings

Please re-familiarize yourself with the 2005 American Counseling Association's Ethical Guidelines (<http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx>) and of the American College Personnel Association ([http://www.myacpa.org/au/au\\_ethical.cfm](http://www.myacpa.org/au/au_ethical.cfm)). You will be held to these guidelines in your counseling practice as well as graduate program.

Weekly readings in the area of your fieldwork are required and are further described below.

## Required Textbook

Stages, F., & Dannells, M. (2000). *Linking theory to practice: Case studies for working with college students*. Philadelphia, PA: Accelerated Development.

## Specific Requirements

For the M.S. program, fieldwork requires approximately 20 hours per week over two fifteen-week semesters (i.e., 300 hours per semester for a total of 600 hours) or, if for fewer weeks, more hours each week. This supervision and case-application seminar is required which may count towards fieldwork hour totals (plus the issues meeting following may count toward group supervision hours). Fieldwork students are expected to attend each seminar meeting. An additional assignment will likely be required for more than one absence from class. Students missing more than two class meetings will not receive credit from this class unless the absences are excused in advance.<sup>3</sup>

## **Notes:**

## Specific Course Requirements (continued)

The following elements are required for the fieldwork course:

1. Students in the College Counseling/Student Services program must become familiar with the *CC/SS Fieldwork Handbook* (which is available on-line at <http://www.csun.edu/edpsy/epc659jk>).
2. The following requirements include:
  - a. Each student must provide relevant copies of the Handbook to her/his site supervisor. Please particularly review a draft of your goals and objectives before or at your fieldwork supervision session during the second week of the semester.
  - b. The following forms (from the Handbook accessible from the webpage) must be completed and submitted by the dates noted on page 4:
    - (1) The **Fieldwork Placement Information Form** needs to be completed in duplicate. Please give a copy to your University Fieldwork Professor (Merril Simon), preferably at the first class meeting or by the second class meeting at the latest, and keep a copy for your own personal records. If you have submitted this form previously and there are no changes to your site(s), you do not need to resubmit it.
    - (2) The **Student Release Form** must be signed by the student and given to the university fieldwork professor at the first class meeting. If you previously completed this form, and you are at the same site, you do not need to complete another form.
    - (3) The **Fieldwork Agreement Form** needs to be completed and signed by the student, the field site supervisor, and the university fieldwork professor each semester. A copy needs to be given to the each of the signatories. The *typed* or very neatly written plan is the responsibility of the student and must be submitted by the **second seminar meeting**. The plan is developed through meetings with the on-site supervisor. The duties and responsibilities should include: specific services to be provided by the fieldwork student; a brief description of the students or student groups ordinarily receiving these services; opportunities for observation, discussion, and evaluation not only of the fieldwork unit, but also of other aspects of student services; and readings to be completed in conjunction with this fieldwork experience.\*

Students will be evaluated based on both the fieldsite's duties and the individual learning goals and objectives you have developed with your supervisor. The fieldwork supervisor will utilize this information in performing field site visits. Submit your goals & objectives for this semester by the second week. If there are goals you have not yet met from last semester, you may carry those over, but there also must be new ones as well. You should have a *minimum* of three goals (with accompanying objectives). One goal must be professional or personal, not directly related to this course.

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\* Each areas of student services has their own professional journals. These and the weekly *Chronicle of Higher Education* provide valuable background information on what is happening in higher education nationally and worldwide. Your site supervisor can provide you with relevant professional readings

### Specific Course Requirements (continued)

- b. The following forms (from the Handbook accessible from the webpage) must be completed and submitted by the dates listed below:
- (4) The **Student Evaluation Form** needs to be completed **electronically** by your site supervisor at the end of the semester, discussed with you and a photocopy delivered to the university fieldwork professor by the last class meeting (**May 22**) to receive credit for the course this term. It is preferred that this evaluation is submitted by May 15<sup>th</sup> if possible. Your supervisor will be notified about this requirement, but also please ask her/him to be prepared to complete the evaluation electronically.
  - (5) The **Field Site Evaluation** and **Supervisor Evaluation** forms need to be completed by you at the end of the semester and submitted to the university fieldwork professor by the last class meeting on **May 22**.
  - (6) If you have attended (a) professional conference or workshop(s) during the semester, please complete the **Professional Workshop Attendance Verification Form(s)** and give it/them to your university fieldwork professor. Remember that the Department requires attendance at four workshops during your entire graduate program and is a requirement for graduation. We would prefer that students attend a minimum of at least one event per semester.
- c. A **time log** of both your hours and daily activities reflecting your fieldwork activities should be kept regularly, signed weekly by your supervisor, and submitted with your final paper.
- d. A narrative **journal** that chronicles your experiences must be kept with entries at least once per week, though one per day you are on-site at your placement is ideal. Journal is due **weekly** (sent electronically by noon Saturday reflecting work from the previous week) sent directly to Tuula & MAS' e-mail including **EPC 659KC, your name, and the date due** of the submission in the subject line each time.
- e. A **final paper**, (approximately 7-9 pages; due **May 22**) is required. This paper will include two distinct sections:
1. Your final analysis of your fieldwork experiences including the project you designed and/or implemented at your field site *or* the design of an appropriate program for your unit based on societal changes and their implications with regard to students and higher education generally. **\*\*** It is also expected that you will address how you did or did not meet the goals that you set for yourself at the beginning of this semester in this paper or in a separate document. **AND**
  2. Write a compelling argument for the perpetuation of professional counselors in colleges (vs. hiring of paraprofessionals). What do we as professional counselors particularly contribute to our college setting?

- f. Each pair of students will prepare a **case application presentation** (of approximately **30 minutes** duration.) Students will be assigned a specific case to present. Include the following components in your case analysis presentation:
- Essential facts – summarize, don't retell the entire case
  - Decision issues to be considered
  - Additional information
  - Key players in the case
  - Apply (don't re-teach) two relevant theory/ies (must include at least one theory that is **not** Perry's nor Chickering's). If using a stage theory, list stages in your handout. If a descriptive theory, include brief summary of theory in handout.
  - Your team's recommendation for action

A sample presentation will be made by your instructors. Write up the case for submission and be prepared to lead the class discussion about the assigned case on your assigned date. Each student or pair of students will be assigned a specific, separate case as noted on page 8 in the syllabus.

- g. Each student will **co-facilitate** (with one of the course instructors) the fieldwork processing section of one course meeting. The date for this is assigned and listed later in the syllabus.
- h. Your professional readings citations [minimum of eight (8)] should be itemized (following APA format) and submitted with your final paper at the last class meeting. These are readings that are *in addition to your regular textbooks for this or your other courses* and may include up to four *Chronicle of Higher Education* articles.
- i. Regular attendance at all seminar meetings is expected as a vital element in your learning. Insights from other students and from the instructor will enrich your experiences. Topics generated by the class, as well as designated topics (listed below), will be discussed at each class meeting. It is expected that students will prepare, in advance of the class meetings, to discuss the designated case. Unexcused absences will likely result in additional written assignments.

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\*\* If you are completing your fieldwork hours only at your customary work site, you must also complete an extensive project that has been approved by both the site supervisor and the

### Dates of Seminar Meetings and Case Assignments

Journals due **weekly** – by **Saturday at noon** each week to *both* Tuula & Merrill's e-mail and include "EPC 659KC Your Last Name/Date Due" in the subject line AND as the name of your document (e.g., M. Shapiro EPC 659KC jnl 2/4/06.doc)

- January 30, 2006
  - (Re-)Connecting and Fieldwork Updates  
Course Requirements  
Small group discussion of fieldwork student goal and issues
  
- February 6, 2005
  - Case presentation #0: MAS & Tuula Mattson  
"Pizza Bashing" (pp. 42-50 of Stage & Dannells text).  
**Due:**
    - Fieldwork agreement(s) with updated hours and supervisor contact information included.
    - Draft version of this semester's goals and objectives (*send electronically* – after reviewing this fall's completed/not completed list and any additional missing forms—if relevant (*submit hard copy*))
  - Small group discussion of fieldwork student issues
  
- Fri.**, February 10, 2006 **Consult with your site supervisor(s) and identify three to four possible dates for MAS to visit (from those listed as options at the end of syllabus. E-mail list of possible site visit dates to her on or before this date. Options listed at the end of the syllabus.**
  
- February 13, 2006
  - **FIRST CASE PRESENTATION** (Sonya & Vero G.; Vero & Wayne to co-lead group)  
Discussion of Fieldwork Sites & Issues  
Due: (1) **Final version** of course goals and objectives e-mailed
  - Small group discussion of fieldwork student issues
  
- February 20, 2006<sup>1</sup>
  - **Topic: Job Search in College Student Affairs**
  - Small group discussion of fieldwork student issues
  
- Wed.**, February 20, 2006 **Major's Fair** at CSUN (10 a.m.-3 p.m.) Volunteers needed.  
Contact [helene.berg-kolin@csun.edu](mailto:helene.berg-kolin@csun.edu)
  
- February 27, 2006
  - **SECOND CASE PRESENTATION** (Tracee & Vero D.)
  - Small group discussion of fieldwork student issues

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**NOTE 1:** Yes, Presidents' Day is celebrated on this day on other colleges, but the CSU system 'celebrates' it on Dec. 29—sorry!

*Dates of Seminar Meetings and Case Assignments (continued)*

- March 6
- *Guest speaker: Jennifer Zvi, Ph.D., Learning Specialist, CSUN Center on Disabilities Topic: How various student learning needs impact student affairs professionals' work (Readings TBA)*
  - **Due:** Fifth (or more) of eight reading reactions submitted.
  - Small group discussion of fieldwork student issues
- March 13, 2006
- **THIRD CASE PRESENTATION (Angel & Nairy)**
  - Small group discussion of fieldwork student issues
- March 20, 2006
- *Guest Speaker: David Crandall, General Manager, Associated Students Topic: Robert's Rules of Order or attend American College Personnel Association Annual Conference (Indianapolis, IN)*
- March 22-24, 2006
- Attend International Conferences on Technology and Persons with Disabilities (near LAX. Submit application to MAS by deadline on form)*
- March 27, 2006
- *Guest speaker: Glenn Hirsch, Ph.D., L.P., Associate Director, University Counseling and Consulting Services, University of Minnesota (and SFV native!) Author, Helping College Students Succeed: A Model for Effective Intervention. Review book before session and bring questions for discussion.*
- April 3, 2006
- **FOURTH CASE PRESENTATION (Rachelle & Sachi)**
  - Small group discussion of fieldwork student issues
- April 10, 2006
- *Spring Break*
- April 17, 2006
- *Guest speaker: Susan Cohen, M.P.H. Assistant Director, Klotz Student Health Center, CSUN Topic: Grant Writing: A Skosh for New Student Affairs Professionals (Readings to be assigned)*
- April 24, 2006
- **FIFTH CASE PRESENTATION (Rocío & Yeranui)**
  - Small group discussion of fieldwork student issues
- May 1, 2006
- *Guest speaker: Vivian Orcasitas, advanced CCSS student and 2004-5 G.A., "Joint Advocates for Disordered Eating," University Counseling Services, CSUN Topic: Eating issues & disorders (Readings to be assigned)*
  - Small group discussion of fieldwork student issues

*Dates of Seminar Meetings and Case Assignments (continued)*

- May 8, 2006
  - **Topic: Politics on Campus: How to Manage your Career without Compromising your Ethics** (Readings to be assigned)
  - Small group discussion of fieldwork student issues
  
- May 15, 2006
  - **SIXTH CASE PRESENTATION** (Wayne; Sonya to co-lead grp)
  - **Due:** Hardcopies of final papers and all forms including photocopy of completed supervisor evaluation(s). Submit incomplete form if hours will not be completed by May 22, 2006. (Incompletes will not be given for other reasons except in case of death – in which case it wouldn't matter anyway.)
  - Discussion of goals met and still in progress.
  
- May 22, 2006
  - Meeting location: \_\_\_\_\_
  - Discussion of goals met and still in progress.
  - Final fieldwork meeting and returning of papers
  
- May 29, 2006
  - Memorial Day – Get ready to welcome friends and family to Commencement! Be sure to attend to cheer on your peers even if “your” event isn't until next year.

**EPC 659KC Case Presentations - Spring 2006**

<i>Case #</i>	<i>Date</i>	<i>Pages</i>	<i>Students</i>	<i>Title of Case</i>
<b>0</b>	2/6/06	42-50	(MAS/TM)	“Pizza Bashing”
<b>1</b>	2/13/04	212-214	Sonya & Veronica G.*	“Scavenger Hunt”
<b>2</b>	2/27/04	66-70	Tracee & Veronica D.	“Doing More with Less: Creatively Downsizing or ‘Rightsizing’”
<b>3</b>	3/13/04	100-102	Angel & Nairy	“First Generation College Students: Tension between Faculty and Staff”
<b>4</b>	4/3/04	121-124	Rachelle & Sachi	“The Morning After”
<b>5</b>	4/24/04	83-87	Rocío & Yeranui	“Take Back the Night: A Gauge of the Climate for Women on Campus”

## Spring 2006 Potential Site Visit Dates

**Purpose:** Opportunity to observe student in work setting **providing direct service** with students.

**When:** February - April (except by agreed upon exception).

Day of Week	Available times	On which dates
<b>Mondays</b>	9:00 a.m. – 11:30 a.m.	2/20, 2/27, 3/6, 3/13, 3/20****, 3/27, 4/3, 4/24, (5/1*, 5/8*)
<b>Tuesdays</b>	1:00 p.m. – 2:30 p.m. (CSUN only)	2/28, 3/7, 3/14, 3/28, 4/4, 4/25, (5/2*, 5/9*)
<b>Wednesdays</b>	10:00 a.m. – 2:30 p.m.	2/22** (10 a.m.-12:30 p.m.only), 3/1, 3/8, 3/22****, 3/29, 4/5, 4/19, 4/26, (5/3*, 5/10*)
<b>Thursdays</b>	8:30 a.m. – 3:00 p.m.	2/16, 3/2, 3/9, 3/16, 3/23****, 3/30, 4/20, 4/27, (5/4*, 5/11*)
<b>Fridays</b>	9:00 a.m. – 3:00 p.m.	One day per week is needed for my professional writing. I <i>can</i> schedule a site visit on a Friday, but I'd prefer that you request another day <i>if at all possible</i> .

\* Appointments for site visits should be scheduled before May 1. The May appointments are currently available as 'back-up' only.

\*\* Major's Fair at CSUN. Volunteers needed. Contact [helene.berg-kolin@csun.edu](mailto:helene.berg-kolin@csun.edu)

\*\*\*\* No classes at CSUN. May schedule visit between 8:30 a.m.-3 p.m.

\*\*\*\*\* No app'ts. to be scheduled during ACPA (3/20-24) until my schedule is confirmed.

**Note:** These available times will be held until **Feb. 13<sup>th</sup>**. Appointments made thereafter will be on a time-available basis as I have included all times I am available for individual student appointments, thesis appointments, etc.