



MICHAEL D. EISNER
COLLEGE OF EDUCATION

Department of Educational Psychology and Counseling

Course Syllabus
EPC 659CC: Fieldwork in Counseling Services
Monday 7:00-9:45pm – Fall 2023

Faculty:

Classroom Location:

Phone:

Email:

Office Hours:

Note: We will respond to email communication within 48 hours, Monday through Friday; if you have emailed after 5pm on Friday, we will respond to you the following Monday.

Course Description

This course serves as the group supervision component of students' fieldwork placement, and as such is crucial to the successful completion of the school and college counseling program's fieldwork requirements. EPC 659C is designed to be an application of what students have learned and are currently learning in their content classes— a capstone course of the School and College Counseling program. Subject matter will be presented in a personalized, interactive manner to complement particular content topics. Class material will complement students' on-site field experiences by the practice of advanced skills and training.

Class will be divided into two-time segments. During the first segment 7:00 – 8:45pm – this will be the group supervision of fieldwork. Group supervision is a process-oriented small group. The purpose of this small group is for each group member to reflect on their experience that week at their field sites, and to further develop counseling and communication skills. The second half of each class period – 8:55 – 9:45 pm - the class will focus on content topics that support course goals via class readings, videos, and discussion.

College of Education Conceptual Framework

Michael D. Eisner College of Education

Regionally focused and nationally recognized, the Michael D. Eisner College of Education is committed to Excellence and Innovation. Excellence in the acquisition of professional knowledge, skills, and dispositions is evidenced by the growth and renewal of ethical and caring professionals – faculty, staff, candidates – and those they serve. Innovation occurs through collaborative partnerships that represent communities of diverse learners who engage in creative and reflective thinking. To this end we continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework:

- Excellence in professional and academic preparation Collaborative partnerships
- Evidence of growth and renewal learners Communities of diverse
- Ethical and caring professionals Creative and reflective thinking

CACREP Standards Covered in this Class

The Counseling program at CSUN will be applying for accreditation by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). This accreditation will provide numerous benefits to students, such as having their degree readily recognized by other states for licensure, eligibility to take the national counselor examination upon graduation, and a high-quality curriculum that is regularly reviewed by external experts. This course is based on CACREP Core/Specialty Counseling Competencies and California School Counseling Standards. A full text of the specific standards and competencies is available by accessing the CACREP website and the CTC website.

The CACREP Core Standards addressed include:

1e.	Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients
1f.	Professional counseling organizations, including membership benefits, activities, services to members, and current issues
1i.	Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling
1l.	Self-care strategies appropriate to the counselor role
1m.	The role of counseling supervision in the profession
2c.	Students actively identify with the counseling profession by participating in professional counseling organizations and by participating in seminars, workshops, or other activities that contribute to personal and professional growth.
5b.	A systems approach to conceptualizing clients

The CACREP College Counseling/Student Affairs standards addressed include:

2d.	Characteristics, risk factors, and warning signs of individuals at risk for mental health and behavioral disorders
2f.	Signs and symptoms of substance abuse in individuals in higher education
2p.	Legal and ethical considerations specific to higher education environments
3b.	Strategies to assist individuals in higher education settings with personal/social development

The CACREP School Counseling standards addressed include:

2g.	Characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders - Predict Antisocial Behavior, Identifying Potential Violence
2i.	Signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs
2n.	Legal and ethical considerations specific to school counseling - Legal and Ethical Issues; Code of Ethics
3f.	Techniques of personal/social counseling in school settings

California CTC school counseling standards addressed fully or partially:

Program Standard 4	Clinical Practice
SCPE 2: Professionalism, Ethics, and Legal Mandates	
SCPE 2.10	Maintaining professional and ethical boundaries in school counseling relationships per professional association ethical guidelines created by American School Counselor Association (ASCA), American Counseling Association (ACA), and American Psychological Association (APA).
SCPE 2.12	Display professional disposition related to conduct, communication, demeanor, and presentation (written/oral) within the school counseling program and profession.
SCPE 3: Student Academic Development	
SCPE 3.1	Demonstrate the role of the school counselors in academic tiered systems of support, and develop strategies to intervene academically through appraisal, advisement, individual student planning, goal-setting, etc.
SCPE 3.2	Demonstrate knowledge of high school graduation requirements in assisting pupils to develop appropriate academic plans, including alternative pathways to high school completion (for example, General Education Development (GED) test, A-G requirements, waivers for homeless, foster and probation youth, California High School Proficiency Exam (CHSPE).
SCPE 3.4	Identify the factors associated with prevention and intervention strategies to support academic achievement and ensure equitable access to resources promoting academic achievement, college and career development, and social/emotional development for every student, such as: motivation, student efficacy, time management, study skills, constructive problem solving, and teacher-student rapport.
SCPE 3.8	Awareness and understanding of parent rights and processes associated with Individual Educational Plan (IEP), Section 504 Plan, and other academic accommodation and modification programs.
SCPE 3.9	Understand 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 5: Social/Emotional Development	
SCPE 5.1	Model and demonstrate essential counseling skills, techniques, and strategies in individual counseling, including but not limited to addressing social/emotional and mental health, needs, crises and traumas that are barriers to student achievement.
SCPE 5.6	Demonstrate an ability to counsel and address mental health needs of students during times of transition, separation, heightened stress and critical change, and how to access community programs and services that assist all student needs.
SCPE 5.13	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 5.14	Demonstrate the ability to provide an initial assessment of a student's mental health needs and make the appropriate referrals within and external to the school site.

MODES of INSTRUCTION: Readings, group discussions, case presentations, group supervision, and professional development.

Course Goals and Objectives:

1. To provide students with on-the-job experience in professional school and college counseling under the tutelage of an on-site supervisor who is a Professional School and College Counselor (CACREP Standard Section III, P & R).
 - a. P. Site supervisors have (1) a minimum of a master's degree, preferably in counseling, or a related profession; (2) relevant certifications and/or licenses; (3) a minimum of two years of pertinent professional experience in the specialty area in which the student is enrolled; (4) knowledge of the programs' expectations, requirements, and evaluation procedures for students; and (5) relevant training in counseling supervision.
 - b. R. Written supervision agreements define the roles and responsibilities of the faculty supervisor, site supervisor, and student during practicum and internship. When individual/triadic practicum supervision is conducted by a site supervisor in consultation with counselor education program faculty, the supervision agreement must detail the format and frequency of consultation to monitor student learning.
2. Opportunities to learn about and consult on program development, administration, supervision, personnel management, fiscal management, and evaluation of educational programs and services.
3. To provide a student with the knowledge necessary to conceptualize client concerns and needs, and to conceptualize normal and abnormal behavior of individuals.
4. To provide students opportunities to consider professional and ethical issues as they occur in actual counseling settings.
5. To provide a student with opportunities to evaluate personal effectiveness as a counselor.
6. To provide a student with opportunities to apply knowledge, skills, and attitudes associated with multicultural diversity in counseling settings.

Policies and Resources

Professionalism

As a student in a professional training program, you are expected to consistently demonstrate professional behavior. This includes but is not limited to:

- Being on time to class with assignments complete.
- Respectful interactions with all students and faculty.
- Proactive engagement in the learning process.
- Being organized and prepared for in-class discussions.
- Managing paperwork effectively.
- Managing technology effectively (the university provides extensive computer, printing and internet support; please use it in times of technical emergency).
- Attending to class discussions/lectures and using technology (Laptops/iPads/etc.) for class purposes only.
 1. **Note:** It can be very tempting to check email, instant message, play games, etc. during class when using technology. Should you *appear* to be disengaged from class discussions, lectures, or small/large

group activities, points will be deducted from your overall participation and professionalism grade. The professor will not check with you re: your attentiveness or lack thereof during class, the onus is on the student to ensure they are actively engaged and participating regularly.

- Please – No texting, use of Twitter, Skype, Instagram, SnapChat, etc. or emailing during class. It can be very distracting to others.
- Managing personal information (own and others’) appropriately.
- Seeking assistance related to assignments well in advance of due dates.
- Engaging in email communication with students and faculty appropriately and professionally (e.g., proper email etiquette, using appropriate language, etc.).
- Please ensure you have turned off your cell phone in class or placed it on silent.
- **Student identified norms:** 1) eating is okay during class; 2) include pronouns with Zoom name; 3) camera breaks are okay.

Zoom specific norms:

- To help keep background noise to a minimum, make sure you mute your microphone when you are not speaking
- Be mindful of background noise
- Limit distractions
- Avoid multi-tasking
- Check private messages in the chat before you send them
- Close Facebook, Twitter, messaging applications, etc. before screen sharing (if applicable)
- For supervision class, camera should be on (we cannot require this)

Students who have difficulty in one or more of these areas may be referred to the department student affairs committee for further review.

Requests for Incompletes

Incompletes will only be considered in accordance with university policy, which requires that 75% of the course be completed prior to unforeseen grave circumstances at the end of the semester, such as the loss of an immediate family member, hospitalization, or severe illness. Students must request a grade of Incomplete in writing using the university’s Incomplete Request Form. *See useful links on the following page.*

Religious Holidays

If you celebrate a religious holiday that falls on a scheduled class meeting, please notify the professor during the *first two weeks of class* so that proper and equitable accommodations can be made. Students are responsible for selecting presentation days that do not conflict with one of their religious holidays.

Students with Disabilities

If you have any special needs as addressed by the Americans with Disabilities Act (ADA) and need course materials in alternative formats, notify your course instructor within the *first two weeks of class*. Students interested in accommodations should contact the university's office for students with disabilities; only this office can recommend and arrange for accommodations (Disability Resources and Educational Services, 818/677-2684). No accommodations may be made without their approval. Any and all reasonable efforts will be made to accommodate any special needs.

ChatGPT (Adapted from Boston University and George Washington University)

Student exploration and research is connected to how we learn, and this part of the process is critical to your development as a counselor. Assignments in this class are meant for students to engage in the process of completion, think critically, understand the process of conducting research of evidence-based practices and research. Reflections, presentations, and research papers serve a purpose in your professional development, and how we approach problems and find solutions is a necessary part of this development. Therefore, the use of ChatGPT (or other similar tools or software that generate suggested text) is allowed on a limited basis in this class.

Here are approved uses of AI in this course. You can take advantage of a generative AI to:

- Fine tune your research questions by using this tool <https://labs.packback.co/question/>. Enter a draft research question. The tool can help you find related, open-ended questions.
- Brainstorm and fine tune your ideas; use AI to draft an outline to clarify your thoughts.
- Check grammar, rigor, and style; help you find an expression.
- You will be asked to adhere to the following when using ChatGPT or similar tools:
- Give credit to AI tools whenever used, even if only to generate ideas rather than usable text or illustrations.
- When using AI tools on assignments, add an appendix showing (a) the entire exchange, highlighting the most relevant sections; (b) a description of precisely which AI tools were used (e.g., ChatGPT private subscription version or DALL-E free version), (c) an explanation of how the AI tools were used (e.g., to generate ideas, turns of phrase, elements of text, long stretches of text, lines of argument, pieces of evidence, maps of conceptual territory, illustrations of key concepts, etc.); (d) an account of why AI tools were used (e.g., to save time, to surmount writer's block, to stimulate thinking, to handle mounting stress, to clarify prose, to translate text, to experiment for fun, etc.).
- Not use AI tools during in-class examinations, or assignments, unless explicitly permitted and instructed.
- Employ AI detection tools and originality checks prior to submission, ensuring that their submitted work is not mistakenly flagged.
- Use AI tools wisely and intelligently, aiming to deepen understanding of subject matter and to support learning.
- Violations of this policy could result in failure of the assignment or failure of the course and a notation on your transcript.

Policy on Cheating and Plagiarism

Cheating and plagiarism are serious offenses in a professional program and may result in expulsion from the program/university on a first offense. See the University Catalog for further information. Additionally, students should refer to the Ethics Codes of the American Counseling Association (ACA) and the American School Counselor Association (ASCA) for ethical guidelines regarding plagiarism. For a definition and examples of plagiarism and self-plagiarism, students can refer to the APA Publication Manual, 7th edition. Additionally, students must submit original work. Any papers or assigned writing must be original work and cannot be taken from previous papers submitted for other courses. If you are found submitting a paper in this manner, you will receive a 0 on the assignment and your participation and professionalism grade will be lowered by up to 7.5 points. Any student caught cheating will be referred to the department Student Affairs Committee

Useful Links

CSUN's Computer Support

[CSUN Helpdesk](#)

Request for Incomplete Grade

[Incomplete Request Form](#)

Disabilities Resources and Educational Services

[DRES](#)

The Pride Center

[CSUN Pride Center](#)

Writing Center

[Learning Resource Center](#)

CSUN Student Conduct Policies

[Student Conduct Policies](#)

Research and Library Assistance

[Research and Library Assistance](#)

University Counseling Services

[UCS](#)

Well-being Resources

[You@CSUN](#)

If you are facing challenges related to food insecurity, housing precarity/homelessness, mental health, access to technology, eldercare/childcare, or healthcare, you can find guidance, help, and resources from CSUN with A HEART (<https://www.csun.edu/heart>).

Course Requirements

1. FIELDWORK (SCPE 2.10, 2.12, 3.1, 3.2, 3.4, 3.8, 3.9, 5.1, 5.6, 5.13, 5.14)

- Students shall accumulate 10 clock hours of service each week. *However, it is strongly recommended that students consider accumulating more clock hours per week in order to complete the course requirements in one academic year.*
- **For CC/SS students:** During 659C/D, students must be in a fieldwork placement throughout the duration of the course. The Counseling program at CSUN requires that students complete a supervised fieldwork experience of 800 clock hours (during this second year, students will complete 600 of the 800 hours, with a minimum of 240 hours direct contact for CACREP). Students should be at a field placement site that adheres to the standards and practices recommended by the National Association of Student Personnel Administrators.
- **For SC students:** During 659C/D, students must be in a fieldwork placement throughout the duration of the course. The Counseling program at CSUN requires that students complete a supervised fieldwork experience of 800 clock hours (during this second year, students will complete 600 of the 800 hours, with a minimum of 300 clock hours of direct service for the CTC [specific to school counseling]). Students should be at a field placement site that adheres to the standards and practices recommended by the American School Counseling Association.
- *It is important for you to identify whether you will be able to engage with students in direct service.*

CACREP standards for students' internship call for the following:

- A. A minimum of one hour per week of individual supervision throughout the traineeship, usually performed by the on-site supervisor.
- B. The opportunity to develop audio videotape and/or audiotapes of the students' interactions with students.
- C. Supervised experience in the use of professional resources such as assessment instruments, professional literature and research, and information and referral to appropriate providers.
- D. Participate at fieldwork sites throughout duration of the academic year. **Note:** Pertaining to the end of the academic year, **if students complete the required 600 hours before the end of the semester in which they are enrolled in this course, they must still complete their commitment to the field site as a requirement for successful completion of the course.**

2. CLASS ATTENDANCE & PARTICIPATION

Class sessions are a primary means of instruction and learning. Students are expected to attend all class sessions and participate actively in the class by raising questions, sharing experiences, and expressing their interests and ideas. If you have an unanticipated absence, please notify the professor as soon as possible via email. More than three (3) absences will result in an incomplete or dismissal from the course, and the course will need to be retaken the following fall semester. Attendance will be taken for each class period.

3. ETHICS and CONFIDENTIALITY (SCPE 2.10, 2.12)

Ethical guidelines regarding the activities and reporting of professional counseling activities

will be strictly adhered to at all times. Students are expected to adhere to the Ethical Guidelines of the American Counseling Association (both specializations), and the American School Counselor Association (SC), and the National Association of School Personnel Administrators or ACPA (CC/SS). Therefore, it is the student's responsibility to know which concerns fall within the Ethical Guidelines, and which do not. Students are expected to recognize issues that arise at the field site that involve, *or may potentially involve*, legal or ethical violations, including possible harm to self or others, and if and when such issues arise, students must immediately report concerns to both the field site supervisor and to their 659 instructors.

Students are required to conduct themselves in professional, ethical, and legal manners in all circumstances associated with the traineeship. Confidentiality is an especially important expectation for participation in this course. Given the nature of counselor education, we will use examples, demonstrations, and actual case material involving real people during the course of instruction. Students are expected to maintain confidentiality and to respect the right to privacy of clients, their fellow graduate students, and their supervisors.

4. FIELDWORK SITE ATTENDANCE

Consistent and punctual attendance at your fieldwork site is required. More than three (3) absences from the field site will result in an "I" (Incomplete) in the course. If you are late or absent due to an emergency, you are expected to notify your site supervisor and all others affected in a prompt and professional manner, including in your 659C instructor. You are responsible for making sure that your field site supervisor knows when and where you are on their school campus. You are expected to arrive on time and remain for the entire scheduled time period at your field site. Unsatisfactory field reports will impact student's evaluation grade. Students are responsible for attending all supervisory meetings.

5. GROUP SUPERVISION of FIELDWORK

Group Supervision is facilitated by your professor and relies on the active participation of all students. Each student will have 10 minutes on alternating Mondays to share with the class a case from their field site. Students will present their case according to the case discussion handout (accessed via Canvas). For group supervision, students will adhere to the following:

- Prepare a case presentation based on the case discussion handout (accessible via Canvas)
- Ask the group for comments and feedback on what you've shared.
- All students are required to participate in their classmates' presentations by providing thoughtful, constructive comments and reflections. **(CACREP Core Standard 1M)**

6. PROFESSIONAL LIABILITY INSURANCE

Students must show proof of professional liability insurance to the class instructor **(CACREP Standards Section 2C; Core Standard 1F)**. Very reasonable rates for student insurance are available through the American Counseling Association, American School Counselor Association, HPSO, and the California Association for School Counselors.

7. WORKSHOP ATTENDANCE (SCPE 5.13)

Attendance at a professional workshop or workshops totaling four hours in length during the semester is a departmental requirement. The workshop must be pre-approved by your

659C/D professor. Document attendance on a “Professional Workshop Attendance Verification” form (See M.S. in Counseling Student Handbook), have it signed (if possible, or upload registration and session materials), and submit on the due date (**CACREP standard Section 2C; CACREP Core Standard 1F**).

8. MENTORING

Students will be paired with a first-year practicum student who is associated with your specific specialization. This provides an opportunity for second year fieldwork students to engage in a mentoring relationship with the first-year student in person, by phone/text, and/or by email. Mentoring may be included in your 600 fieldwork hours by adding this time to the “mentoring” section of your fieldwork log.

This course is based on CACREP Counseling Competencies and California School Counseling Standards. A full text of the specific standards and competencies is available by accessing the CACREP website and the CTC website.

STUDENT ASSIGNMENTS

Assignments are designed for you to reflect on and think critically about classroom learning and your practice in the field.

1. FIELDWORK NOTES

Due: weekly, starting Sept. 5

Fieldwork Notes provide the basic structure of this course, and especially the group supervision portion of this course.

- a. Fieldwork Notes are due and must be completed prior to the beginning of every class session, at 7:00 pm every Monday. **NO EXCEPTIONS. Submit via Tevera**
- b. You will write your notes on the document accessed via Tevera and click finish later or save. When you enter the next week, click the + sign and enter the note for the new week. You will not submit until the very end of the semester. Notes must follow format provided in Tevera. **NO EXCEPTIONS. *Note***: Use initials or other method for identification, do not enter full name.
- c. You must enter a separate note for each site.

TIP: Arrange your field-site hours to include 10 minutes at the end of every other day to work on your fieldwork notes. This is an easy way to complete your notes each week.

2. SESSION NOTES (SOAP Notes)

Due: weekly, starting Sept. 5

Students will complete SOAP notes (session notes) in Tevera. You will complete a session (SOAP) note after each session for one to two cases that you follow closely for more than 3 weeks. If you do not have continuous engagement with one individual, you will pick a specific case to complete a session (SOAP) note each week. You should only complete 1-2 SOAP notes each week.

3. COUNSELING CASE STUDY (**SCPE 5.1, 5.6, 5.14**)

Due: TBD

Case studies provide students the opportunity to gain insight by working closely with individuals and developing the in-depth understanding that enables school or college counselors to work effectively with students and their referring agent (usually an exasperated teacher or exasperated

parent), within the context of a counseling setting.

Your assignment is the following:

1. You will present to the class two (2) audiotaped sessions of your work with students throughout the semester. These sessions should be with an individual with whom you have ongoing counseling sessions over the course of the semester (4-5 sessions preferably), and your verbal report of this (case presentation outline). Students will choose one theoretical framework to engage with while working with their clients when possible.
2. You will choose **one (1)** audiotaped session to also transcribe 5-7 minutes of your session with the student and include verbal and non-verbal cues identified, including any questions you ask of the student, and submit along with your case conceptualization (see case conceptualization handout in Canvas). You must also identify the counseling skills you have used in each verbal interaction with the student (e.g., reflection, include the type; questioning; focusing; structuring, etc.). For any questions you ask of the counselee, you must indicate in the margin of the transcript the purpose of the question. **(CACREP Core Standard 1i, 5b; School Counseling Specialty Standard 2g, 2i, 2n, 3f)**
3. You are required to complete and submit the Case Presentation Outline for each of the two (2) sessions.

A CACREP requirement mandates that students record their counseling interactions with students at the field site in either an audio and/or video format so that counseling skills can be reviewed during the fieldwork class for group supervision. Therefore, counseling sessions from your field site should be recorded (video or audio) as often as possible, with prerequisite parental informed consent*. You are urged to make recording a regular part of your sessions, and to record as many sessions with as many different pupils as possible.

IMPORTANT: You must provide a *clearly audible recording* of your work with a student for the class presentation. Avoid disappointment by testing your recorder and/or phone voice recorder prior to each session. Please note that recordings that are not clearly audible will not be played and do not fulfill the assignment. ***Note: Remember to ensure the privacy of the client when saving any audio recordings.***

Consult with your on-site supervisor to determine the best way to accomplish both the recording and parental informed consent (if minor client) for your specific field site.

4. Counseling Case or Situation Discussion

Case/situation discussion provide students the opportunity to gain reflect on their encounters with their students and conceptualize an understand of their student's needs. This assessment will also provide practice for students to be able to present a structured outline of their students to their supervisor. Each student will alternate every other week to complete a case/situation discussion outline and present their outline in class.

5. Peer Counseling Sessions

Each student will record 1 counseling sessions with 1 different class students. Students will be allotted time during class to choose their partners. During these counseling sessions, each student will treat the session as the 3rd or 4th session, where they are actively engaged in the

working stage of the session. Each student will choose one theoretical framework to practice during the counseling session (SFBT, PCT, or CBT).

The counselee is required to create a vignette to share with the counselor reviewing the presenting issue, why they are seeking counseling, and how long the problem has occurred. The vignettes are due to the faculty by week 2. After review, the faculty will give clearance for counsees to share the vignette with each of their matched student counselors.

Counselee will provide a reflection to identify their experience with their selected theoretical framework. In the reflection, they answer these three questions: How did you use the theoretical frame? What was your experience using the theoretical framework? What are the Benefits/disadvantage compared to using your go to framework?

6. Simfact Simulator

Due: TBD

Each student will purchase a voucher and participate in a simfact simulator with their master's program track. Students will practice their counseling skills and collaborate with their peers to provide counseling to an avatar.

7. SELF-CARE

As a group, we will engage in weekly self-care. This will include a variety of topics. Each week, one class member will research a self-care activity, and we will complete the activity over the course of the week and share out about our engagement experiences during the next class session. Because some may have limited mobility, please be sensitive as you choose your activity for the group. For example, avoid recommending that the class complete a 2-hour hike twice that week, instead choose activities that can be easily done that many would find relaxing. We will discuss more in class. **(CACREP Core Standard 1L)**

8. PORTFOLIO/Logs (Specific to SC students)

Your portfolio, which will include your fieldwork logs, will serve as verification of your student FIELDWORK DOCUMENTATION and also as preparation for your PPS credential application. You will begin collecting the documents for the portfolio this semester and will submit next semester. Your faculty will review and check off each of the items below during 659C/D in preparation for you to be recommended for the PPS credential at the conclusion of the program.

Fieldwork Documentation

Due

Fieldwork Placement Information Form

Please see dates in Tevera

Verification of Professional Insurance

Fieldwork Agreement Form

School/College Counseling Weekly Fieldwork Notes

Fieldwork Student Evaluation Form **(SCPE 2.10, 2.12, 3.1, 3.2, 3.4, 3.8, 3.9, 5.1, 5.6, 5.13, 5.14)**

Professional Workshop Attendance Verification Form

Counseling Fieldwork Logs

Note 1: All documentation will be captured in Tevera.

Note 2: Documentation and assignments pertain to all students enrolled in this course.

CLASS ASSIGNMENTS DUE DATES

Fieldwork Notes	weekly
Reading/Class Discussions and In-class Activities	weekly
SOAP Notes (Session Notes)	weekly
Counseling Case Study & Recorded Presentation	TBD
Portfolio/Fieldwork Logs	

COURSE EVALUATION

A course grade of Credit/No Credit will be based upon the successful completion of the above requirements by the final week of the semester. Note that if you have not met all requirements listed above, an “I” or “NC” is appropriate, and if your work is incomplete, you must provide Dr. Minton with an Incomplete Form by the last regularly scheduled class meeting.

Please Note: The professor reserves the right to modify any aspect of this course as conditions determine; this includes scheduling, grading, and substance of assignments.

Tentative Course Scheduled

Date	Activities	CACREP Standards Addressed	Due	Self-Care (CACREP Core Std. 1l)	Case Presentation (CACREP Counseling Specialty Std. 2g, 2i, 2n, 3f)				
8/28	Introduction to Course Syllabus Review; Case Presentation & Case Discussion Review; Fieldwork Notes; Supervision; Orientation to Placement	Core stds. 1i, 1m & 5b;			<i>No case presentation</i>				
9/04	<i>Labor Day – No Class</i>								
9/11	Supervision; SFBT, CBT, & PCT review (Case Scenarios & Zoom Polls)	Core stds. 1i, 1l, 1m & 5b	Proof of Professional Liability Insurance; Fieldwork Notes		<i>No case presentation</i>				
9/18	Supervision	Core std. 1l	Fieldwork Notes		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="text-align: center;">1.</td></tr> <tr><td style="text-align: center;">2.</td></tr> <tr><td style="text-align: center;">3.</td></tr> <tr><td style="text-align: center;">4.</td></tr> </table>	1.	2.	3.	4.
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9/25	Supervision	Core std. 1l; SC Specialty std. 3f; CC/SS	Fieldwork Notes		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="text-align: center;">1.</td></tr> <tr><td style="text-align: center;">2.</td></tr> </table>	1.	2.		
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		specialty std. 3b			3.
					4.
					5.
10/02	Supervision	Core std. 1l; SC Specialty std. 3f; CC/SS specialty std. 3b	Fieldwork Notes		1.
					2.
					3.
					4.
10/09	Supervision; substance abuse risk factors	Core std. 1l; SC Specialty Std. 2g, 3f; CC/SS Specialty std. 2d, 3b	Fieldwork Notes		1.
					2.
					3.
					4.
					5.
10/16	Supervision	Core std. 1l; SC Specialty std. 3f; CC/SS specialty std. 3b	Fieldwork Notes		1.
					2.
					3.
					4.
10/23	Supervision Trauma-informed care;	Core std. 1l; SC Specialty std. 3f; CC/SS specialty std. 3b	Fieldwork Notes		1.
					2.
					3.
					4.
					5.
10/30	Tentative Simpart	Core std. 1l; SC Specialty std. 3f; CC/SS specialty std. 3b	Fieldwork Notes		1.
					2.
					3.
					4.
11/06	Supervision	Core std. 1l; SC Specialty std. 3f; CC/SS specialty std. 3b	Fieldwork Notes		1.
					2.
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					4.
					5.

11/13	Supervision Assessing multicultural counseling competency	SC Specialty std. 2n, 3f; CC/SS Specialty std. 2p, 3b	Fieldwork Notes		1. 2. 3. 4.
11/20	Supervision	SC Specialty Std. 2n, 3f; CC/SS Specialty std. 2p, 3b	Fieldwork Notes Reading: Muticultural and Social Justice Counseling Competencies (MSJCC);		1. 2. 3. 4. 5.
11/27	Supervision; Examining academic stressors of linguistically diverse students	SC Specialty Std. 2i, 3f; CC/SS Specialty std. 2f, 3b	Fieldwork Notes		1. 2. 3. 4.
12/04	Supervision; Counselor Identity	Core std. 1i; SC Specialty std. 3f; CC/SS specialty std. 3b	Fieldwork Notes		1. 2. 3. 4. 5.
12/11	Documentation submission		Workshop Verification; Fieldwork Logs Fieldwork Notes		

CSUN is following guidelines from the California Department of Public Health and Los Angeles County Department of Public Health to promote safety during the COVID-19 pandemic for all students, employees, and visitors. [The California State University requires all students and employees to be fully vaccinated against COVID-19 before coming to campus](#), unless an approved exemption has been requested and regular testing is underway. In order to protect against the spread of COVID, all students, employees, and visitors to campus are required to adhere to all health and safety requirements outlined on the [University's website regarding COVID-19](#).

EPC 659CC INDEX for CTC Standards

Pages on which CTC Standards are Introduced in **yellow**, Practiced in **blue**, Assessed in **green**

SCPE	Introduced	Practiced	Assessed
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2.12		8	12
3.1		8	12
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