

**Department of Counselor Education and Rehabilitation
COUN 248 Practicum in School Counseling - 4 units
SPRING 2023**

Syllabus for COUN 248: PRACTICUM IN SCHOOL COUNSELING

Department of Counseling Education & Rehabilitation

California State University, Fresno

INTRODUCTION TO COURSE AND INSTRUCTOR

Semester: SPRING 2023	Instructor Name: Dr. Yasar Nur Dedeoglu
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COURSE DESCRIPTION

This course offers supervised school counseling experiences within the P-12 setting in addition to supervised experience in the department clinic with selected clients. Practicum consists of a series of supervised observational experiences that can occur in classroom, laboratory, and field-based settings, providing for the application of knowledge and the development of skills. This class should be taken prior to beginning Fieldwork Experience (COUN 249). The students are required to complete 100 clock hours during the semester with 40 clock hours (approximately 20 hours in the department clinic and 20 hours at a K-12 school site) in direct service work. Practicum students will meet with K-12 school students at their site under the weekly 1 hour of individual or triadic supervision with the school counselor and will also see clients in the department lab clinic during this practicum experience. In addition to supervision in the school, practicum students engage in weekly 1.5 hours of group supervision. Group supervision is both didactic and discussion oriented and involves student case presentations.

Practicum Activity Examples with Expected Hours:

A minimum of 100 clock hours in practicum experience		
At least 40 clock hours of direct service		60 clock hours of indirect service that can be collected from both the department clinic and the school site
20 hours in the department clinic	20 hours at a K-12 school site	
<ul style="list-style-type: none"> ▶ Individual counseling ▶ Testing/ Assessment 	<ul style="list-style-type: none"> ▶ Individual counseling ▶ Group counseling ▶ Classroom Guidance ▶ Co-counseling ▶ Consultation ▶ Testing/ Assessment ▶ Career Education and Academic Advising ▶ Any other direct work with students (lunch bunch, morning meetings, etc) 	<ul style="list-style-type: none"> ▶ On-site individual or triadic supervision ▶ Observation/Shadowing (Observing other students' sessions in the lab, Shadowing a school counselor, Observing classroom instruction) ▶ Evaluating and reporting your work (writing case notes, reviewing recorded sessions and previous case notes, documentation, etc.) ▶ Staff meeting at school/district ▶ Workshop/webinar/conference attendance ▶ Collaboration and coordination with related agencies (e.g. community members, parents, family members, teachers, administrators, and other appropriate stakeholders) ▶ Preparing for counseling sessions (e.g. preparing worksheets, classroom guidance lessons) ▶ Reseraching literature and community resources to support clients

		NOTE: SUPERVISION FROM INSTRUCTOR DOES NOT COUNT TOWARD THE 100 HRS, ONLY HRS WITH THE ON-SITE SUPERVISOR WILL COUNT.
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These activities will enhance students' knowledge about counseling theories, skills, interventions, and classroom management. Trainees will specifically learn how to establish a strong therapeutic alliance, collaborate with counselors and students to develop counseling goals, implement intervention strategies to serve the unique needs of their students, evaluate counseling outcomes, and effectively terminate the counseling relationship. Issues of diversity including but not limited to gender, ethnicity, socioeconomic class, sexual orientation, and disability, as they impact the counseling process, will be explored. Students will receive feedback regarding their counseling skills from the instructor, peer consultants, and peers. Furthermore, students will practice supervisory skills by providing constructive feedback to peers. Course material will be presented using systematically varied instructional models, including lecture, student discussion, case studies, student presentations, demonstrations, and assigned readings. Content will cover issues that enhance counseling skills and the therapeutic alliance, including legal and ethical issues in K-12 settings.

PREREQUISITES

This course is open to Master's in Counseling (School Counseling/PPS) students and PPS students only. Students must have successfully completed COUN 200 with a grade of "B" or better.

The practicum course is designed according to the standards established by Commission on Teacher Credentialing (CTC) and the Council for the Accreditation of Counseling and Related Educational Programs (CACREP):

1) [CTC Standards](#)

Program Standard 4: Clinical Practice

Candidates are provided opportunities to engage in field experiences that are designed to facilitate the application of theoretical concepts in school settings. The field experience introduces each candidate to the major duties and responsibilities authorized by the school counseling pupil personnel services credential as articulated in the School Counselor Performance Expectations (SCPEs). The program provides preparation for field experience supervisors on program requirements, models of supervision and the SCPEs, in collaboration with partners and school-site supervisors. Partners share responsibility and the program collaborates with partners on the design and quality of field experiences. The training of future pupil personnel professionals depends on partnerships between university training programs and school districts that provide high-quality comprehensive field experience training opportunities. In addition to the university-based training opportunities, candidates receive supervision from school-based practitioners. The program ensures that the school-site supervisor understands the training objectives of the university training program and are skilled in the process of supervising

and guiding the skill development of candidates. The program is responsible for the evaluation of clinical progress; and assessment and verification of candidate competence. Field experience includes the completion of both practica and fieldwork.

Practica:

A minimum of one hundred (100) clock hours in a practicum experience, includes but not limited to: (a) peer counseling related to a university or college program practicum course; (b) personal and career assessments; (c) personal counseling experience in either an individual or group context; (d) school-based programs serving parents and family members; (e) community service programs serving children and families; (f) school related experience such as “shadowing” a school counselor, observing classroom instruction, attending district and school-based meetings, and mapping school-based community resources. Practica experiences should be completed prior to the field experience.

NOTE: SUPERVISION FROM COUNSELOR EDUCATOR DOES NOT COUNT TOWARD THE 100 HRS, ONLY HRS WITH THE ON-SITE SUPERVISOR WILL COUNT.

2) CACREP [Standards](#)

Professional Practice-Practicum

F. Students complete supervised counseling practicum experiences that total a minimum of 100 clock hours over a full academic term that is a minimum of 10 weeks.

G. Practicum students complete at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.

H. Practicum students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the practicum by (1) a counselor education program faculty member, (2) a student supervisor who is under the supervision of a counselor education program faculty member, or (3) a site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.

I. Practicum students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the practicum. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.

COURSE REQUIREMENTS AND LEARNING OUTCOMES

Participate in all class modalities: class exercises, role-plays, and self-assessments. Submit documentation (Summary Log & Signature Verification Log, Reflection Papers) for a total of 100 hours participation.

Learning and Skills Outcomes

By the end of the course students should be able to:

Outcomes	CTC and CACREP Standard #	Curriculum/Evaluation Outcomes
1. Demonstrate basic and advanced counseling skills during individual and group counseling sessions including the ability to establish therapeutic counseling relationships, design effective intervention strategies, evaluate outcomes, and conduct effective termination of counseling relationships with diverse students	CTC, 25, 26 CACREP, 2.F.5.d,g,h, & j	Discussion, Supervision, Case Presentation
2. Develop a general framework for understanding of typical and atypical growth and development including relevant theories, research, and other information related to pupils' strengths and weaknesses that affect learning in school, community and family environments.	CTC, 2 CACREP, 2.F.3.h.	Case Presentation, Discussion, Supervision
3. Increase awareness and understanding of ways in which socio-cultural factors influence students from diverse cultural backgrounds. Expand their capacity to embrace and appreciate diversity through receiving opportunities to connect with college students who might be different than themselves in relation to gender, sexual orientation, ethnicity, religion etc. in a more genuine and meaningful manner.	CTC, 3 CACREP, 2.F.2.d & e	Case Presentation, Discussion, Supervision
4. Demonstrate knowledge and application of assessment data to support data-based decision making and to identify problems in their earliest stages	CTC, 4, 5, & 30 CACREP, 2.F.7.e,f,&i	Case Write-up, Peer Evaluation, Discussion, Case Presentation
5. Develop an understanding of professional codes of ethics and current legal mandates, as well as applications of ethical and legal considerations in professional and school counseling	CTC, 6, 18 CACREP, 2.F.1.i, 5.G.2.n	Reading, Discussions, Supervision
6. Develop an understanding of the importance of family-school-community collaboration and applying skills of consulting with families, P-12 and postsecondary school personnel, and community agencies	CTC, 7, 10, 13, & 27 CACREP, 5.G.2.b	Reading, Discussion, Supervision,

7. Recognize and seek consultation when confronted with “crisis”, "safety," "legal" and "ethical" issues presented by the clients at different sites.	CTC, 9 CACREP, 2.F.5.c & m	Supervision, Discussion, Reading, Case Presentation
8. Demonstrate skills in current technology and understand impact of technology on the counseling process	CTC, 15 CACREP, 2.F.5.e.	Discussion, Supervision
9. Develop an understanding of multiple professional roles and functions of school counselor identity	CTC, 18 CACREP, 2.F.1.b.	Reflective Essay, Discussion
10. Demonstrate knowledge and skills in applying the themes and functions of school counseling in school settings designed and organized to support the training and preparation of school counselors under on-site and institutional supervisors who evaluate candidates competence.	CTC, 31 & 32 CACREP 3.F-I	Supervision
11. Write samples of progress notes and case reports that are clear, comprehensive and accurate.		

Course Materials

Required Texts

1. Oberman, A.H., & Studer, J.R. (2020). *A Guide to Practicum and Internship for School Counselors-in-Training* (3rd ed.). Routledge. <https://doi.org/10.4324/9780429266089>
2. Ivey, A. E., Ivey, M. B., & Zalaquett, C. P. (2018). *Intentional Interviewing and Counseling: Facilitating Client Development in a Multicultural Society* (9th ed.). Cengage Learning.
3. Handbook for Field Placement: Practicum and Internship in School Counseling (available on Canvas).
4. Copy of ACA Ethical Guidelines (available on Canvas).
5. Copy of ASCA Code of Ethics (available on Canvas)
6. All additional texts will be available on Canvas.

Recommended Texts

1. Hodges, S. (2016). *The Counseling Practicum & Internship Manual: A Resource for Graduate Counseling Students* (Second Edition). Springer.

Course Requirements and Assignments

1. **Proof of liability insurance and background checks:**

- a. **Medical (TB) Clearance:** It needs to be obtained before working with students. Students may be asked to drop the course without this requirement or receive a NC.
- b. **Certificate of Clearance:** It needs to be obtained before working with students. Students may be asked to drop the course without this requirement or receive a NC.
- c. **Interagency Agreement (Contact the Field Practice Coordinator if your school district is not on this list):** [Click here to see districts with agreements.](#)
- d. **Liability Insurance:** Students are responsible for having professional liability insurance in force before beginning any intervention or work with clients. The American Counseling Association (ACA) and American School Counselor Association (ASCA) offer professional liability insurance at student rates. Please provide a copy of your current and active membership and liability insurance. Students must furnish proof of liability insurance coverage to the instructor. If you have a financial hardship with membership dues, please talk with your instructor and assistance may be available.

2. Adhere to the ACA and ASCA Code of Ethics and Standards of Practice:

Practicum students must uphold a high degree of professionalism at all times when working with clients. This includes knowledge of the ACA ethical code, ASCA ethical code, and the applicable laws in California. Also read section entitled “Professional Behavior” in the Handbook.

3. Class Participation:

Practicum seminar requires the attendance and active participation of all class members.

- a. **Participation:** Participation will include sharing clinical challenges, providing and receiving feedback, practicing of skills, role-plays, and sharing excerpts of recorded counseling sessions (with signed consent). All conversations about clients and case conceptualizations are confidential and are not to be discussed outside of supervision. Students are expected to come to each class meeting prepared to discuss current issues at their practicum sites and department clinic.
- b. **Attendance:** Attend all classes and be on time. If your absence is unavoidable, you must notify the instructor and client prior to the meeting time. Please send an email at least 24 hours prior to class. Attendance is crucial for this class, for the purposes of providing a professional standard of care for your clients, and the feedback process. Your grade will be reduced one grade after 2 absences, and be reduced continually for each class thereafter. You may receive an incomplete or failing grade if you do not follow attendance policy.
- c. **Appointments:** Do not miss appointments with clients or families. It is extremely important that you do not miss appointments. If your absence is unavoidable, you are responsible for contacting your clients in a timely manner (at least 24 hours in advance) and for notifying your instructor, through email and/or phone. Absences can also make it very difficult to acquire the required number of counseling sessions and observations; you must have the required number to pass the class with a B or better grade. Unannounced absences are considered “unethical conduct”, and could result in a failing grade in the course.

- d. **Attire:** As a basic component of counseling professionalism, it is expected that when you are scheduled to meet with clients you are to wear professional attire. Business casual or business professional are expected. No sneakers and no blue jeans are to be worn when meetings with clients.

4. **School and Clinic Counseling Hours:**

Students must obtain a minimum of 100 hours during their practicum. Of the 100 hours, 40 hours must be in direct service to clients (approximately 20hrs in the department clinic and 20hrs at the K-12 school site). Students will be expected to spend 7-10 hours per week in counseling related activities at the practicum sites (school and department clinic).

- a. **Counseling Sessions in the Department Clinic:** Students will meet with three clients for seven sessions throughout the semester. The students will meet with the instructor for group supervision to receive and give feedback to each other.
- b. **K-12 School Site:** Practicum students will counsel pupils at a K-12 school setting. They are expected to engage rich activities such as counseling, guidance, consultation, shadowing, etc.

Please see page 2 for more practicum activity examples.

5. **Case Write-up, Session Note, and Case Summary:**

Students will submit Case Write-Ups for each client within the first two sessions (USE FORMAT #1 in the Handbook for COUN 208.) Students may be requested to rewrite them, if write-ups are not appropriate and/or guidelines are not followed. Session notes must be completed for all sessions and submitted no later than one week to the professor. A format for session notes will be provided by the instructor prior to beginning counseling sessions. In addition, students will write Case Summaries for all clients and submit them at the end of the client's sessions, no later than one week following each final session, and no later than the date specified in the calendar for the last set of clients. (USE FORMAT #1 in the Handbook for COUN 248.)

- These documents should be maintained in a confidential manner in client progress folders, and will be turned in to the instructor for review as requested before Midterm and Final Evaluations.
- Client Progress Folders will be turned in to the instructor for review as requested prior to midterm evaluations and again following the last counseling session of the semester. The folders will be held in confidence for one year, and then will be destroyed.
- **Documentation Needed for each client: intake form, informed consent, permission to record, session notes, and case summary**

6. **Supervision**

Supervision of counseling and clinical work and activities will take place with the on-site supervisor and in practicum seminar by the faculty instructor.

- Site supervisors are required to provide a minimum of 1 hour of individual or triadic supervision each week. Supervision hours with site supervisors can be counted towards 100 Practicum hours.
- The faculty instructor also will provide supervision through weekly practicum seminars. Students will participate in at least 1.5hrs of group supervision about

their specific counseling concerns and issues that may enhance or compromise therapeutic relationship and/or counseling skills. Students will actively and respectfully participate in seminar/group discussion. Topics for seminar/group discussion will include issues that have relevance to one's counseling skill development: technical, theoretical, case consultation, legal/ethical, and/or personal.

7. Individual Supervision with Faculty:

Apart from providing students on-going supervision, instructor will meet students twice to discuss their mid-term and final evaluations based on the evaluation templates provided by the Counselor Education Program. At these sessions the instructor will review student's progress and highlight areas for further improvement.

8. Weekly Activity Log:

Students are required to complete a weekly activity log, which includes Time Sheets (Counseling hours, observations, and supervision). The forms are in the Handbook.

- Students will submit a weekly counselor log at the start of class each week to the instructor.
- All logs will need to be uploaded to Canvas in a timely manner and all logs must be on Canvas before the end of the semester.
- You, your site supervisor, and the instructor must sign the logs.
- Students are also required to complete the Proof of Sessions Form as needed for clients, and to give them to the clients at their final sessions.
- Students who are continuing on to COUN 249 are required to make a copy of their activity logs and submit it to COUN 249 instructor. Please be sure to keep copies.

9. Reflective Essays:

Students are required to submit three reflective essays on following three themes with follow-up questions that might aid the process of reflection. The Reflective Essays will receive "A" if they reflect thoughtful personal introspection that enhances your insights regarding your personal and professional identity.

Beginning of Semester Reflective Essay (3-5 pages)

- a. For what reason(s) did you decide to become a school counselor?
- b. In this class, you will have the opportunity to serve college students through providing them individual counseling and observe K-12 counselors. Consider informal conversations with undergraduates or K-12 students who might know. What are some of the individual and systemic-level issues that they are concerned about? How might these two experiences relate to one another?
- c. What are some of your strengths and weaknesses that might influence your ability to provide counseling to K-12 and college students?

Middle of Semester Reflective Essay (3-5 pages)

- a. Write about a tough day that you had at the clinic or at the school site. You can be creative in your approach, including lyrics, poetry, drawings, or paintings to capture your thoughts, feelings, and concerns.
- b. Address policies and systemic issues that impact the students you are serving. Identify resources or possible solutions to the issues.

End of Semester Reflective Essay (5 pages minimum)

- a. How have you been impacted by your work with clients this semester? How does this work contribute to the larger societal impact? What can you do to advocate for clients and students?
- b. How has the experience of providing individual counseling transformed your own values and sense of “self”?
- c. What are some of the areas you want to continue to grow in as counselors-in-training and in what ways (e.g. any specific self-care strategies)?
- d. Include theories and techniques that you practiced throughout the semester to discuss the beginnings of your counseling philosophy. Use a minimum of three (3) references in APA format to support your counseling philosophy.

10. Self-Evaluation:

Students are required to provide the instructor with a completed Session Evaluation Form for each counseling session. Because the form is about you and your growth as a counselor, there should not be any information on the form that identifies the client for e.g. name or college major. The evaluation form is to engage in self-assessment of basic counseling skills and core therapeutic conditions.

11. Peer-Evaluation:

Students are required to observe and critique 40-minute sessions of their peers during the semester. Students are expected to provide feedback (verbal and written) to the counselor for each session observed. Students are required to complete observation forms for each session observed and to give them to the counselor. The counselor will hold all of the written observation forms for their clients’ sessions in the client’s progress folder. Observations must also be entered on the activity log. To further support the growth of their peers as counselors in training, the peer observer and counselor are encouraged to meet in-person to discuss the feedback.

12. Midterm and Final Evaluation:

Students are going to be evaluated by their instructor and site supervisors at mid semester and at the completion of practicum hours at the end of the semester. Client Progress Folders will be reviewed by instructor prior to midterm evaluations and again following the last counseling session of the semester. Also, students will receive a midterm and final evaluation from their site supervisor. Students are responsible to provide a copy of the evaluation form. Please see HANDBOOK for midterm and final evaluation forms.

- Client Progress Folders must include:
 - Application for Counseling (Permission to Tape).

- Counselor Trainee Evaluation Forms, completed by clients following each session.
- Case Write-Ups, Session Notes, and Case Summaries.
- Observation Forms.
- Other appropriate/necessary documents, i.e. Authorization to Receive & Release Information, No-Harm Contract, Suspected Child/Elder/Dependent Adult Abuse Reports, etc.
- Any other documents pertaining to the client and/or containing the client's name, e.g. Typescript.

13. Case Presentation and Digital Recording:

Students are required to do a case presentation (based on a written case summary of one client in the clinic) that addresses the following areas: client demographic information, conceptualization of the client, counselor goals, treatment plan and implemented strategies and counseling skills. The presentation (both written and oral) should not include any specific identifying information and all copies should be turned into the group supervisor for shredding at the end of the presentation. In addition, students should bring a cued digital recording to the group supervision session for review (5-10min). Include both a highlight and area of improvement in your video clip(s). Sample case presentation templates are included in handbook. Upload your written case summary on CANVAS, not the recording.

Case Presentations:

- a. Include a Written Case Summary (located at end of syllabus). Please provide a hard copy to each class member and to the instructor.
- b. AND Include a continuous 5 to 10 minute continuous recorded segment of
- c. your counseling session.
- d. Case presentations provide you with the experience of presenting challenging case material, areas in which you struggle, and areas for specific feedback.
- e. Formats and schedule for the case presentations will be discussed during the class.

Digital Recording: Review and critique of counseling sessions are an important and effective way for students to improve their skills and conceptualize the counseling process.

- a. One counseling sessions will be recorded and a portion of the recorded session will be presented as part of your case presentations.
- b. The recording must be shared via a CD, digital recording device, or through other methods discussed in class.
- c. DO NOT ever store a recording on your cell phone, Ipad, or YouTube.
- d. Remember to use a PERMISSION to RECORD form, found in your handbook.

Student Evaluation Criteria

Level of counseling skills and competencies demonstrated in sessions	30pts
Student & Client Folder	20pts
Self Evaluation	10pts
Peer Evaluation	10pts

Case Report and Presentation	10pts
Reflective Essay #1	10pts
Reflective Essay #2	10pts
Reflective Essay #3	10pts
Total Points	110pts

Level of counseling skills and competencies demonstrated in sessions:

- A. **Excellent counseling skills** that indicate consistent facilitation of the counseling process resulting in identifying client problems, developing a realistic plan to address counseling issues, and progress toward achieving counseling goals. Very good use of basic and advanced counseling skills to enhance client growth and progress. Basic core conditions of empathy, genuineness, specificity, and positive regard are apparent. Counselor is relaxed and comfortable in the counseling session. Writes timely case notes and summaries that are insightful, helpful, professional, and easily understood by someone who is not directly familiar with the client. Completes all paperwork on time. Accepts supervision in a positive manner by listening to constructive criticism and is open to self-examination. Incorporates supervisor suggestions to enhance the counseling process. Demonstrates ethical and professional principles as they relate to counseling clients, maintaining records, receiving supervision, and interacting with other students and professionals. Attends and actively participates in individual and group supervision.
- B. **Good counseling skills** that are used effectively and appropriately to enhance client growth, good case recording notes, and active participation in individual and group supervision, but there are some areas of needed improvement. Demonstrates ethical and professional principles as they relate to counseling clients, maintaining records, receiving supervision, and interacting with other students and professionals. Attends and actively participates in individual and group supervision.
- C. **Inadequate counseling skills**, lack of timeliness in recording case notes, failing to address key client concerns, minimally participating in individual and/or group supervision. Little demonstration of facilitating a helping process. Many noticeable areas of needed improvement such as those described above, requires repeating practicum to enhance counseling skills before student can move on to internship.
- D. **Clearly inadequate counseling skills** that are considered therapeutically harmful to clients. Very little demonstration of basic counseling core conditions or skills mentioned earlier. Unable to benefit from individual and/or group supervision. Skills as a counselor are highly suspect and substantial remediation is required.
- E. **Unethical/therapeutically harmful counseling skills** that demonstrate a disregard or lack of concern for clients who seek counseling.

Please be aware that, while there are written assignments for this course, this is a practicum course that is required for continuation to further practicum and fieldwork experiences in your program. **Therefore, your ability to demonstrate ethical and effective clinical skills is required to receive a grade of 'B' or better on the final evaluation and continue further in the program.**

Letter grade will be determined by the following percentage breakdown of total points:

Grade A: 90% & above

Grade B: 80-89%

Grade C: 70-79%

Grade D: 60-69%

Grade F: 59% & below

Counselor education students are evaluated throughout their time in the program. Any faculty member may present concerns regarding a student's academic progress, dispositional characteristics, emotional stability, and professional fit to the Clinical Review Committee at any time during the student's tenure in the program. Please see the program handbook for additional information regarding the Clinical Review process.

Course Schedule and Content Areas

	TENTATIVE AGENDA	ASSIGNMENTS
1	<ul style="list-style-type: none">❖ Syllabus and Handbook Review❖ Discussion: Practicum Goals	<ul style="list-style-type: none">❖ Proof of Liability Insurance❖ Proof of Clearances
2	<ul style="list-style-type: none">❖ Review of Counseling Skills❖ Intake Session Role Play	<ul style="list-style-type: none">❖ Oberman & Studer, Ch 1❖ Handout for counseling skills❖ First Reflection Paper
3	<ul style="list-style-type: none">❖ Review of Counseling Skills (CONT.)❖ Discussion: Developing Relationship❖ Schedule case presentations	<ul style="list-style-type: none">❖ Handout for counseling skills❖ Session write-ups/notes❖ Weekly log
4	<ul style="list-style-type: none">❖ Understanding School Climate❖ Discussion: Student population in Fresno Unified, school profile data❖ Field Placement Contract❖ Discussion of client issues	<ul style="list-style-type: none">❖ Oberman & Studer, Ch 2❖ Session write-ups/notes❖ Weekly log
5	<ul style="list-style-type: none">❖ Ethical Practice❖ Discussion: Ethical Considerations with Minors❖ Discussion of client issues	<ul style="list-style-type: none">❖ Oberman & Studer, Ch 11❖ Handout❖ Session write-ups/notes❖ Weekly log

6	<ul style="list-style-type: none"> ❖ Overview of Counseling Theories ❖ Evidence-Based Counseling Strategies ❖ Discussion of client issues 	<ul style="list-style-type: none"> ❖ Oberman & Studer, Ch 3 ❖ Session notes ❖ Weekly log
7	<ul style="list-style-type: none"> ❖ Review of Crisis Protocol & Self-harm ❖ Crisis Assessment role-play ❖ Discussion of client issues 	<ul style="list-style-type: none"> ❖ Session notes ❖ Weekly log
8	<ul style="list-style-type: none"> ❖ Cross-Cultural Competence ❖ Discussion of client issues 	<ul style="list-style-type: none"> ❖ Oberman & Studer, Ch 12 ❖ Mid-semester Supervisor Evaluation
9	<ul style="list-style-type: none"> ❖ Developmental Issues of Students ❖ Common Student Medications ❖ Discussion of client issues 	<ul style="list-style-type: none"> ❖ Session notes ❖ Weekly log
10	<ul style="list-style-type: none"> ❖ Case Presentation ❖ Discussion of client issues 	<ul style="list-style-type: none"> ❖ Session notes ❖ Weekly log ❖ Second Reflection Paper
11	<ul style="list-style-type: none"> ❖ Case Presentation ❖ Discussion of client issues 	<ul style="list-style-type: none"> ❖ Session notes ❖ Weekly log
12	<ul style="list-style-type: none"> ❖ Case Presentation ❖ Discussion of client issues 	<ul style="list-style-type: none"> ❖ Session notes ❖ Weekly log
13	<ul style="list-style-type: none"> ❖ Case Presentation ❖ Discussion of client issues 	<ul style="list-style-type: none"> ❖ Session notes ❖ Weekly log

14	<ul style="list-style-type: none"> ❖ Case Presentation ❖ Discussion of client issues 	<ul style="list-style-type: none"> ❖ Session notes ❖ Weekly log ❖ Session Summaries
15	<ul style="list-style-type: none"> ❖ Termination ❖ Discussion of client issues 	<ul style="list-style-type: none"> ❖ Handout about termination in counseling ❖ Session notes ❖ Weekly log ❖ Session Summaries ❖ Write a thank you card to your site supervisor
16	Individual Meetings	<ul style="list-style-type: none"> ❖ Third Reflection Paper ❖ Final Supervisor Evaluations
<p>*This syllabus is subject to change. Any changes to the syllabus shall be distributed in writing, which may include electronic communication.</p>		

Other Relevant Potential Topics to be Covered during the Semester

Potential topics likely to be covered at some time during the course:

- Receiving and Using Supervision
- Professional Conduct Durin Practicum
- School Settings
- Relationships Among Various Services and Components of Schools
- Crisis Intervention & Prevention
- Consultation & Collaboration
- Suicide
- Conflict Resolution
- Diversity and Cultural Influences
- Directive vs. Nondirective Counseling
- Counseling Theories/Models/Techniques
- ASCA National Model
- Referral
- Advocacy Models
- Planning Your Day, Week, Year— Action Plans
- Working With Parents and Communities
- Use of Psychotropics
- Eating Disorders
- Group Counseling
- The Guidance Curriculum
- Professional Organizations
- Certification and Licensure

- Program Development and Evaluation
- Ethics and Legal Issues and Confidentiality
- Values and Counseling
- Counselor Roles
- Student Competencies
- Use of Technology
- Students' School Transitions
- Special Education
- Alcohol and Other Drugs
- Your Career Goals and Plans
- Psychopharmacology
- Other areas will be covered as needs arise.

FIELD PLACEMENT CONTRACT

COUN248 Field Practica in School Counseling

California State University, Fresno

Kremen School of Education and Human Development

Department of Counselor Education and Rehabilitation

Grade level of field placement site: Elementary ____ Middle ____ High ____

STUDENT:	ADDRESS:	PHONE: EMAIL:
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ORGANIZATION:	ADDRESS:	PHONE: EMAIL:
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ON-SITE SUPERVISOR NAME AND TITLE:

EMAIL:

HOURS PER WEEK:

BEGINNING DATE:

ENDING DATE:

The student intern and on-site supervisor agree to the following terms:

I. Site supervisor (on school sites) has a PPS credential for at least 2 years and will provide 1 hour of individual supervision or 1.5 hours of group supervision with student intern. Students obtaining hours from sites other than a K12 school (200 hours max) must be supervised by a supervisor with a master's level degree in counseling or related field—student must seek approval from Coun248 course instructor.

II. Site supervisor agrees to provide learning opportunities for student intern (as noted on next page) and the student agrees to abide by hours and activities approved by site supervisor. Note that students have one semester to complete 100 hours with the following specific hours/areas:

III. Student must complete all these mandatory activities on the next page to meet CTC competencies by the end of their 100 hours. Circle the agreed upon activities on the next page for this semester.

Practicum Activities List (CTC, 31). Circle the agreed upon activities.

1. Shadowing a school counselor (CTC, 31, Practica, f)
2. Observing classroom instruction (CTC, 31, Practica, f)
3. Attending district and school based meetings (CTC, 31, Practica, f)

4. Mapping school-based community resources (CTC, 31, Practica, f)
5. Personal counseling experience in either an, individual or group context (CTC, 31, Practica, c)
6. Participating school-based programs serving parents and family members (CTC, 31, Practica, d)
7. Administering personal and career assessments (CTC, 31, Practica, b)
8. Participating community service programs serving children and families (CTC, 31, Practica, e)

In addition to the above mandatory activities, students need to abide by the following:

Understand and apply ethical and the legal obligations to students, parents, administrators, and teachers.
Maintaining professional and ethical boundaries in school counseling relationships per professional association ethical guidelines created by American School Counselor
Understand and articulate the state laws and obligations regarding mandated reporting for child, elder, and dependent adults.
Display professional disposition related to conduct, communication, demeanor, and presentation (written/oral) within the school counseling program, internship site, and profession.

SITE SUPERVISOR SIGNATURE: _____ DATE: _____

STUDENT SIGNATURE: _____ DATE: _____

UNIVERSITY SUPERVISOR SIGNATURE: _____
DATE: ----- _____

CASE SUMMARY GUIDELINE- FORMAT 1

To be submitted at the conclusion of the counseling relationship.

Client Name (first only)

Counselor Name

Dates of Counseling

Date of Report

Include the following:

1. Background Information. Age, sex, marital status, race/ethnic group, family background, education, alcohol/drugs, experience with therapy, etc. Any information you deem relevant to the understanding of the case.

2. Problem. Client's presenting problem. Your assessment of problem if different.
Diagnosis, if done.

3. Course of Counseling. Strategies (including core conditions) used to address presenting problems, assessment of strategies. Do not write a session by session account.

4. Outcome. Where is the client now in terms of where she/he was at the beginning of counseling? Did the client change? How? Why? Why not?

5. Recommendations. In your estimation, is any further counseling needed? If so, what issues remain unfinished. Any suggestions of ways in which the next therapist might proceed or cautions the next therapist should consider. (Example: client attempts to change focus whenever a painful issue is broached. Client visualizes easily and visualizations appear to increase insight.) Referrals made.

