



MICHAEL D. EISNER
COLLEGE OF EDUCATION

Department of Educational Psychology and Counseling

Course Syllabus

EPC 659A: Counseling Practicum: Communication Skills

Monday • 7:00 pm – 9:45 pm • Fall 2024

Instructor:

Office:

Phone:

Email:

Office Hours:

Course Description

Communication theory and skills, designed to help students develop greater self-knowledge and become aware of their impact on others through participation in group experiences and peer counseling, emphasis on verbal and non-verbal communication cues, refinement of basic response skills, and the subtleties of language and style.

Class time will be spent in professional growth activities, basic skill training, and supervision of Fieldwork and counseling. Students observe skills on video and modeled by instructor, will practice skills in small groups and dyads, and engage in group discussion of skills exercises, textbook learning, personal growth activities and goal development. Discussion will also include exploration of students evolving interpersonal and counseling style.

Units: 3

Prerequisites: Formal admission into the counseling program as an unclassified graduate student by the Department of Educational Psychology and Counseling.

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
- Evidence of growth and
- Ethical and caring professionals
- Collaborative partnerships
- Communities of diverse learners
- Creative and reflective thinking

Instructional Philosophy

The Counseling programs at CSUN are designed based on learning-centered, outcome-based educational principles as described below:

Learning-Centered Education

- A cross-disciplinary, constructivist pedagogical model, learning-centered education refers to designing educational curricula that focus on promoting active student learning of specific skills and knowledge rather than mastery of content.
- In this approach, learning is the focus of curriculum design. Student learning is measured to determine whether students are meaningfully engaging the material. Students are active in this process, applying and using knowledge rather than trying to memorize or analyze it.
- Clearly defined learning objectives and criteria are used to facilitate student learning and democratized the student-teacher relationship.

Outcome-Based Education

- Closely related to learning-centered, outcome-based learning refers to designing curriculum around the final learning outcomes or objectives.
- Rather than simply following the textbook chapter by chapter, the learning objectives drive the curriculum.

CACREP Core, College Counseling and Student Affairs, and School Counseling Standards Covered in this class:

Objectives:

- 1) Create a milieu in which constructive feedback & mutual support is given & received. **[Secondary focus: Specialty Standard: School Counseling 5k; College Counseling 5n]**
 - a. During class discussion and skills practice
 - b. Through presentation and feedback
 - c. In triadic supervision
- 2) Identify, understand, select, and practice a variety of basic counseling strategies and communication skills. **[Primary focus: Core Standards: 5b, 5i. Secondary focus: Core Standards: 3i, 5e, 5k, 6c, 7b, 7e, Specialty Standards: School Counseling 2f, 2i, 2m, 2n, 3b; College Counseling 2a, 2f, 2n]**
 - a. From assigned readings
 - b. Through participation in class activities and skills practice
 - c. Through recording evaluations
 - d. In meeting with individual supervisor & triadic supervision
- 3) Understand and apply communication, developmental and counseling theory. **[Primary focus: Core Standards-5g, 5h; Secondary focus: Core Standards: 2b, 5a]**
 - a. From assigned readings
 - b. Through class discussion
 - c. In triadic practice sessions and skills recordings
 - d. Through recording evaluations and process recording assignment
 - e. In meetings with individual supervisor & triadic supervision

- 4) Display appropriate awareness of personal feelings, attitudes, values, motivations, and conflicts and understand how this impact counselor effectiveness. **[Secondary focus: 2a, 2d, 2e, 2f, 2g, 2h]**
 - a. Through personal therapy
 - b. In class discussion and skills practice
 - c. From reflection papers
- 5) Achieve personal/professional development **[Secondary focus: Core standards 1k, 1l]**
 - a. Through personal therapy
 - b. Through class activities, skills practice, and supervision
 - c. Through presentation
 - d. Through document submission
- 6) Develop skills in interpersonal communication and teamwork. **[Secondary focus: Core Standards: 1b]**
 - a. In skills practice feedback and triadic supervision
 - b. Through class activities
- 7) Transfer learning from the practicum to working with clients in work and fieldwork. **[Secondary focus: Core Standard: 4h]**
 - a. Through in-class skills practice
 - b. Through video recordings
 - c. In individual supervision and triadic supervision with instructor
 - d. Through timely paperwork submission
- 8) Recognize and incorporate ethical conduct in professional and academic activities. **[Primary focus: Core standard-5d; Secondary focus: Core standard: 4i]**
 - a. Through discussion in class and in supervision
 - b. From reading assignments
 - c. Through timely paperwork submission
- 9) Learn to recognize risk and appropriately respond to students to prevent harm. **[Primary focus: Core Standards: 5j; Specialty standard: School Counseling 2d; College Counseling 2d. Secondary focus: 5l, 5m, 7c, 7d]**
 - a. Through class discussion and in supervision
 - b. Through video recordings and reflection papers
 - c. Through timely paperwork submission
- 10) Assume the identity of professional in training and demonstrate the skills of professionalism. These include committing to personal/professional development (as a counselor), assuming responsibility, using good judgment and developing the ability to problem solve. **[Secondary focus: Core Standards 1 c; 1m]**
 - a. Through class discussion and practice sessions
 - b. Through video recordings and reflection papers
 - c. Through timely paperwork submission

CTC School Counselor Performance Expectations Covered in this Class:

SCPE 2: Professionalism, Ethics, and Legal Mandates	
2.5	Understand the responsibility of maintaining confidentiality of student records, ethical considerations regarding counseling relationships, limits pertaining to maintaining confidentiality, and the legal responsibilities within school counseling.
2.6	Articulate and provide an example of an individualized self-care plan to ensure long-term wellness and professionalism to successfully cope with high stress situations.
2.7	Understand and apply ethical and the legal obligations to students, parents, administrators, and teachers.
2.10	Maintaining professional and ethical boundaries in school counseling relationships per professional association ethical guidelines created by American School Counselor Pupil Personnel Services: School Counseling Performance Expectations Association (ASCA), American Counseling Association (ACA), and American Psychological Association (APA).
2.12	Display professional disposition related to conduct, communication, demeanor, and presentation (written/oral) within the school counseling program and profession.
SCPE 5: Social/Emotional Development	
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.
5.4	Develop cultural competency and demonstrate skill in helping pupils to respect and understand alternative points of view to accept, respect, and value differences, such as cultural diversity and family configuration patterns.
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.

Student Learning Outcomes of the 659A/B Practicum

- 1) Demonstrate emerging competence in specific communication and relationship-building skills in video recordings. These skills include Empathy, Respect, Positive Regard, Warmth, Genuineness, Non-verbal skills, Presence, Minimal encouragers, Paraphrasing, and Reflections of Feeling.
- 2) Demonstrate basic competence in goal setting.
- 3) Demonstrate basic awareness of own feelings and thoughts in the counselor role.
- 4) Demonstrate emerging ability to develop hypotheses about “client” feelings, thoughts, and self-limiting beliefs.
- 5) Demonstrate critical thinking and emerging ability to apply counseling theory to cases.

Purposes of the 659A/B Practicum

1. Build communication, relationship building, and goal setting skills.
2. Increase *self*-understanding of feelings, attitudes, values, motivations, and beliefs in order to enhance perception and sensitivity in working with clients/students.
3. Foster the development of professional identity.

Instructional Format

Each class session will be comprised of a mini lecture/presentation by one (or multiple) of the practicum instructors, opportunities to practice skills in triads [Students take turns in each of the 'client'/'counselor'/'observer roles] that are observed by a professional counselor 80% of the time.

Policies and Resources

Attendance

Students manifest their responsibility in the regularity and punctuality of their attendance. Since this course includes significant seminar and experiential components, attendance at each class meeting is required. In cases of absence, any scheduled assignments are due to the professor at the beginning of class unless other arrangements have been made prior to that time. If you are absent from class, it is your responsibility to check online and with fellow classmates regarding announcements made while you were absent; this includes supplemental instructions related to assignments. You are responsible for, and may be tested on, any and all lecture materials presented in class that are not covered in your readings. If you miss more than two (2) class meetings, you may be required to retake the course.

Due Dates and Times

Due dates and times are non-negotiable unless an extension is provided to the entire class and/or if one has been approved in writing for serious medical necessity or extreme circumstance. Assignments are due on the identified date at the beginning of class (7 pm) and must be submitted via Canvas. There will be no rewrites of assignments; therefore, it is necessary that you submit your best work.

Note: Emailed assignments will not be accepted as there are often issues with opening documents and/or the formatting is incorrect.

Requests for Incompletes

Incompletes will only be considered in accordance with university policy, which requires that 75% of the course be completed prior to the unforeseen grave circumstance(s) 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 ([Incomplete Request](#)).

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.

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.

- *Note:* It can be very tempting to check email, instant message, play games, etc. during class when using technology at your desk. 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.
- Please – No texting, use of social media, or emailing during class. It is very distracting to others.
- Managing personal information (own and others') appropriately.
- Seeking assistance related to assignments 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.
- Zoom video should include live video of student (not just the zoom name plate).

Students who have difficulty in one or more of these areas may have their participation grade lowered and in severe cases may be referred to the department Student Affairs Committee for further review.

Students with Disabilities

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

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.

Policy on Artificial Intelligence (AI)

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

Informed Consent

Counseling, by definition, implies an intention to make personal changes. Many assignments and exercises in Practicum are also designed to effect personal exploration and change as part of the process of preparing to become an effective counselor. While we have given a good deal of thoughtful consideration to making these experiences beneficial to you, and to give you as much control as possible over the process, it must be acknowledged that any personal change involves risk: you may experience emotional pain or discomfort or reduced stability in your psychological adjustment. It is possible to develop irrevocable awareness about yourself or your environment that you regret. People may not respond as you hope.

Therefore, it is important to understand that participation in course exercises is optional (except when performing in the role of "counselor"). You have not only the right, but also the responsibility to decide if, and to what extent, you will participate in any exercises or assignments. In addition, you also have the responsibility to stop if, in your judgment, participation will be personally detrimental, and to raise the question of alternate assignments with your instructor. At the same time, if you find yourself not wishing to participate in many of the experiential activities, arrangements should be made to discuss the issues with the instructor and program coordinator. Practicum and the Counseling program are, by their very nature, experientially-oriented.

It is also important to understand that you have not only the right, but also the responsibility to share only what you want in Practicum. You are asked to make a commitment not to reveal anything specific that you do not want to reveal, and to be reasonably forthright about this, "That is a subject I am not ready to talk about," etc.

Confidentiality and Limits

In this course, you are entering an experience that involves a significant amount of self-disclosure. Naturally, people will say things that are personal and confidential. It is your duty to maintain confidentiality and trust. Please carefully review the ACA Code of Ethics.

Each course instructor has a responsibility to act professionally and ethically, and also has a responsibility to the university, profession, and society. Normally, these responsibilities are not in conflict, and confidentiality can be maintained. However,

1. if a class member threatens danger to him/herself, we are required by law to make those limited disclosures necessary to avert that danger;
2. if a class member threatens grave bodily harm to another person(s), we are required by law to inform the intended victim(s) and appropriate law enforcement agencies;
3. if there is any reasonable suspicion of child abuse or neglect, or elder or dependent adult abuse, we are required by law to report it immediately to the proper authorities and anyone else necessary to keep people safe.
4. If, in our judgment, a class member is acting unethically or experiencing a disturbance in his/her own life to such an extent that it would hinder his/her ability to work positively with others, we may discuss the situation with the departmental Student Affairs Committee to determine appropriate action. Normally, we would discuss the situation with the student before disclosing confidential information to others.

Responsibility to Protect Students

When you have significant concerns of risk regarding a fieldwork student, you are expected to consult with a qualified counselor immediately. Keep calling and e-mailing until you directly reach a qualified counselor who is immediately available to consult with about the situation, beginning with:

- Site Supervisor
- University Supervisor/Practicum instructor:
- Dr. Hongshan Shao (Fieldwork Coordinator): hongshan.shao@csun.edu
- Dr. Angélica Galván (Program Coordinator): angelica.galvan@csun.edu

University Counseling Services (UCS) also has qualified counselors available for consultation and can typically see students on an emergency walk-in basis during business hours (Mon.-Fri, 8 a.m. - 5 p.m.) It is advisable to walk with a student that you have referred to UCS for a priority evaluation, and to get the student's permission to share the relevant information with the counseling staff. (However, you don't need permission to break confidentiality as needed when genuine concerns about safety loom.) UCS is located in Bayramian Hall, Suite 520, (818) 677-2366.

If you are gaining student affairs or pre-counseling experience at another college, be sure that you have the location and phone number of that college's personal counseling center readily available. If you work in a college that does not have personal counseling services, ask your supervisor to provide you with the policy for dealing with psychological crisis. This should include contact information for an emergency referral to a 24-hour service provider as well as referrals to local, low-cost mental health providers for situations that are less emergent. If none exists, insist that a policy be developed. (Most community colleges without psychological services have a policy of referring all emergencies to campus police.)

Trained telephone crisis counselors (paraprofessional) are available 24 hours a day, 7 days a week by calling: 211.

In a true emergency, call 911.

How to Recognize Risk

1. Use your best judgment. When you learn something new about a practicum client, think logically about possible ramifications.
2. Use your intuition. When a situation “feels” troubling, consult.
3. Beware of the tendency to minimize, discount or ignore your judgment and intuition. Don't worry about “bothering” others or being “wrong.” Experienced counselors consult with one another regularly and you should too; just as consultation is part of professional behavior and standards, you should make it a part of your behavior as a student and counselor in training.
4. Develop a heightened sensitivity to “red flags.” Make a point of consulting immediately when:
 - a. There is any indication of possible child abuse, elder abuse, or abuse to a dependent adult.
 - b. There is any indication of possible thoughts of suicide or self-harm.
 - c. There is any indication of danger to others, including possible plans to harm another or destroy property, possible partner violence or grossly negligent or dangerous acts that could lead to harm (including hazing, playing automobile “chicken,” drinking rituals, etc.).
 - d. There is any suggestion of a possibly serious medical condition that is not under a doctor's care.
 - e. There is any indication of serious substance abuse that might cause harm to the user or others.
 - f. A person appears to be “in crisis,” meaning that their usual ways of coping have been overwhelmed by current circumstances and they seem to have lost their ability to make basic decisions. Often, they will sound panicky, helpless, or distraught. Occasionally they may seem “numb.”

This list does not constitute a formal training in risk assessment. It is only intended to help you recognize risk. With concerns, “red flags” and risks, it is never a mistake to give referrals to all appropriate professionals (counselor, doctor, police) and to strongly recommend follow-up.

Useful Links

CSUN's Computer Support

[CSUN Helpdesk](#)

Request for Incomplete Grade

[Incomplete Grade - Request Form](#)

Disabilities Resources and Educational Services

[DRES](#)

Writing Center

[Learning Resource Center](#)

The Pride Center

[CSUN Pride Center](#)

Research and Library Assistance

[Research and Library Assistance](#)

Required Readings/Books for this Section

Ivey, A. E., Ivey, M. B., & Zalaquett, C. P. (2023). *Intentional interviewing and counseling: Facilitating client development in a multicultural society* (10th ed.). Belmont, CA: Brooks/Cole Cengage Learning

Additional readings as assigned by the instructor

Recommended Readings

1. American Counseling Association. (2014). *Code of ethics and standards of practice*. Alexandria, VA: Author.
2. Bernard J. M. & Goodyear, R. K. (2021). *Fundamentals of clinical supervision* (6th ed.). Upper Saddle River, NJ: Pearson.
3. Cheon, H., Blumer, M., Shih, A., Murphy, M. & Sato, M. (2009). The influence of supervisor and supervisee matching, role conflict, and supervisor relationship on supervisee satisfaction. *Contemporary Family Therapy*, 31(1), 52-61. <http://doi.org/10.1007/s10591-008-9078-y>
4. Hackney, H. L., & Cormier, S. (2020). *The professional counselor: A process guide to helping* (8th ed.). Upper Saddle River, NJ: Pearson.
5. Hubra, R., Yamokoski-Maynhart, C. & Prieto, L. (2008). Reviewing videotape in supervision: A developmental approach. *Journal of Counseling and Development*, 86(4), 412-418. <https://psycnet.apa.org/doi/10.1002/j.1556-6678.2008.tb00529.x>

Overview of Course Activities & Assignments:

Practicum Site-Related Assignments:

1. Practice of communication and relationship skills
A large portion of your learning will come under the supervision of a professional school or college counselor at an approved field site. You will work directly with students doing what a counselor does. Students are expected to secure a fieldwork placement by the middle of October. Fieldwork must include **weekly supervision sessions with an approved supervisor**.
 - a. Complete at least 60 out of 100 required hours of practicum, including direct contact with students/clients
2. Complete required documentation and submit to Tevera – Please complete this in a timely manner; proper and timely documentation is an important component of professionalism in counseling
 - a. Placement information – when you secure a site
 - b. Site agreement to be signed by student, site supervisor, and University supervisor – This is due within the first two weeks of securing a site. No experience can be obtained without prior submission of this document
 - c. Hour log and monthly hour reports
 - d. Weekly practicum and SOAP notes; you will find these very helpful in your supervisory meetings
 - e. Supervisor evaluation of practicum experience – due at the end of semester
 - f. Site supervisor evaluation of student – due at the end of semester
 - g. Student evaluation of practicum experience – due at the end of semester

3. Additional course documentation
 - a. Course consent form – due by first week of class
 - b. New student disposition form – due by second week of class
 - c. Video recording consent forms – due for each recording
 - d. Proof of Liability Insurance – due prior to beginning placement
 - e. Workshop 1 verification – due by end of semester
 - f. Verification of personal counseling – due by end of academic year (Practicum B)
 - g. The Practicum A student evaluation will be completed by your instructor

Course Assignments:

4. Reading reflection papers. There will be weekly assigned reading, to ensure understanding and processing of the material, students will submit at least eight (8) reflection papers throughout the semester. Only one paper can be submitted per week reflecting on that week's reading. Students may miss one submission without penalty.
 - a. Reflection papers will be completed in the form of a graphic organizer using the template on Canvas. As you read, you will note quotes that stand out to you, your reactions to those quotes, what questions they elicit in you, and how you will apply that information to your practice. We are looking for critical engagement with the reading topics and how you would apply the information in different context. These papers are due by 7 pm on Mondays of the week they are reflecting upon.
5. Self-care presentations. Each student will complete one **10-minute presentation** on self-care. Students will discuss a self-care method they use to promote personal wellness. The purpose of these presentations is to make space for self-care, enhance healthy habits, and create a shared list of self-care strategies students can rely on during their program and beyond. Students can discuss the method or lead a guided practice.
6. Practice of Counseling Skills - Mock Counseling Triad
 - a. During the second half of class, students will practice their counseling skills with two (2) other students in the class. Each student will take turns being the “counselor,” “client,” and the observer. Students will practice the skills discussed in the first half of class, as well as provide feedback to one another.
 - b. The instructor will take turns sitting in with a group during each session and will provide additional feedback through live supervision.
7. Video recordings. * Becoming a great counselor is a lifelong journey and requires constant practice. Students are expected to meet in pairs outside of class to practice communication and counseling skills.
 Students will complete three video recordings where they demonstrate their skill development in a 20-minute mock counseling session with a classmate. Students will review their recordings and reflect on their progress. Counseling techniques learned throughout the semester should be utilized in the video session and evidence of skills from required readings must be presented in the analysis and discussion of your performance.
 - a. Initial recording will be completed in the first couple of weeks of the semester. Students will pair with a classmate and record a mock counseling session where they will exhibit their initial skills and beliefs of what a counseling session entails. Students will submit an accompanying 1 to 2-page reflection paper where they include:
 - i. Goals for the class during this semester
 - ii. Strengths observed in the initial mock counseling session
 - iii. Areas of growth observed in the initial mock counseling session

- iv. Thoughts on how they will engage in class and the practicum experience to develop counseling skills
- b. Midterm recording will be completed at the midpoint of the semester. Students will be paired with a classmate they have not worked with to record a mock counseling session. In addition to the recording, students will submit a transcription of the session (template provided in Canvas), identify the skills used, provide alternative responses, and complete a 1 to 2-page reflection paper that will include:
 - i. A summary of the session
 - ii. Strengths observed in the session with references to points in the transcription where these can be found
 - iii. Areas of growth observed in the session with references to points in the transcription where these can be found
 - iv. Thoughts on how they will continue to improve on their strengths and address their areas of growth
- c. Final recording will be completed at the end of the semester. Students will be paired with a new classmate they have not worked with to record a mock counseling session. In addition to the recording, students will submit a transcription of the session (template provided in Canvas), identify the skills used, provide alternative responses, and complete a 1 to 2-page reflection paper that will include:
 - i. A summary of the session
 - ii. Strengths observed in the session with references to points in the transcription where these can be found
 - iii. Areas of growth observed in the session with references to points in the transcription where these can be found
 - iv. Thoughts on how they will continue to improve on their strengths and address their areas of growth
 - v. Goals and objectives for EPC 659B
- 8. Class Attendance is required because a primary means of learning in this course will occur during class activities. Students are expected to actively participate in class activities in order to benefit from the ongoing learning experience. Missing more than two classes may result in the student receiving no credit for EPC 659A. Please inform the instructor and student partners before class if you are going to be absent.
- 9. Homework Assignments: Readings, exercises, and procedures for developing personal awareness and for learning and practicing communication and counseling skills outside of class will be given throughout the course. Participants are expected to complete reading and written assignments and be prepared to discuss these in the next class session.

*For students in the School Counseling Program, begin compiling your School Counseling Portfolio. This portfolio will be continued through the entire School Counseling Program to verify you meet all requirements for the PPS Credential issued by the California Commission on Teacher Credentialing. You will be required to compile the following items:

- a. One copy of the Confirmation of Program Completion Form. Complete top of form, and units earned per course, grade per course, institution and date completed per course. (This can be found in the Student Handbook Appendix)

NOTE: DO NOT tally credit units on the form but ***DO*** write in your CBEST complete date (month/day/year), or the alternative measure you are using to meet basic skills.

- b. Most recent CSUN transcript of classes.

- c. A separate page tallying your completed fieldwork hours by site level (e.g., elementary, middle school, and number of hours).
- d. Copy of logs signed by instructor and supervisor showing a total of 900 hours, with a minimum of 200 fieldwork hours earned at two different levels (elementary, middle, high school). The 900 hours includes 100 practicum hours. **Please upload signed copies of your practicum logs as well.**
- e. Copies of all fieldwork evaluations for 659A (if applicable), 659B, 659C, & 659D
- f. Copies of all four (4) workshop forms, signed
- g. Copy of personal counseling form showing ten (10) hours of personal counseling
- h. Copies of fieldwork agreements – signed
- i. Copy of disposition survey
- j. Copy of candidate evaluation of field experience

All documents, except the confirmation of program completion form, tally sheet, and your unofficial transcript, will be captured in Tevera

Grading System

This course emphasizes the importance of both acquired knowledge (didactic) and basic counseling skills (practice). Final grades are based on the following:

1. Reading Reflection Papers (15%)
2. Self-care Presentations (10%)
3. Recorded mock counseling videos (65%)
 - a. Initial recording and reflection paper (10%)
 - b. Midterm recording, transcription, and reflection paper (25%)
 - c. Final recording, transcription, and reflection paper (30%)
4. Participation and Professionalism (10%)
 - a. Submission of documentation, portfolio (must be submitted to receive final grade)

Points	Grade	A point grading scale will be used for assignments in this course; the same scale will also be used for the final grade; please note that a grade of A is the highest final grade that one can receive for the course. Also note that I do not round scores under any circumstances.
93.6-100	A	
89.6-93.5	A-	
87.6-89.5	B+	
83.6-87.5	B	
79.6-83.5	B-	
77.6-79.5	C+	
73.6-77.5	C	
69.6-73.5	C-	
60-69.5	D	
Below 60	F	

University Policy on GPA Requirements for Graduate Programs

Students pursuing a Graduate Degree must maintain a minimum 3.0 (B) average in the formal program and the cumulative grade point average. No grade below a “C” can be counted in the formal program. Any grade of “C-” or below in the formal program must be repeated after an approved course repeat form has been filed. If the student does not receive a “C” or better on the 2nd attempt, the student will be disqualified from the program. A maximum of 6 units in the formal program may be repeated at the graduate level. The repeat grade will appear on the transcript. Departments may have higher standards that take precedence over the University policy.

This course is a classification course and requires a B or better.

Grading can be affected by the following:

1. Regular, on-time attendance of class. Because of the shared group nature of this course, students depend on one another for learning experiences. Therefore, 2 absences will affect your grade; 3 absences will necessitate dropping the course. A pattern of arriving late, mid-class disappearances or returning late from break will also affect your grade.
2. Quality of participation in class.
3. Your ability to demonstrate awareness of personal issues counselors have in dealing with clients (countertransference).
4. Your ability to listen and show empathy, respect, positive regard, warmth, and genuineness in practice counseling exercises.
5. Your ability to demonstrate effective, relationship building and communication skills including non-verbal skills, active listening, invitational skills, questions, and reflections.
6. Your ability to give and receive concrete feedback.
7. Thoughtful, on-time completion of all assignments and preparation for class.
8. Fulfilling the responsibility of meeting with your therapist, individual supervisor, and instructor and fieldwork responsibilities.
9. Your commitment to professional development, including professional workshop attendance and the effective use of peer consultation. This also includes thoughtful development of meaningful goals, realistic action plans, and dedicated follow-through.
10. The quality of your developed professional goals.
11. The quality of your posted feedback on goal development offered to an assigned cohort member.

Program Requirements

To be completed before the end of the academic year

Practicum Experience

At least 100 clock hours of fieldwork including at least 60 hours of direct contact with students. At least 10 of these hours should be direct contact with students in groups.

As a trainee, you will search for a site placement to complete your Practicum experience. Once you have secured placement, you are expected to remain at your site for the full academic year even if you have completed the hour requirement. Sites depend on trainees, and we work towards maintaining strong relationships with sites to ensure future students can secure placements. Please keep this in mind when scheduling your time commitment.

Supervision

1.5 hours per week of group supervision (met by the practicum course). This will be logged into Tevera as University Group Supervision. Students will also receive weekly supervision at their sites with their site supervisor; 1 hour weekly for individual or triadic supervision **or** 1.5 hours of group supervision. This will be logged into Tevera under the appropriate title (Individual vs. Group Site Supervision).

Personal Counseling

At least 10 hours of private, confidential, individual counseling with a professional counselor of your choice. This person must be a state-registered Intern, or a state licensed Professional Counselor, Psychologist, Marriage and Family Therapist; Social Worker; or Psychiatrist. At least 5 hours must be completed during the fall semester.

Workshops

Attend a minimum of two (2) professional workshops of at least 4 hours each for Practicum A and B. These should cover topics related to counseling (vs. student affairs). A total of six (6) workshops are required by the department before graduation, preferably one per semester.

“A” Evaluation (takes place toward the end of EPC 659A)

Counseling is a challenging profession and every student progress at their own pace. Faster is not better. In fact, some of the best counselors have taken advantage of a slower pace to better integrate their learning and development. Some students will be ready to gain maximum benefit from an “official” internship as early as the fall of their second year; others will be better served by engaging in different developmental activities in their second year. As with most things, focusing on your own process rather than some kind of arbitrary measure or timetable is wise.

Perfect grades in your first year are not necessary, nor are they sufficient to indicate readiness for internship. The ability to translate knowledge into practice and the professionalism demonstrated in multiple settings play a part. (See the form entitled Skills of Professionalism for more detail).

Towards the end of EPC 659A (usually in late November/early December), each student's progress in terms of emerging clinical skills, professional disposition, and academic development will be evaluated by the Student Affairs Committee to determine the best plan for integrating and solidifying the knowledge garnered in the first year.

Tentative Schedule and Assignments

*Subject to change at instructor's discretion

WEEK	TOPIC	READINGS	ASSIGNMENTS DUE
WEEK 1 8/26	Introduction to the course Review of the syllabus Overview of counseling	<ul style="list-style-type: none"> Review the Student Handbook 	<ul style="list-style-type: none"> Course consent form
WEEK 2 9/2	Labor Day – No class		
WEEK 3 9/9	Personal and Professional development Overview of the counseling interview: Stages and skills of counseling <ul style="list-style-type: none"> Counselor professional identity Opening a Session 	<ul style="list-style-type: none"> Ivey, Ivey, & Zalaquett Chapter 1 <i>Counselor Professional Identity: Findings and Implications for Counseling and Interprofessional Collaboration</i> by Mellin, Hunt, & Nichols on Canvas 	<ul style="list-style-type: none"> Initial recording and paper Proof of Liability Insurance Training certificates Reading reflection
WEEK 4 9/16	Mentorship Meeting with Second Years		
WEEK 5 9/23	Building Rapport & a working relationship through Attending and Observational skills	<ul style="list-style-type: none"> Ivey, Ivey, & Zalaquett Chapters 3 & 4 <i>The Characteristics of a Helping Relationship</i> by Carl Rogers on Canvas 	<ul style="list-style-type: none"> <i>Presentation</i> Reading reflection
WEEK 6 9/30	Tevera Discussion Probes/Questions	<ul style="list-style-type: none"> Ivey, Ivey, & Zalaquett Chapter 5 <i>Empathic: An Unappreciated Way of Being</i> by Carl Rogers on Canvas 	<ul style="list-style-type: none"> <i>Presentation</i> Reading reflection Submit your September hour log in Tevera
WEEK 7 10/7	Simple reflections Reflecting Content	<ul style="list-style-type: none"> Ivey, Ivey, & Zalaquett Chapter 6 	<ul style="list-style-type: none"> <i>Presentation</i> Reading reflection
WEEK 8 10/14	Reflecting Feelings – basic empathy Reflecting affect and content Self-disclosures	<ul style="list-style-type: none"> Ivey, Ivey, & Zalaquett Chapter 7 	<ul style="list-style-type: none"> <i>Presentation</i> Reading reflection
WEEK 9 10/21	SOAP Notes Establishing a framework: Legal & Ethical Issues & Cultural Competence Attending to race, gender, and disability in counseling. Child abuse reporting	<ul style="list-style-type: none"> Ivey, Ivey, & Zalaquett Chapter 2 <i>ACA Code of Ethics</i> on Canvas <i>ASCA Ethical Standards for School Counselors</i> on Canvas 	<ul style="list-style-type: none"> <i>Presentation</i> Reading reflection

WEEK 10 10/28	Debrief midterm recording Reflecting meaning Interpretation, reframing, and immediacy	<ul style="list-style-type: none"> Ivey, Ivey, & Zalaquett Chapter 11 	<ul style="list-style-type: none"> Midterm recording, transcription, and paper Reading reflection
WEEK 11 11/4	Empathic confrontation Confronting and exploring Ambivalent/resistant clients Silence	<ul style="list-style-type: none"> Ivey, Ivey, & Zalaquett Chapter 10 	<ul style="list-style-type: none"> <i>Presentation</i> Reading reflection Submit your October hour log in Tevera
WEEK 12 11/11	Veterans' Day – No class		
WEEK 13 11/18	Motivational Interviewing Stages of Change Collecting client feedback Documentation and goals setting	<ul style="list-style-type: none"> <i>Stages of Change</i> by Norcross, Krebs, and Prochaska on Canvas 	<ul style="list-style-type: none"> <i>Presentation</i> Reading reflection
WEEK 14 11/25	Suicide Assessment Dealing with Crisis Dangerousness suicidal/homicidal clients	<ul style="list-style-type: none"> Readings TBA 	<ul style="list-style-type: none"> <i>Presentation</i>
WEEK 15 12/2	Debrief final recording Wrap up Review of skills Termination of counseling		<ul style="list-style-type: none"> Final recording, transcription, and paper <i>Presentation</i> Submit your November hour log in Tevera Portfolio (SC)
WEEK 16 12/9	Individual check-in with instructor		<ul style="list-style-type: none"> Evaluation of all documents in Tevera

Demonstration Videos

- As noted, these are your first steps in a lifelong journey of genuine communication. You will find your counseling skills improve rapidly with continuous practice. You are expected to meet with a counseling partner outside of class to practice these skills.
- You can use your own device to record, but please make sure the sound is sufficient. If the sound is not audible throughout your counseling session, then the video will be unacceptable, and you will have to record another session. If you record on Zoom, both speakers (client AND counselor) must be visible at all times. Please check your settings as those are what dictate how the zoom is recorded, not how you manipulate the screen on your computer.

You are not being evaluated on your skill as a professional counselor, but rather as a counselor-in-training and your ability to provide basic listening skills to a classmate, integrate the techniques you are learning from the readings, videos and class discussions, and your willingness to reflect on your own growth as a counselor.

Video Transcript Analysis

Watching yourself on video can be very difficult and yet can be extremely beneficial.

The goal of this assignment is for you to analyze your skills as a counselor in one “snapshot” session. While a counselor can never know the direction or outcome of a counseling session in advance, you can certainly utilize various techniques in your goal of guiding the client to possible solutions to their issues or concerns.

1. Your recording should be about 20 minutes long with you as the counselor. You will transcribe the full session.
2. Use the template provided on Canvas
3. Identify the skills you use

Attending	Client observation	Focusing
Encouraging	Initiating the session	Reflecting of meaning
Paraphrasing	Gathering information	Self-disclosure
Summarizing	Mutual goal setting	Directives
Reflecting of Feeling	Generalizing to daily life	Interpretation/reframing
Open questions/Closed questions	Caring Confrontation	Immediacy

4. Add statements you would have preferred to have made in the session.
5. Write your reflection paper below your transcription. Follow the prompt provided in the above syllabus.



MICHAEL D. EISNER
COLLEGE OF EDUCATION

Department of Educational Psychology and Counseling

Course Syllabus

EPC 659B: Practicum: Communication Skills

Monday 7:00 pm - 9:45 pm – Spring 2025

Instructor:

Office:

Phone:

Email:

Office Hours:

Course Description

This is a continuing course from 659A practicum course. All descriptions, rules, department, and course objectives continue from the fall semester. Please see the previous syllabus for specific guidelines and competencies for this course. Assignments in this course are specifically geared towards helping students gain a deeper understanding of their own abilities in counseling and focus in on areas in which students might improve.

Students must show improvement in their skill development for advancement to fieldwork experience.

Units: 3

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
- ♦ Evidence of growth and renewal
- ♦ Ethical and caring professionals
- ♦ Collaborative partnerships
- ♦ Communities of diverse learners
- ♦ Creative and reflective thinking

Instructional Philosophy

The counseling programs at CSUN are designed based on a learning-centered, outcome-based educational principles as described below:

Learning-Centered Education

- A cross-disciplinary, constructivist pedagogical model, learning-centered education refers to designing educational curricula that focus on promoting active student learning of specific skills and knowledge rather than mastery of content.
- In this approach, learning is the focus of curriculum design. Student learning is measured to determine whether students are meaningfully engaging the material. Students are active in this process, applying and using knowledge rather than trying to memorize or analyze it.
- Clearly defined learning objectives and criteria are used to facilitate student learning and democratized the student-teacher relationship.

Outcome-Based Education

- Closely related to learning-centered, outcome-based learning refers to designing curriculum around the final learning outcomes or objectives.
- Rather than simply following the textbook chapter by chapter, the learning objectives drive the curriculum.

The learning objectives and outcome measures for this program have been derived from the following sources:

1. The Council for the Accreditation of Counseling and Related Educational Programs (CACREP) requirements for the specialization in School Counseling.
2. The Student Learning Objectives developed by the departmental faculty.

CACREP 2016 Core Standards Covered in this Class

HUMAN GROWTH AND DEVELOPMENT	CACREP STANDARDS	EVALUATION/OUTCOME MEASURES
A general framework for understanding different abilities and strategies for differentiated treatment	2.F.3.h	Case presentations, discussion, supervision
Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across lifespan	2.F.3. i	Case presentations, discussion, supervision, progress notes, counseling skills

COUNSELING AND HELPING RELATIONSHIP	CACREP STANDARDS	EVALUATION/OUTCOME MEASURES
Ethical and culturally relevant strategies for establishing and maintaining in-person and	2.F.5.d	Use of computer-based standardized tests, counseling skills, supervisor evaluation form

technology-assisted relationships		
the impact of technology on the counseling process	2.F.5.e	Telementalhealth interactions, use of computer-based standardized tests, counseling skills
essential interviewing, counseling, and case conceptualization skills	2.F.5.g	Supervision, case presentations, counseling skills, supervisor evaluation form
developmentally relevant counseling treatment or intervention plans	2.F.5.h	Case presentations, discussion, reading, supervision, supervisor evaluation form
development of measurable outcomes for clients	2.F.5.i	Case presentations, use of assessments, supervisor evaluation form
evidence-based counseling strategies and techniques for prevention and intervention	2.F.5.k	Case presentations, supervision, supervisor evaluation form
processes for aiding students in developing a personal model of counseling	2.F.5.n	Discussion, reading, supervision, session evaluation

ASSESSMENT AND TESTING	CACREP STANDARDS	EVALUATION/OUTCOME MEASURES
use of assessments relevant to academic/educational, career, personal, and social development	2.F.7.i	Use of assessments, case presentations, supervisor evaluation form

The CACREP 2016 School Counseling standards addressed include:

- 2a. School Counselor roles as leaders, advocates, and systems change agents in P-12 schools - Professional Identity Role and Responsibility
- 2g. Characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders - Predict Antisocial Behavior; Identifying Potential Violence
- 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 - Communication & Relationship Building; Conflict Mediation Skills

The CACREP 2016 College Counseling and Student Affairs standards addressed include:

- 1.e. Assessments specific to higher education settings
- 2.a. Roles and settings of college counselors and student affairs professionals
- 2.d. Characteristics, risk factors, and warning signs of individuals at risk for mental health and behavioral disorders

- 2.m. Unique needs of diverse individuals in higher education settings, including residents, commuters, distance learners, individuals with disabilities, adult learners, and student athletes, as well as nontraditional, international, transfer, and first-generation students
- 2.n. Higher education resources to improve student learning, personal growth, professional identity development, and mental health
- 2.p. Legal and ethical considerations specific to higher education environments

CTC School Counselor Performance Covered in this Class

SCPE 2: Professionalism, Ethics, and Legal Mandates	
2.5	Understand the responsibility of maintaining confidentiality of student records, ethical considerations regarding counseling relationships, limits pertaining to maintaining confidentiality, and the legal responsibilities within school counseling.
2.6	Articulate and provide an example of an individualized self-care plan to ensure long-term wellness and professionalism to successfully cope with high stress situations.
2.7	Understand and apply ethical and the legal obligations to students, parents, administrators, and teachers.
2.10	Maintaining professional and ethical boundaries in school counseling relationships per professional association ethical guidelines created by American School Counselor Pupil Personnel Services: School Counseling Performance Expectations Association (ASCA), American Counseling Association (ACA), and American Psychological Association (APA).
2.12	Display professional disposition related to conduct, communication, demeanor, and presentation (written/oral) within the school counseling program and profession.
SCPE 5: Social/Emotional Development	
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.
5.4	Develop cultural competency and demonstrate skill in helping pupils to respect and understand alternative points of view to accept, respect, and value differences, such as cultural diversity and family configuration patterns.
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.

Specific Course Learning Objectives

The learning activities in this course will enable students successfully completing the class to do the following:

1. To increase students' repertoire of counseling techniques and interpersonal skills through class activities, course assignments, and practice with each other and with clients.
2. To provide progressive, practical, and effective training in the skills, strategies and processes basic to the beginning stages of the psychotherapeutic process.

3. To demonstrate competency in the counseling skills and problem-solving approaches basic to the final stages of the counseling process.
4. To gain experience in the practice of counseling and particularly experience in counseling pre-K-12 students and college students.
5. To receive individual and group supervision of counseling practicum experience.
6. To create and review videos of counseling sessions.
7. To become familiar with a variety of professional activities in addition to direct service work.
8. To learn and apply laws and ethical principles and practices of the counseling profession.
9. To gain supervised experience in using a variety of professional resources such as school data systems, student records, print and non-print media, professional literature, and research.
10. To develop and expand student self-knowledge and awareness of one's own interpersonal style, the impact of that style on others, and communication strengths and limitations.
11. To create a milieu in which constructive feedback and mutual support may be given and received in part through interpersonal and group experience designed to: 1) gain insight into interpersonal style and how it impacts others; 2) provide opportunities to develop more constructive and facilitative ways of relating to others.

Policies and Resources

Attendance

Students manifest their responsibility in the regularity and punctuality of their attendance. Since this course includes significant seminar and experiential components, attendance at each class meeting is required. ***In cases of absence, any scheduled assignments are due to the professor at the beginning of class unless other arrangements have been made prior to that time.*** If you are absent from class, it is your responsibility to check online and with fellow classmates regarding announcements made while you were absent; this includes supplemental instructions related to assignments. You are responsible for and may be tested on any and all lecture materials presented in class that are not covered in your readings. If you miss more than 2 full classes, you may be asked to repeat the course at another time.

Due Dates and Times

Due dates and times are non-negotiable unless an extension is provided to the entire class and/or if one has been approved in writing for serious medical necessity or extreme circumstance. Assignments are due on the identified date at the beginning of class (7pm) and must be submitted via Canvas. There will be no rewrites of assignments; therefore, it is necessary that you submit your best work. Students must submit all assignments for a passing grade in this class. Late submissions will lose one (1) full letter grade and will not be accepted more than a week late without prior arrangements with instructor. **Note:** Emailed assignments will not be accepted as there are often issues with opening documents and/or the formatting is incorrect.

Requests for Incompletes

Incompletes will only be considered in accordance with university policy, which requires that 75% of the course be completed prior to the unforeseen grave circumstance(s) 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. ([Incomplete Request](#)).

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.

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.
 - *Note:* It can be very tempting to check email, instant message, play games, etc. during class when using technology at your desk. 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 social media, or emailing during class. It is very distracting to others.
- Managing personal information (own and others') appropriately.
- Seeking assistance related to assignments 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.
- Zoom video should include live video of student (not just the zoom name plate).

Students who have difficulty in one or more of these areas may have their participation grade lowered and in severe cases may be referred to the department Student Affairs Committee for further review.

Students with Disabilities

If you have special needs as addressed by the Americans with Disabilities Act (ADA) and need course materials in alternative formats, notify the professor **within the first two weeks of class**. Students interested in accommodations should contact the university's office for students with disabilities (Disability Resources and Educational Services (DRES), 818-677-2684); only this office can recommend and arrange for accommodations. No accommodations may be made

without their approval. Any and all reasonable efforts will be made to accommodate special needs.

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 10 points. Any student caught cheating will be referred to the department Student Affairs Committee.

Policy on Artificial Intelligence (AI)

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
 - e) the entire exchange, highlighting the most relevant sections,
 - f) a description of precisely which AI tools were used (e.g., ChatGPT private subscription version or DALL-E free version),
 - g) 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.),

- h) 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

Confidentiality and Limits

In this course, you are entering an experience that involves a significant amount of self-disclosure. Naturally, people will say things that are personal and confidential. It is your duty to maintain confidentiality and trust. In addition, we will be reviewing real client recordings and must maintain client confidentiality and dignity. Please carefully review the ACA Code of Ethics.

Each course instructor has a responsibility to act professionally and ethically, and also has a responsibility to the university, profession, and society. Normally, these responsibilities are not in conflict, and confidentiality can be maintained. However,

5. if a class member threatens danger to him/herself, we are required by law to make those limited disclosures necessary to avert that danger,
6. if a class member threatens grave bodily harm to another person(s), we are required by law to inform the intended victim(s) & appropriate law enforcement agencies,
7. if there is any reasonable suspicion of child abuse or neglect, or elder or dependent adult abuse, we are required by law to report it immediately to the proper authorities and anyone else necessary to keep people safe.
8. If, in our judgment, a class member is acting unethically or experiencing a disturbance in his/her own life to such an extent that it would hinder his/her ability to work positively with others, we may discuss the situation with the departmental Student Affairs Committee to determine appropriate action. Normally, we would discuss the situation with the student before disclosing confidential information to others.

Useful Links

CSUN's Computer Support - [CSUN Helpdesk](#)

Request for Incomplete Grade - [Incomplete Grade - Request Form](#)

Disabilities Resources and Educational Services - [DRES](#)

The Pride Center - [CSUN Pride Center](#)

Writing Center - [Learning Resource Center](#)

Research and Library Assistance - [Research and Library Assistance](#)

CSUN Student Conduct Policies - [Student Conduct Policies](#)

Instructional Format

This graduate course will include lecture, discussions, experiential activities, guest speakers possibly, research assignments and self-assessment. The course may also include online components on Canvas (<http://canvas.csun.edu>); use your CSUN user ID and password to log on.

Required Texts:

Ivey, A. E., Ivey, M. B., & Zalaquett, C. P. (2018). *Intentional interviewing and counseling: Facilitating client development in a multicultural society* (9th. ed.). Belmont, CA: Brooks/Cole Cengage Learning.
(from last semester)

Reading Assignments on Canvas.

Overview of Course Activities & Assignments:

Counseling Skills Practice – Class and Practicum Sites

In this course students will work on honing counseling skills by improving the depth and influence with which they perform counseling. Students will have the opportunity to develop those skills working in groups of two or three to practice counseling in the classroom and outside of the classroom; in addition, students should be getting experience working directly with students at field sites. As with most skilled professions, the more one practices the better one becomes. It is in your best interest to take advantage of every opportunity you can to improve your counseling repertoire with diverse clients of all ages.

Practicum Site-Related Assignments

All students must engage in field practice and earn **100 hours total** by the end of the semester (including hours from fall semester), of which **60 hours must be direct contact with students**. In addition to 1.5 hours of university group supervision (class), fieldwork **must include weekly supervision** sessions with your approved site supervisor (1 hour of individual or triadic supervision **or** 1.5 hours of group supervision each week). Students will also complete Tevera documentation in a timely manner to fulfill all course requirements.

Social Emotional Skills Teaching Demonstrations

Part of a school and college counselor's role is to design and implement lesson plans that focus on teaching social emotional skills to students at a developmentally appropriate level. You will plan a 10 to 15-minute lesson plan on a topic of your choice (related to social emotional skills) and teach the class. Your presentation must include at least three references to support your lesson.

To create a pool of resources that you may use in your future career, each of you will also upload your PowerPoint and teaching materials to a Canvas Discussion Post to share with your classmates.

Possible topics: healthy relationships; self-management; decision-making; etc.

Video Transcriptions and Analysis

As painful as it can be to watch and listen to yourself on video it is also one of the most valuable tactics to provide self-reflection and subsequent improvement in counseling skills. For this semester, you will have the opportunity to produce **three videos of counseling sessions** where you are the counselor. Each recording should be of **15-20 minutes** in length. Two of these recordings must be with real clients from your practicum sites. Preferably, all videos will be with real clients, but one may be with a classmate. Make sure to obtain consent and complete the forms on Tevera prior to recording.

To support your continued growth in counseling, you will also provide a two-page analysis paper of each of the recorded counseling sessions, pointing out techniques you employed throughout each session, noting reasons for particular lines of questioning, and providing an overall assessment of your abilities as a counselor, including areas of strength and areas in which you might improve. Your sessions with real clients (if all three, only the final two) will also require a transcription of the full session. Please see Canvas for the template for the transcription and guide for the analysis paper for all three recordings.

Case Presentations

As you have experienced last semester, your classmates have a lot of input in how you learn counseling skills. To increase this group learning, each of you will present your two client recordings to the class. For each case presentation, you will introduce your client, present your case conceptualization based on a theory of your choice, and share at least 2 clips of the session. You will choose a 5-minute clip that highlights an area of growth, and a 5-minute clip that highlights your strength in the session.

You will submit a 1-page write-up on Canvas where you introduce your client, describe important demographic information, their presenting concern, and how you are conceptualizing them based on your theory of choice. This is a separate assignment from your video reflection paper.

Fieldwork Notes and Practicum Logs

Ongoing communication with the professor is essential to support you at your field site. Each week you will provide a summary of the activities you are doing at your site. If you attend your site more than once a week, the notes can be combined into one report per week. Samples of the Fieldwork notes form can be found in the School Counseling Student Handbook and Fieldwork Manual.

Remember that your Practicum Logs, the record of all the hours you acquire at your field site as well as classroom hours, conferences, and practice counseling sessions, are required when you apply for your PPS Credential. Make sure those Logs are signed and copies are turned in at the end of the semester. It might even be a good idea to make an electronic copy with signatures.

Membership in Professional Organization/Professional Liability Insurance

Professional school counselors support organizations that promote efforts to help students focus on academic, career and social/emotional development so they achieve success in school and are prepared to lead fulfilling lives as responsible members of society. Each student will enjoy the benefits of joining at least one professional organization—American School Counseling Association (ASCA), California Association of School Counselors (CASC), or American Counseling Association (ACA). In addition, students will provide proof of obtaining professional liability insurance (automatic with ASCA or ACA, additional cost with CASC) to provide them with liability coverage as a counselor.

Readings

In addition to the textbook from EPC 659A, there will be assigned readings on Canvas. They were chosen to support your real-world skills in counseling settings. As you take charge of your own education, reading about the theories, concepts, laws, and ethics surrounding counselors is an important component of learning. To help you realize the importance of readings there will also be periodic quizzes given in class.

2) Grading System

- Social Emotional Skills Teaching Demonstration 15%
- Counseling Videos, Transcription, and Analyses 65%
 - Video and Analysis (no transcription) – 15%
 - Videos, Transcription, and Analysis (2) – 25% each
- Case Presentations and Conceptualizations (2) – 5% each 10%
- Completion of all required paperwork on time, role-play, and participation 10%
 - Verification of Membership in a Professional Counseling Organization
 - Verification of Professional Liability Insurance
 - Practicum Fieldwork Logs
 - Fieldwork Evaluation Forms
 - Professional Workshop Attendance Verification
 - Verification of Ten Hours of Counseling (if not completed first semester)

Points	Grade
93.6-100	A
89.6-93.5	A-
87.6-89.5	B+
83.6-87.5	B
79.6-83.5	B-
77.6-79.5	C+
73.6-77.5	C
69.6-73.5	C-
60-69.5	D
Below 60	F

University Policy on GPA Requirements for Graduate Programs (from the University Catalogue)

Students pursuing a Graduate Degree must maintain a minimum 3.0 (B) average in the formal program and the cumulative grade point average. No grade below a “C” can be counted in the formal program. Any grade of “C-” or below in the formal program must be repeated after an approved course repeat form has been filed. If the student does not receive a “C” or better on the 2nd attempt, the student will be disqualified from the program. A maximum of 6 units in the formal program may be repeated at the graduate level. The repeat grade will appear on the transcript. Departments may have higher standards that take precedence over the University policy.

Tentative Schedule and Assignments

*Subject to change at instructor's discretion

WEEK	TOPIC	READINGS	ASSIGNMENTS
WEEK 1 1/20	No class – Classes begin Tuesday		
WEEK 2 1/27	Introduction and Overview Goal Setting for the semester Catching up with fieldwork	Syllabus Reading on Canvas	Classroom Consent Form – submit on Canvas and Tevera
WEEK 3 2/03	Your role in counseling	Ivey et al., Chapter 8 Reading on Canvas	<ul style="list-style-type: none"> • Teaching Demonstrations (2) • Verification of Membership in Professional Organization • Verification of Professional Liability Insurance • Hour Log for January (on Tevera) • Video & Analysis Paper
WEEK 4 2/10	Establishing a therapeutic relationship	Ivey et al., Chapter 9 Reading on Canvas	Teaching Demonstrations (2)
WEEK 5 2/17	Focusing	Reading on Canvas	Teaching Demonstrations (3)
WEEK 6 2/24	Self-disclosure	Ivey et al., Chapter 12 Reading on Canvas	Teaching Demonstrations (3)
WEEK 7 3/03	Evocation	Reading on Canvas	<ul style="list-style-type: none"> • Video, Transcription, Analysis Paper • Video 1 Case Presentations (2) • Hour Log for February (on Tevera)
WEEK 8 3/10	Counseling Theory and Practice	Ivey, Chapter 13	Video 1 Case Presentations (3)
WEEK 9 3/17	SPRING BREAK – NO CLASS MEETING		
WEEK 10 3/24	School-based Ethical Practice	Reading on Canvas	Video 1 Case Presentations (3)
WEEK 11 3/31	CESAR CHAVEZ HOLIDAY – NO CLASS		
WEEK 12 4/07	Anxiety	Reading on Canvas	Video 1 Case Presentations (2)

WEEK 13 4/14	Special populations	Reading on Canvas*	<ul style="list-style-type: none"> • Video, Transcription, Analysis Paper • Video 2 Case Presentations (3) • Hour log for March (on Tevera)
WEEK 14 4/21	Crisis interventions	Reading on Canvas*	Video 2 Case Presentations (3)
WEEK 15 4/28	The Professional School Counselor	Reading on Canvas	Video 2 Case Presentations (2) Paperwork
WEEK 16 5/05	Wrap-up		Video 2 Case Presentations (2) Hour log for April (on Tevera)

Assignment Notes

Video recordings, transcriptions and analysis papers have shared due dates for all students.
Presentations vary as two students will present each week.

