Course Syllabus
EPC 659D: Fieldwork in Counseling Services
Mondays 7:00-9:45pm – Spring 2024

Instructor:
Office:
Phone:
Email:
Office Hours:
Note: I will respond to email communication within 48 hours Monday through Friday; if you have emailed after 5pm on Friday, I will respond to you the following Monday.

Course Description

This course serves as the university group supervision component of students' fieldwork placement, and as such is crucial to the successful completion of fieldwork requirements for the Counseling program. EPC 659D is designed to be an application of what students have learned and are currently learning in their content classes, and is the specialization fieldwork course of the Counseling program. Subject matter will be presented in a personalized, interactive manner to complement professional standards and students' on-site field experiences by the practice of advanced skills and training.

This class will focus on group supervision of fieldwork, a process-oriented small group. The purpose of this small group is for each of the week's group members to reflect on their experience that week at their field sites, and to further develop counseling and communication skills. At times during the semester, there may be focus on content specific information via review.

Catalog Description: Supervised field training in an organized program for those specializing in P-16 or those in community-based counseling programs. Flexible units with consent of advisor. Normally, students enroll in EPC 659C and 659D for two, 3-unit semesters. A third semester may be required with consultation with the advisor. (Credit/No Credit only)

Units: 3
Prerequisite: Admission to master's program in counseling at CSUN and EPC 643, 655, 659A, 659B.

College of Education Conceptual Framework

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:

- **E**xcellence in professional and academic preparation   **C**ollaborative partnerships
- **E**vidence of growth and renewal   **C**ommunities of diverse learners
- **E**thical and caring professionals   **C**reative 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:

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 5.13	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.
SCPE 9.8	Possess knowledge, understanding, and experience with at least one student information system.

Specific Course Goals & Objectives

1) To provide students with in-the-field experience in professional counseling under the tutelage of an on-site supervisor who is a professional 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 program's 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) To provide students with the knowledge necessary to conceptualize student concerns and needs, and to provide opportunities to consider professional and ethical issues as they occur in actual counseling settings, and with opportunities to evaluate personal effectiveness as a school counselor.

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

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 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 Twitter, Skype, Instagram, SnapChat, etc. or emailing during class. It is 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.

Zoom specific norms for any online classes:
- 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.

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

Useful Resources on Campus

CSUN's Computer Support
CSUN Helpdesk
The IT division is responsible for the delivery of effective, secure, reliable technology infrastructure and technology services that enable, promote, and support students, faculty, and staff to achieve their goals. IT is committed to offer leadership and support in the advancement of technology, working in a collaborative partnership with CSUN's schools, colleges, and administrative divisions.

Request for Incomplete Grade
Incomplete Grade - Request Form
There are certain criteria that must be met prior to requesting an incomplete grade. Please review this information through the link above.

Disabilities Resources and Educational Services
DRES
Disability Resources and Educational Services (DRES) is guided by the belief that each individual has strengths, abilities and talents. Through student service, training and education programs, DRES furthers the vision of an inclusive society that supports the attainment of academic, professional and personal goals for persons of all abilities. If you are a student, please take a look at Student Services to learn more about DRES.

Writing Center
Learning Resource Center (LRC)
Since 1973, the mission of the LRC is to enable students to improve their academic performance through a variety of learning programs including workshops, one on one and group tutoring, and supplemental instruction classes.

The Pride Center
CSUN Pride Center
The Pride Center supports lesbian, gay, bisexual, transgender, queer, questioning, intersex and

asexual (LGBTQIA+) students, faculty and staff through programming and educational outreach to improve the campus climate for LGBTQIA+ individuals as well as advocate for the respect and safety of all members of the campus community.

Pride Center Values: Advocacy, Communication, Empowerment, Fun, Inclusivity, Intersectionality, Learning, Social Justice

Veterans Resource Center
VRC
The mission of the VRC is to assist CSUN students as they transition from military service to academic success. The VRC promotes the academic, personal and professional development of student veterans, reservists, members of the National Guard and their dependents through supportive services, resources and community building events.

DREAM Center
USU DREAM Center
The DREAM Center of the University Student Union at CSUN is a welcoming resource center that provides resources and services to undocumented students, mixed status families, staff, faculty, allies and future undocumented students while fostering a more inclusive campus community. DREAM stands for Dreamers, Resources, Empowerment, Advocacy and Mentorship. You can meet with staff by appointment or just walk into their space at the USU.

We provide resources and services to help empower students so that they can become advocates during their educational trajectory.
We increase knowledge of the ever-changing political climate which affect students in their personal and professional lives.
We believe students thrive and undergo a transformation when they feel supported and empowered in their autonomies to confidently pursue their aspirations and goals.

Research and Library Assistance
Research and Library Assistance
You can request assistance with research and find answers to general library related questions through this link.

CSUN Student Conduct Policies
Student Conduct Policies
For information about CSUN's student conduct policies, visit the link above.

University Counseling Services
UCS
24/7 crisis/urgent care services are available for students at (818) 677-2366 (Option 3). In addition, the urgent care page of our website provides many other crisis services, including the 24/7 suicide prevention hotline (800-273-TALK/8255) and the 24/7 Crisis Text Line – text "START" to 741-741.
UCS' website also has some helpful resources in our Videos and Blogs section that includes a variety of videos (including several in Spanish) and 7 different Mindfulness Exercises. They also have a new section called Resources that has a variety of Wellness Resources, Mental Health & Wellness Apps, and Hotlines and Community Resources.

Matadors Forward (COVID-19 Health, Safety, and Well-being Resources)
Matadors Forward
For information related to COVID-19, please visit the link above.

YOU@CSUN
You at CSUN is a comprehensive online well-being platform intended to enhance student mental health, physical wellness, happiness, and academic success, and to connect students to information, campus resources, peers, and opportunities. It looks at students holistically and is intended to provide students access to a wealth of content and campus resources across 3 domains:
- Succeed: academics, career path, learning style, and leadership
- Thrive: personal well-being including physical and mental health
- Matter: purpose, community, and social connections
Watch the 1-minute video to see what YOU offers students.

MataCARE Emergency Grant
Qualified students are provided with assistance in the form of single, one-time awards. MataCare crisis relief funding is not intended for recurring monthly expenses. Emergency grant funds are not loans that students are expected to repay. The amount of the grant is up to $1,100 and depends on the nature of an individual request, the documentation provided, and the availability of funds. Documentation submitted MUST be related to the current emergency or crisis situation.

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
- Students shall accumulate 10 clock hours of fieldwork each week. *However, it is strongly recommended that students consider accumulating more clock hours per week 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.

- *It is important for you to identify whether you will be able to engage with students in direct service.*

CACREP standards for students' fieldwork experience (internship) are as follows:
  A. A minimum of one hour per week of individual supervision throughout the traineeship, usually performed by the on-site supervisor.
  B. Developing audiotapes of the students' interactions with student clients.
  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. Participation at fieldwork sites throughout the duration of the academic year. *Note:* **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.**

These standards also meet requirements for the CTC.

2. CLASS ATTENDANCE & PARTICIPATION
Class attendance in EPC 659D for the entire period is required, and 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. In addition, active participation in-group supervision is a core requirement for this course. *Note:* more than two (2) absences will result in an "I" (incomplete) in the course. If you have an unanticipated absence, please notify the professor as soon as possible via email.

3. FIELDWORK SITE ATTENDANCE (SCPE 9.8)
Consistent and punctual attendance at your fieldwork site is required. More than three (3) unexplained absences at the field site will result in an incomplete (I) in the course. If you are late or absent due to an emergency, you are expected to notify your site supervisor and all other necessary parties in a prompt and professional manner. You are responsible for ensuring that your field site supervisor knows when you are engaged with students and may require access to any Zoom meeting. It is strongly suggested that students continue to obtain as much experience as possible with the school site student information session.

4. ETHICS and CONFIDENTIALITY
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 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 instruction. Students are expected to maintain confidentiality and to respect the right to privacy of clients, their fellow graduate students, and their supervisors.

Should you experience a serious concern at your field site, you should first consult with your supervisor and contact your 659D instructor (in this case, me) directly at (626) 498-9940.

ETHICS IN YOUR WORKPLACE

It is requested that students focus on ethical and legal issues/concerns that arise at their field sties. Please give specific focus on to ethics and legal issues/concerns in your weekly share outs during group supervision [see outlines] **(CACREP Core Standard 1I; Specialty Standard 2N)**.

5. **GROUP SUPERVISION of FIELDWORK**
► Group Supervision is facilitated by your professor and involves the active participation of every student. Four to Five students will have 10 minutes every week to share with the class an experience from their field site, as noted on the Counseling Case or Situation Discussion handout in Canvas. Your presented case should include information to address the prompts included on the handout (accessed via Canvas). **(CACREP Core Standard 1M).**
   Note: Part of the class is one and one-half (1.5) hours of direct in-group supervision.

Even though you may not be scheduled to present a case, but you would like feedback from the group, you will have the opportunity to do so.

6. **PROESSIONAL LIABILITY INSURANCE**
Students must show proof of professional liability insurance to the professor (CACREP standard Section III, M). Very reasonable rates for student insurance are available through the American Counseling Association, the American School Counselor Association (ASCA), HPSO, and others. (**CACREP Standards Section 2.C; CACREP Core Standard 1F**)

7. **WORKSHOP ATTENDANCE (SCPE 5.13)**
Attendance at a professional workshop during the semester of at least four hours in length is a requirement. The workshop must be pre-approved by your 659D professor. Attendance to workshops focused on crisis, trauma, and mental health is required. Document attendance on a "Professional Workshop Attendance Verification" form (See Counseling Program Student Handbook); have it signed (if possible) and submit on the due date. For proof of attendance, please upload handout copies (PPT slides), notes taken by students, or some other documentation to confirm attendance. (**CACREP standard Section 2.C; CACREP Core Standard 1F**)

STUDENT ASSIGNMENTS

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

1. FIELDWORK NOTES   Due: Weekly
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 <u>beginning</u> of every class session, at 1:00 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. *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 January 31

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 ASSIGNMENT (<mark>SCPEs, 5.1, 5.14, 9.8</mark>) Due: See available dates
Case studies provide students the opportunity to gain insight by working closely with individuals and developing the in-depth understanding that enables counselors to work effectively with students and their referring agent (usually a teacher, professor/instructor, or exasperated parent), within the context of a counseling setting.
        Your assignment is the following:

1. You will present to the class two (2) audio/videotaped 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)** audio/videotaped 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 (conceptualization) Outline for each of the submitted sessions (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 present a **clearly audible recording** of your work with a student client for the class presentation. Avoid disappointment by testing your recorder prior to each session. <u>Recordings that are not clearly audible will not be played</u> and do not fulfill the assignment. For on campus meetings, students will email a copy of the recording to the instructor for playback during class.

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 role play 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 (Excluding 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 counselees 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 used the theoretical frame? What was your experience using the theoretical framework? What are the Benefits/disadvantage compared to using your to go to framework?

6. End of Second Year Documentation - School Counseling Students
Your second-year documentation will include your fieldwork logs and will serve as verification of your student fieldwork documentation and as preparation for your PPS credential application completed at the end of year 3.

Fieldwork Documentation
Fieldwork Evaluation Forms (student, field experience)
Professional Workshop Attendance Verification Form
School Counseling Fieldwork Logs
Fieldwork Agreement Forms
Tally Sheet

Other Documentation
Practicum Logs
Personal Counseling Form
Unofficial Transcript
Disposition Survey
Program Completion Form

All required documentation can be found on the PPS Completion Meeting Doc Canvas.

7. MENTORING
Continue to engage with your MENTEE (the first-year practicum counseling student with whom

you began a mentoring relationship during Fall semester). As a reminder, mentoring can be included in your 800 field hours by adding this time to the "mentoring" section of your fieldwork log.

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 to present to the class. The activity should be one that reduces stress, and should be supported by evidence. The class 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, and instead choose activities that can be easily done that many would find relaxing and a way to effectively reduce stress. **(CACREP Core Standard 1L)**

Students will post their self-care activity through a discussion thread in Canvas (with citations for support), which the class will engage in over the course of the week. Students are encouraged to respond in the discussion with how they engaged in the activity, if they found it relaxing and enjoyable, with reasons for why or why not.

When posting your self-care activity, please enter as follows: **Self-care_Week # & date_Title of Activity**

COURSE EVALUATION

The course grade of Credit/No Credit will be based upon the successful completion of the above requirements by the final week of the semester. If you have not met all of the above-listed requirements, you may receive an "I" or "NC" for the ending grade. *Note:* You may enroll in additional fieldwork classes to complete the requirements. If your work is incomplete, but you have completed at least 75% of course material by the end of the semester, you must provide your instructor with an Incomplete Form by the last regularly scheduled class meeting.

NOTE: The professor reserves the right to modify any aspect of this course as needed, including scheduling, grading, and substance of assignments.

Spring 2023 EPC 659D Course Calendar

Date	Activities	Due	Self-Care (CACREP Core Std. 1l)	Case Presentation & Peer Counseling Sessions
01/22	Introduction to Course Syllabus Review; Case Presentation & Case Discussion Review; Fieldwork Notes; Supervision (SCPE 9.8)			*No case presentation*

1/29	The ASCA National Model; ASCA Ethical Standards review; CAS Higher Education Standards; Supervision (SCPE 9.8) Group 1	**Proof of Professional Liability Insurance**; **Peer Counseling Vignette**; Fieldwork Notes; SOAP Notes;		1. 2. 3.
2/5	Supervision; Social Justice Counseling Concepts (SCPE 9.8) Group 2	Fieldwork Notes; SOAP Notes		1. 2. 3.
2/12	Supervision Group 1	Fieldwork Notes; SOAP Notes		1. 2. 3.
2/19	Supervision; Group 2	Fieldwork Notes; SOAP Notes		1. 2. 3.
2/26	Supervision; Group 1	**Reading**: Multicultural and Social Justice Counseling Competencies (MSJCC); Fieldwork Notes; SOAP Notes		1. 2. 3.
3/4	Supervision Group 2	Fieldwork Notes; SOAP Notes		1. 2. 3.
3/11	Supervision Group 1	Fieldwork Notes; SOAP Notes		1. 2. 3.
3/18	**Spring Break 3/18-3/24**			
3/25	**SIMPACT (Tentative)**			

4/1	Supervision	Fieldwork Notes; SOAP Notes		1. 2. 3.	Schedule Your Case Study Counseling Sessions By
4/8	Supervision; Working with LGBTQ and gender non-conforming students	Fieldwork Notes; SOAP Notes		1. 2. 3. 4.	
4/15	Supervision	Fieldwork Notes; SOAP Notes		1. 2. 3. 4.	
4/22	Supervision	Fieldwork Notes; SOAP Notes		1. 2. 3. 4.	
4/29	Supervision	Fieldwork Notes; SOAP Notes		1. 2. 3. 4.	
5/6	Depending on how the semester unfolds, we may not meet this day	Workshop Verification; Fieldwork Logs; Fieldwork Notes; SOAP Notes	**We may have peer counseling session videos to review this week.**		

EPC 659DC INDEX for CTC Standards

Pages on which CTC Standards are Introduced in <mark>yellow</mark>, Practiced in <mark>blue</mark>, Assessed in <mark>green</mark>

SCPE	Introduced	Practiced	Assessed
5.1		9	11
5.13			10
5.14		9	11
9.8	13, 14	9	11