



Department of Educational Psychology and Counseling

COURSE SYLLABUS

EPC 659KC Fieldwork in Counseling – 3 semester units

Spring 2025, Jan 21-May 10, 2025
Monday 7:00 p.m. - 9:45 p.m. in person

MICHAEL D. EISNER
COLLEGE OF EDUCATION

Instructor:
Office:
Phone:
Email:
Office Hours:

Emails and phone messages will be returned within 24 to 48 hours. If you have a question about an assignment, please do not wait until the day it is due to contact me. You are welcome to come and speak with me individually at that time.

In person location:

Course Description: In the practicum courses, pre-LPCC students must earn 280-hours of counseling experience (A minimum of **200** of the 280 hours must be “face-to-face” client contact hours during 659JC and 659KC courses). Documentation of the other 80 clinical hours must be provided from past fieldwork experience and approved by the 659KC/659JC instructor and the program coordinator. Students gain hours under an approved counseling/mental health provider and receive supervision by an approved site supervisor. In addition, students will meet weekly with the practicum instructor to review their counseling work and receive instruction on related professional issues.

Prerequisites: Completion of EPC 659AB, EPC 643, 655, and 671 and either 659CC and 659DC (School or Career Counseling students) or 659JC and 659KC (College Counseling/ Student Services students). Admission to the PCC sub-option of the counseling master’s degree program at CSUN.

College of Education Conceptual Framework

The faculty of the Michael D. Eisner College of Education, regionally focused and nationally recognized, is committed to Excellence through Innovation. We believe excellence includes the acquisition of professional knowledge, skills, and dispositions and is demonstrated by the growth and renewal of ethical and caring professionals - faculty, staff, students - and those they serve. Innovation occurs through collaborative partnerships among 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.

- We value academic excellence in the acquisition of professional knowledge and skills.
- We value the use of evidence for the purposes of monitoring student growth, determining the impact of our programs, and informing ongoing program and unit renewal. To this end we foster a culture of evidence.
- We value ethical practice and what it means to become ethical and caring professionals.
- We value collaborative partnerships within the College of Education as well as across disciplines with other CSUN faculty, P-12 faculty, and other members of regional and national educational and service communities.
- We value diversity in styles of practice and are united in a dedication to acknowledging, learning about, and addressing the varied strengths, interests, and needs of communities of diverse learners.
- We value creative and reflective thinking and practice.

Instructional Philosophy

Learning-Centered Education

- A cross-disciplinary, constructivist, andragogical 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.

Course Learning Objectives

As a result of this course,

- Students will be able to apply counseling theories and methodologies with increasing discernment;
- Students will increase their awareness of the larger professional community, the impact students' professional actions have, and how these actions reflect on students, CSUN, agencies, future jobs, LPCCs, and the community at large;
- Students will continue polishing their skills in identifying and understanding the ethical issues related to providing counseling;
- Students will further master their case conceptualization skills via bio-psycho-social intake/assessment/treatment plan and process recording assignments; and
- Students' competencies will be verified by site supervisors.

Learning Modules of EPC659JC/KC

This class incorporates lecture, discussion, and formal/informal case studies presentations. In addition, the following modules with materials addressing clinical, case management, advocacy, and professional development issues topics will be posted in CANVAS to facilitate individual learning:

- **Crisis Management Issues Review, including Crisis and Trauma Counseling, Spousal or Partner Abuse Issues:**
 - *Six stages of crisis cycle* and how to apply them in the treatment process;
 - Most important aspects of *proactive* safety planning (including *a three-level safety plan*);
 - Potential obstacles and resources in developing *an efficient, clinically relevant, and legally and ethically sound safety plan*.
 - Elements of field safety
 - Most Common Crisis Management Issues to be Identified in Formal Case Studies (Crisis associated with abuse/neglect; Spousal abuse/DV; Suicidality; Homicidality; Medical issues; Substance Abuse; Depression; Anxiety);
 - Domestic Violence
 - Legal Resources and Safety Supports
 - Effect of DV on Young Children
 - The impact of violence on teen dating relationship

- Understanding the cycle of violence
 - Understanding battering thoughts, behaviors, and emotions
 - Physiology of a traumatic Injury: the fear center, the limbic center, the pre-frontal cortex
 - Victim vs. survival
 - Child Abuse and Neglect Prevention, Intervention and Treatment
 - Child Abuse Prevention and Treatment Act (CAPTA)
 - Reporting Requirements related to California Child Abuse and Neglect Reporting Act (CANRA)
 - A “good faith” report
 - Consequences of failing to report false
 - Positive and negative reporting
 - The role of DCFS/CPS and the steps in an investigative report
 - The role that culture play in child maltreatment interventions
 - Bullying (per CA Ed Code 48900r) and School/Community Violence or Maltreatment
 - Protective factors for child and family characteristics associated with maltreatment
 - Specific trauma related disorders, other trauma related and co-occurring disorders;
 - Common experiences and responses to trauma in children, adults, and families,
 - Assessment strategies and various approaches to working with clients and families affected by trauma;
 - Evidenced-Based (vs. practice-based) practices commonly incorporated into current practice.
- **Legal and Ethical Issues:**
 - Taking a proactive, thoughtful caring stance;
 - The three-level (legal/ethical/clinical) thinking;
 - Importance of consulting and documenting;
 - Ten Legal Issues (Responsibilities) that one *must* recognize and act upon (Mandated Responsibility; Danger to self; Danger to others; Spousal Abuse; Scope of practice; Privilege; Exceptions to Privilege; Consent / Consent for minors; Records (keeping/ releasing); Fees setting)
 - Ten Ethical Issues (Responsibilities) that one *should* recognize and act upon (Professional and Personal Values; Scope of practice/competence; Confidentiality / Exceptions; Informed consent (info about services; approach); Legal issues; Expectation about counseling/counselors; Boundaries; Psychotherapy and sex; Counter-transference; Multi-cultural awareness.
 - **Major Counseling Theories Review:**
 - Major individual and family-oriented theory of counseling (Primary focus; View of maladaptive behaviors; Most common goals; Assessment techniques; Therapy techniques; Indicator/Counter-indicator; Strengths/Weaknesses; Therapist’s role)
 - **Major Career Counseling Theories and Career Assessment Issues Review**
 - Major career counseling approaches (Trait and Type; Life-Span; Special focus theories);
 - Review of major assessment strategies based on theoretical basis and target population.
 - **Clinical Assessment and Diagnostic Processes:**
 - History of DSM and major categories of DSM-5
 - Diagnostic Interview
 - Diagnostic challenges including coordination of care with other professionals (social workers, counselors, therapists, psychologist, psychiatrist) and organizations (hospitals, mental health clinics, rehabilitation centers, assisted living, residential facility for adolescents, and others).
 - Mental Status Exam (review of clinical language/terms; MMSE; multicultural issues related to administering MSE and MMSE)
 - Advanced psychopathology (EPC659DC):

- Disruptive impulse control and conduct
 - Dissociative disorders
 - Psychotic disorders
 - Personality disorders
 - Feeding and eating disorders
 - Neurocognitive disorders
 - Sleep-wake disorders
- **Case Conceptualization and Treatment Planning:**
 - Theory-based and clinically based case conceptualization
 - The 3-stage treatment planning
- **Treating Families:**
 - Treatment of blended families
 - Treatment of single parent families
 - Treatment of couples with issue of infidelity
 - Treatment of families impacted by separation and divorce
 - Treatment of families impacted by medical problems and chronic medical issues
 - Treatment of families impacted by chemical dependence
 - Treatment of families with dual careers
 - Treatment of families impacted by unemployment
- **Part I: Human Diversity Issues Review Including Psychological and Social-cultural Variables associated with Sexual behavior and Gender identity:**
 - Current human diversity issues affecting mental health (Demographics of neighborhoods; Age; Ethnicity; Socioeconomic disparities; Homelessness; New definitions of *family*; Consumer expectations; Culturally and linguistically appropriate services; Protections for classes of individuals, as well as protection against discrimination; Disparity between mental health care providers and the communities served; New and emerging mental health issues, such as post-traumatic stress disorder (PTSD); Bioterrorism, survivors of hostage situations, genocide, and torture; Populations are redefining health, mental health, and mental illness in their own contexts.)
 - Psychological and social-cultural variables associated with sexual behavior and gender identity: Sexuality In Childhood (Birth To age 2); Sexuality In Early Childhood (Ages 3 to 7); Sexuality in Preadolescence (Ages 8 to 12); Sexuality in Adolescence (Age 13 to 19); Sexuality in Adulthood (18-24), Sexuality in older adults (65+); Development of attachment bonds and its relationship to sexuality.
 - Most Common interventions to address human diversity issue
- **Part II: Human Diversity Issues Review, Including Aging, Long Term Care and Elder/Dependent Adult Abuse:**
 - Most common mental health challenges in older adults: depression and anxiety, schizophrenia spectrum, substance abuse, dementia and Alzheimer's diseases;
 - Interventions for mental illnesses in older adults;
 - Preventive strategies for elder/dependent adult abuse;
 - Quality and meaning of life.
- **Counter-transference**
 - Four concepts of counter-transference: Classical, Totalistic, Complementary and Relational.
- **Major Case Management and Advocacy Approaches Review:**
 - Incorporating models of “clinical loop” and “case management loop”;
 - Case Management needs assessment tool;
 - Understanding political advocacy processes;
 - Working with families and community organizations.

- **Personal and Professional Growth:**
 - Identity issues of Professional Clinical Counselor in CA;
 - Proactive stance in professional organization and local community

Course Assignments

This course has assignments that are designed to ensure that all students demonstrate competency in core knowledge and skills. These are graded using a standardized scoring rubric and is used to measure student learning outcomes in the program and to provide faculty with information about the effectiveness of the curriculum.

- 1) **Weekly Reflective Journal that includes Initial and Final Statements: Goals and Accomplishments**
- 2) **Outcome-Based Assessment, Report, and Presentation**
- 3) **Weekly Hour Logs on Tevera**
- 4) **End-of-the-semester Paperwork**

An additional assignment will be announced during the first weeks of the semester.

For a detailed description of these assignments, please refer to the [Overview of Course Activities](#).

In addition to assignments, students are expected to

1. Develop and submit a statement of personal/professional goal(s) (this will be incorporated in the first entry in the student's Weekly Journal)
2. Complete a minimum of **100 hours of direct client service** in EPC 659KC.
3. Site Visit/Phone Contact: Either a site visit or phone/zoom contact with your field supervisor will be scheduled. Should a site visit be scheduled, each student is required to attend it. Although all attempts will be made to hold the visit at a time convenient to all, students are expected to rearrange their schedules to be present at the supervisor meeting.
4. Receive a satisfactory evaluation (at least score of 3 in all areas) from your field site supervisor.
5. Maintain professional liability insurance while seeing clients (note: clinical hours do not count if students do not have a current and documented professional liability policy and have submitted all required forms with signatures (as applicable)).
6. Maintain membership in a national and state-level professional counseling organization (ACA, CALPCC).
7. Develop a system for tabulating clinical hours accrued toward licensure.

At the end of semester, the student's supervisor must complete an online evaluation of the student, and the student must complete a self-evaluation. Also, at the end of the fieldwork experience, students must complete an evaluation of the supervisor and of the site.

Required Books/Readings

Barnhill, J. W. (Ed.) (2014). *DSM-5 clinical cases*. American Psychiatric Association.

Caldwell, B. E. (2023). *Basics of California Law for LMFTs, LPCCs, and LCSWs* (7th ed.). Los Angeles: Ben Caldwell Lab.

Gehart, D. (2016). *Theory and treatment planning in counseling and psychotherapy*. Brooks/Cole.

Lustig S. (Ed.) (2012). *Advocacy strategies for health and mental health professionals: From patients to policies*. Springer.

Recommended Reading

Anderson, C. M., & Stewart, S. (1983). *Mastering resistance: A practical guide to family therapy*. The Guilford Press.

Black E. W. & Grant. J. E. (2014). *DSM-5 guidebook*. American Psychiatric Association.

Morrison J. (2014). *The first interview* (4th ed.). Guilford Press. (It is acceptable to obtain and use an earlier edition.)

Sharf, R. S. (2013). *Applying career development theory to counseling*. (8th ed.). Cengage Learning. (It is acceptable to use an earlier edition.)

Required References

American Psychiatric Association. (2020). *Diagnostic and statistical manual for mental disorders* (7th ed.). Washington, DC: Author.

American Counseling Association (2014). ACA Codes of Ethics. Available online from www.counseling.org.

Instructional Format

This graduate seminar course will include lecture, experiential activities, and in-class dialogue. The course may also include online components on Canvas (<http://canvas.csun.edu>); use your CSUN user ID and password to log on.

Overview of Course Activities

Participation and Attendance

Participation: This portion of the grade covers regular and prompt attendance as well as the *quality of* student participation in classroom exercises and discussion. Additionally, this grade will also be determined by the student's professional conduct and attitude, which should reflect an understanding of professional ethics codes, such as those set forth by ACA. Students are expected to participate actively and constructively in class, to adhere to professional ethical codes of conduct, and in general contribute positively to class culture.

Attendance: More than one excused absence or any non-excused absence will have a negative impact on getting attendance credit in this class. Reason(s) for absence and the student's manifested responsibility regarding the absence will be taken into consideration. Tardiness may also have a negative impact on getting a full credit in this class. More than one non-excused absence may impact passing of this course.

Professionalism: As a course in a professional training program, students are expected to consistently demonstrate professional behavior; this is counted toward your participation grade. This includes, but is not limited to:

- 1) Being on time to class
- 2) Being on time with submitting assignments. Please note late submission and repeated requests for extension will negatively impact on getting a full credit grade in this class.
- 3) Engaging in respectful interactions with students and faculty

- 4) Proactive engagement in learning process and assignments is expected. Please note that points will be deducted each workshop should a student take a passive stance during class activities.
- 5) Arriving organized and prepared for class and presentations
- 6) Managing paperwork and technology effectively
- 7) Managing personal crises effectively; notifying the instructor in a timely manner when necessary
- 8) Managing personal information (own and others') appropriately.

Professional Behaviors on Zoom:

1. Dress as if you attend a class on Campus.
2. Take a look in the mirror *before* the meeting begins.
3. You are expected to keep the camera on except for breaks.
4. Position your camera properly.
5. Light the front of your head, not the back!
6. Prepare materials in advance;
7. To help keep background noise to a minimum, make sure you mute your microphone when you are not speaking;
8. Be mindful of background noise.
9. Type quietly.
10. Limit distractions.
11. Avoid multi-tasking.
12. Check private messages before you send them.
13. Don't eat and don't wiggle around.
14. Close Facebook, Twitter, messaging applications, etc. before screen sharing.

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.

Weekly Reflective Journal (Due Weeks 3, 8, and 14)

A counselor's awareness of self and his/her ability to reflect upon learning and counseling processes are among the most important qualities and skills of an effective professional in the helping field. During the next semester, as you polish your understanding of the counseling field, you are asked to keep a weekly reflective journal commenting on your personal and professional growth (insights, challenges, discoveries, obstacles, positive/negative feelings, and awareness of self/others/ counseling field). Please reflect upon your weekly reading materials/Canvas posts, pose questions, and strive to find your own answers.

For **Week 2**, please state your personal/professional goals for this semester. **Goals should be in SMART format.** Reflect upon where you are in your professional journal and what you need to do to accomplish your goals.

For **Week 14**, evaluate your progress by answering the following questions:

- Did I meet my personal/professional goals for this semester? Indicate measurable, realistic, desired outcomes.
- What did I learn about myself as a growing counselor? How is my professional identity as a future PCC forming?
- What did I learn about others (clients/population/issues)?
- What did I learn about the counseling field?

- How did my learning impact my understanding? What should I change/learn/become aware?
- How do I understand the process of change? How do I know that I am helping?

Each entry must include comments in the required area of reflection (see below). Counseling students who pursue a clinical licensure are invited to explore optional areas of reflection (see below).

Required areas of reflection:

Successes and challenges that you experience as you provide clinical counseling to your clients.

- For your submission of Week 4, please provide a summary of your experiences during weeks 1 through 3.
- For your submission of Week 8, please provide a summary of your experiences during weeks 4 through 7.
- For your submission of Week 14, please provide a summary of your experiences during weeks 8 through 13, and Week 14 entry, please provide responses to the above questions.

Optional areas of reflection:

1. **Weekly reading and CANVAS learning opportunities.**
2. **Review at least 1 diagnostic vignette in Barnhill (2014) per week and reflect upon what you learned:**

- Week 3 (Case 1.1 Second Opinion on Autism, p. 3, & Case 12.4 Feeling Itchy, Creepy, and Crawly, p. 225)
- Week 4 (Case 2.3 Hallucinations of a Spiritual Nature, p. 26 & Case 13.2 Sexual Problems, p. 233)
- Week 5 (Case 3.8 Bizarrely Silent, p. 62 & Case 14.1 Gender Reassignment, p. 239)
- Week 6 (Case 4.8 Stress, Drugs, and Unhappiness, p. 91, & Case 15.2 Impossible to Live With, p.248)
- Week 7 (Case 5.3 Adolescent Shyness, p.114 & Case 16. 263, A Downward Spiral, p. 263)
- Week 8 (Case 6.5 Hair Pulling, p.137 & Case 17.7 Suddenly Rebellious, p. 292)
- Week 9 (Case 7.6 Lung Cancer, p.156 & Case 18.10 Relationship Control, p.325)
- Week 10 (Case 8.1 Sad and Alone, p.163 & Case 18.5 Fragile and Angry, p.311)
- Week 11 (Case 9.5 Abdominal Pain, p. 186 & Case 19.1 Sadism, p. 335)
- Week 12 (Case 10.2 Drifting Below the Growth Curve, p.198 & Case 19.4 A Few Kinks, p. 341)
- Week 13 (Case 11.1 Elimination Disorders & Case 16.7 Gambling, p 269)

Outcome-Based Assessment and Report (Due Weeks 12)

1. With the expressed permission of their practicum supervisors, students will select one of their current clients to administer the Outcome Rating Scale (ORS) and the Session Rating Scale (SRS).
2. ORS and SRS will be administered at least 4 times.
3. After each meeting, therapist should review feedback from both forms and make necessary adjustments during subsequent meetings with his or her client.
4. After the fourth meeting, results from the four ORS forms and the four SRS forms should be combined and graphed onto one form. This final form should accompany a 3-4-page report summarizing the

progress and alliance between the therapist and client over the course of the four meetings and include information on any attempts that were made to repair the alliance along the way.

5. The final report should include:

- ***Information About the Client:***

1. Date
2. Assessor's name; assessor's supervisor;
3. Client's name (fictional);
4. Referral source;
5. Identifying information;
6. Presenting problem and a brief history of presenting problem;
7. Risk factors;
8. General Individual Psychosocial and Family History;
9. Psychiatric history;
10. Diagnosis/ DSM-5/ICD-10

- ***ORS/SRS (or C-ORS/C-SRS) Outcomes:***

1. Clearly state data gathered as a result of utilization of these tools;
2. Comment on client's responsiveness during outcome assessment;
3. Indicate clinical hypothesis and implication for client's progress, client's diagnosis, client-therapist working relationship, and treatment modalities;
4. Briefly reflect upon your learning process during assessment process

Optional Assignment:

Selected by the instructor from the list of assignments below:

Option 1: Collective compendium of therapeutic skills for school and college counselors and LPCC's.

Summary of:

- Top 4 theories applicable to field work
- Legal and Ethical reminders
- Top crisis matters and how to attend to them
- DCFS Reporting summary
- Risk assessment and Safety Plan
- MSE checklist and descriptors
- DSM categories and diagnosis' (this gets divided amongst a few students)
- Intake checklist
- Treatment plan checklist
- SOAP/GIRP Note instructions.
- Termination
- Local numbers and resources for crisis and referrals

Option 2: Formal Case Presentation and Demonstration (Date to be assigned in the first class)

- The formal Case Presentation and Demonstration (due date to be assigned in Session One) will include a professional case presentation on a bio-psycho-social intake and assessment, diagnosis utilizing the following format and including all listed areas. Remember your legal and ethical responsibility regarding confidentiality and follow that as you develop and deliver your presentation.
- Prepare (1) a PowerPoint or Prezi Presentation for presenting your case in class (choose the most important

details for presenting your case to the class) and (2) Case Demonstration (Role play for assessment and treatment plan). Submit to your instructor via CANVAS for feedback.

- Your presentation should take 20 minutes (10 minutes for presenting and 10 minutes for answering questions and role play); therefore, practice ahead of time to be sure you can include all of the required information within ten minutes.)

Option 3: Countertransference Paper

Counselor's awareness of counter-transference and his/her ability to reflect upon learning and counseling processes related to transference and counter-transference are among the most important qualities and skills of an effective professional in the helping field. During the next semester, as you polish your understanding of the counseling field, you are asked to reflect upon your counter-transference experiences. At the end of the semester, you are asked to submit a five-page paper describing the issue of countertransference as it relates to providing clinical counseling to your clients. The paper should contain the following:

- Research on countertransference issues: Provide information from three to five peer-reviewed sources on common countertransference issues and their implications for treatment.
- Personal examples of countertransference with clients at the practicum site: Address specific situations in which you have encountered such issues with clients in your practicum site. Provide at least two examples.
- **Resolution of countertransference issues:** Discuss how you have dealt with the issues. Address work with on-site supervisor and work in practicum class. Have the issues been resolved? Is there a long-term strategy for addressing issues when they arise in the future?
- When in class, provide a brief role-play that indicates your growing insight into how to deal with counter-transference in session.

Option 4: Specialization paper and presentation

- Select a client target population that you are interested in (Should be approved by the instructor).
- Provide a brief literature review (2-5 pages) on target population, diagnostic challenges and treatment strategies.
- Share relevant resources for this target population;
- Briefly present a case and a role play demonstrating your skills in the selected target population.

Option 5: Formal Case Study and Progress Notes Presentation

This assignment will include a professional case presentation on a bio-psycho-social intake and assessment, including DSM-5TR diagnosis, treatment plan, and progress notes format utilized at your practicum site. Remember your legal and ethical responsibility regarding confidentiality and follow that as you develop and deliver your presentation.

Part I: Based on the formal Assessment and Treatment Plan completed by you at the practicum site, provide a written summary:

- Describe the client
- Client's presenting problem
- Relevant history
- Ct's MSE
- Indicate any current/possible crisis issues
- Current diagnosis
- Your case conceptualization (based on specific theoretical approach [es])
- Current Treatment Plan
- Progress made toward the goals
- Indicate any current/potential legal/ethical/human diversity issues

Part II: Select at least 4 (four) progress notes written by you, provide a written summary of your findings (2-3 pages) and present in class your selected progress notes:

- Identify and use the progress notes format utilized in your fieldwork agency.
- Identify important elements of progress notes including goals, interventions, response, progress, and plan.
- Reflect upon client's progress as recorded in your progress notes.
- Identify challenges and successes in writing progress notes.
- **Presentation should** take 15-20 minutes.

What you need to submit to receive full credit for this assignment:

- If available, formal Assessment and Treatment Plan completed by you at the practicum site.
- Summary of assessment/treatment plan (2-3pages).
- Four progress notes written by you.
- Summary of points of II 1, 2, 3, 4 (2-3 pages).

Final Paperwork Submission (Week 15)

Submit the following completed paperwork via Tevera

EPC659KC -- SPRING 2025

Updates -- if expired:

- Liability Insurance (Student's)
- Supervisor's Liability Insurance
- Supervisor's License

Every Month (due signed by no later than the 10th of each month)

- January Hours Report
- February Hours Report
- March Hours Report
- April Hours Report
- May Hours Report

End of the Spring 2023 -- due by Week 15

- Proof of completing DV Workshop (7 hours)
- Proof of completing Tele-Mental Health Workshop (3 hours)
- Workshop 6.1 -- 4 hours each semester
- Supervisor Evaluation of Student
- Supervisor Evaluation of Field Experience and Program
- Student Evaluation of Field Experience
- Student Self-Evaluation
- Disposition Survey -- Graduating Students

Evaluation

Students will be evaluated based on their understanding of the material presented and on the quality of their participation. The final course grade will be determined by the following:

Course Activity	Value
Participation*	Credit/No Credit
Weekly Reflective Journal that includes Initial and Final Statements re: Goals and Accomplishments	Credit/No Credit
Optional assignment selected by the instructor	Credit/No Credit

Outcome Based Assessment, Report, and Presentation	Credit/No Credit
Weekly Hours Log completed on Tevera	Credit/No Credit
End-of-the-semester Paperwork	Credit/No Credit
Total	Credit/No Credit

**Participation may count for up to 100% of grade for serious conduct issues (e.g., failing to adhere to ACA Code of Ethics, department and university student Codes of Conduct, etc.)*

Grading System: Credit/No Credit

Grading Criteria

To earn a grade of “Credit,” all of the following must be satisfactorily completed and documented:

1. Minimum of 200 applicable documented client contact hours to be completed total in EPC 659JC (PCC) and 659KC (PCC)
2. Submit all forms as outlined in this syllabus;
3. Membership in at least one of the following professional organizations: ACA or CALPCC, preferably both;
4. Complete signature assignments on time (see schedule and instructions below).
5. No more than two (2) absences; arriving 15 minutes late counts as ½ absence. **Students who miss more than two classes will receive a grade of No Credit.**

Forms must be completed and submitted prior to beginning fieldwork clinical hours

6. Provide evidence of professional liability insurance in the amount of \$1,000,000 per incident/\$5,000,000 aggregate (or highest limit currently available). Liability insurance may be obtained from student membership in ACA or CALPCC
7. Evidence of at least one four (or more) hour workshop each semester of 659KC and 659JC.

Attention: Students must enroll in (a) one domestic violence seminar and (b) one child abuse seminar to receive degree from CSUN unless content is documented as covered in another PCC course.

8. Student Release form.
9. Fieldwork Student Service-Learning Plan; Must be completed and signed by all parties *prior to beginning to see clients*.
10. Provide copy of Fieldwork Handbook, Online Trainee Evaluation, and Expectations for Supervisors to site supervisor before beginning clinical work. This does not need to be done again for ongoing placements.
11. Online Trainee Evaluation (supervisor evaluates field site online; instructions follow.)
12. Log of hours with Summary Sheet that includes all hours and is totaled by page.

In addition, students must receive a favorable evaluation from their field site supervisor that indicates that you followed site policies, legal and ethical guidelines, any and all supervisor instructions, and that you demonstrated prudent judgment.

A No Credit grade can be earned in the following ways:

1. Not finding a site by the due date.
2. Missing two (2) or more classes and/or being chronically tardy.
3. Failing to complete assignments.
4. Repeated tardiness in submission of assignments.
5. Failing to following supervisor’s instructions (verbal or written), agency policy, ethical guidelines, state law, and/or exercising poor judgment (examples: not keeping up with clinical paperwork, failing to report child abuse, being chronically late for appointments, missing appointments with clients, not following supervisor’s instructions, falsifying hours, etc.). *Note: In cases involving serious conduct issues, students will be referred to*

- the Department of Educational Psychology and Counseling's Student Affairs Committee and may be dismissed from the program for a single serious offense or have other sanctions recommended depending on the situation.*
6. Other failures to meet course requirements and/or function satisfactorily in the field placement.

If progress is made but required hours have not been accrued over the course of the semester, a student can apply for the grade of Incomplete. A plan for meeting requirements in this area will be developed with the instructor.

Acquiring a Field Site

It is the student's responsibility to find a field site. A list of approved sites is available on the department webpage. **Students unable to find a site by the end of February may be required to withdraw from the second semester of the fieldwork course.**

Legal and Ethical Requirements

Supervision and Legal Liability

Your field site supervisor is your clinical supervisor and has full legal responsibility for all of your cases. When staffing cases in this class, you should bring any feedback or suggestions back to your field site supervisor for his or her approval before implementing.

Guidelines for Protecting Client Confidentiality

1. When writing case notes, use confidential notation to refer to individual family members, i.e., AF (adult female), AM (adult male), CF 16 (child female, 16 years old), CM 7 (child male 7 years old).
2. When making phone calls, please ensure that no one can overhear your conversation and that you leave a message that does not indicate that the person is seeing a counselor (unless you have their written permission to do so). If you need to leave a message or identify yourself to someone other than the client, use something like the following, "This is Judy from CCRI or Blanca from Cal State Northridge, please ask Juan Garcia to call me back at..."
3. It is recommended that students use a password for all client documents created on their computers.
4. If students record sessions at their site, tape recordings of sessions must be erased no later than the end of the semester unless asked to save them by your fieldwork instructor. Appropriate written releases should be obtained prior to such recordings.
5. Discuss your agency's policy regarding keeping/destroying medical records (hard copies/electronic files) and inform your instructor.

Confidentiality

In this course, you are entering an experience that involves a significant amount of self-disclosure. Naturally, people will say things that are personally important and confidential. It is your duty to maintain confidentiality and trust. Please study the ACA ethics codes, particularly paying attention to issues of confidentiality and client's rights.

As the course instructor, I have a responsibility to you to act professionally and ethically, and I also have a responsibility to the university, profession, and society. Normally, these responsibilities are not in conflict, and confidentiality can be maintained. However, there are times when confidentiality can/must be broken. These times are:

(continued on next page)

1. If a class member threatens danger to him/herself, I am permitted and expected by law to make those limited disclosures necessary to avert that danger;

2. If a class member threatens grave bodily harm or death to another person(s), I am required by law to inform the intended victim(s) and appropriate law enforcement agencies;
3. If there is any reasonable suspicion of child/elder/dependent adult abuse or neglect, I am required by law to report it immediately to the proper authorities;
4. If, in the instructor's 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, I may discuss the situation with the departmental Student Affairs Committee to determine what action might be appropriate. Normally, I would discuss the situation with the student before disclosing confidential information 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 mandatory and is calculated as part of the grade. ***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 a student is absent from class, it is the student's responsibility to check online and with fellow classmates regarding announcements made while you were absent; this includes supplemental instructions related to assignments.

Due Dates and Times

Due dates are non-negotiable unless an extension is provided to the entire class and/or if one has been approved in writing in advance for serious medical necessity. All assignments are due on their due date by the beginning of the class session in which they are due (7 p.m. if due in class). Your instructor will announce which assignment should be submitted electronically and which one should be brought in class (in hard copy form). Late work will not be given full credit.

Requests for Incompletes

Incompletes will only be considered in accordance with university policy, which requires that 75% of 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 (www.csun.edu/anr/forms/request_incomplete.pdf) before the end of the semester.

Religious Holidays

If you observe a religious holiday that falls on a scheduled class meeting, please notify the instructor 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 course in a professional training program, students are expected to consistently demonstrate professional behavior. This includes but is not limited to:

- Being on time to class and with assignments.
- Respectful interactions with all students and faculty **in person and on zoom.**
- Proactive engagement in the learning process.
- Being organized and prepared.
- Managing paperwork effectively.
- Managing technology effectively (the university provides extensive computer, printing and internet support; please use it in times of technical emergency).
- Managing personal information (own and others') appropriately.

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 those 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 your special needs.

AI and ChatGPT

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.
 - Plagiarism

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

Useful Links

CSUN's Computer Support

<http://www.csun.edu/helpdesk/>

Disabilities Resources and Educational Services

<http://www.csun.edu/dres/studentservices/index.php>

CSUN Student Conduct Policies

<http://www.csun.edu/studentaffairs/policies/conduct.htm>

Schedule

	Date (2025)	Topic	Reading	Assignment Due
1	Jan 20	No Class		
2	Jan 27	Syllabus /Assignments Review	Fieldwork Handbook Standards for Supervisors; Review ACA Code of Ethics (2014)	Updates -- if expired: • Liability Insurance (Student's) • Supervisor's Liability Insurance • Supervisor's License
3	Feb 3	Case Conceptualization and Clinical Loop issues Population 1: Clinical diagnosis and Treatment Planning issues	Selected reading on CANVAS. Selected reading in Gehart, Barnhill, and Black & Grant	
4	Feb 10	Population 2: Clinical diagnosis and Treatment Planning issues	Selected reading on CANVAS. Selected reading in Caldwell Selected reading in Gehart, Barnhill, and Black & Grant	Journal Weeks 1-3, including SMART Goals
5	Feb 17	Population 3: Clinical diagnosis and Treatment Planning issues	Selected reading on CANVAS. Selected reading in Caldwell Selected reading in Gehart, Barnhill, and Black & Grant	
6	Feb 24	Population 4: Clinical diagnosis and Treatment Planning issues	Selected reading on CANVAS. Selected reading in Gehart, Barnhill, and Black & Grant	
7	March 3	Population 5: Clinical diagnosis and Treatment Planning issues	Selected reading on CANVAS. Selected reading in Gehart, Barnhill, and Black & Grant	
8	March 10	Population 6: Clinical diagnosis and Treatment Planning issues	Selected reading in Caldwell Selected reading on CANVAS. Selected reading in Gehart, Barnhill, and Black & Grant	Journal Weeks 4-7 due

9	March 17	Spring Recess; No Class		
10	March 24	Population 7: Clinical diagnosis and Treatment Planning issues	Selected reading on CANVAS. Barnhill, and Black & Grant	
11	March 31	No Class		
12	April 7	Case Management and Advocacy Issues	Selected reading in Caldwell Selected reading on CANVAS. Selected reading in Lustig Barnhill, and Black & Grant	Outcome Based Assessment, Report, and Presentation due
13	April 14	Case Management and Advocacy Issues	Selected reading on CANVAS. Selected reading in Lustig Barnhill, and Black & Grant	
14	April 21	Personal growth and LPCC identity	Selected reading in Caldwell	Journal Weeks 8-14, including Measurable Outcomes related to achieving Goals
15	April 28	Personal growth and LPCC identity		
16	May 5	Course Summary		Optional assignment is due Final Paperwork Due: • Prof of completing DV Workshop (7 hours) • Prof of completing Tele-Mental Health Workshop (3 hours) • Workshop 6.1 -- 4 hours each semester • Supervisor Evaluation of Student • Supervisor Evaluation of Field Experience and Program • Student Evaluation of Field Experience • Student Self-Evaluation

*The above schedule and procedures are subject to change.