

SYLLABUS FOR FIELD PRACTICE IN SCHOOL COUNSELING (COUN249)

Thursday Spring 2020

California State University, Fresno

Introduction and Course Description

Supervised counseling practice in school settings. 200 hours of supervised practice in a school setting plus either another 100 hours in that same setting or 100 hours in a setting other than a public school **for each 4 units of field practice**. This experience will lead to an understanding of the use of a variety of school resources, including: data and information systems on student learning and achievement; career development materials; the use of school technologies for information access, teaching and learning; tests and measures used in assessing student learning and achievement; and information on school and district policies and practices.

Instructor Name: Dr. Song Lee	Office Number : 331
Time: Monday Section: 5-6:50PM	E-Mail: Dr. Lee: malee@csufresno.edu Phone: 278-0349 (prefer emails since Dr. Lee is not in the office all the time)
Location/Website: Join Zoom Meeting using this link: https://fresnostate.zoom.us/j/678919359 Meeting ID: 678 919 359 Dial by your location +1 669 900 6833	Office Hours: Tuesdays 1AM-4PM Office: ED331

Prerequisites

Students are required to be admitted to the PPS Credential Program, possess a valid Teaching Credential, or a valid Certificate of Clearance or a valid Substitute Teaching Credential. Student must have passed COUN 208 with a letter grade of “B” or better. Students in this online course must have a computer and internet connection to access the course through Blackboard and ZOOM. Students must also have a space where they could ZOOM in with confidence to discuss sensitive student issues.

Required Textbooks and Materials

Byrd, R., & Erford, B. T. (2014). *Applying techniques to common encounters in school counseling.*

A case-based approach. Upper Saddle River, New Jersey: Pearson Education, Inc.

Ethical Standards for School Counselors:

<https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf>

Course Goals and Primary Learning Outcomes

Course Goals:

This course supports the development of the following professional dispositions among students: critical thinking, professional ethics, valuing diversity, collaboration, and life-long learning. Students will demonstrate these dispositions through their class discussions, written assignments, and case studies. Students will be given feedback on their development of these dispositions as an ongoing process and through a written evaluation sheet at the end of the semester.

Primary Learning Outcomes:

Upon successful completion of field experience, students will be able to demonstrate the following:

Objective 1: Apply individual and group counseling skills to students in an approved educational setting. CTC 14, 17, 21, 26

Objective 2: Apply knowledge of human behavior to students in an approved school setting. CTC 9,14, 21

Objective 3: Students will apply knowledge of learning theory in an approved school setting. CTC 2, 14, 17,19

Objective 4: Demonstrate an awareness of socio-cultural factors by working with students from diverse cultural backgrounds in an approved elementary school setting. CTC 3, 5, 14

Objective 5: Apply knowledge of psychological and educational assessment in an approved school setting. CTC 4, 14

Objective 6: Apply the principles of career planning with individual students or groups of students in an approved school setting. CTC 17, 20

Objective 7: Provide counseling services related to current policies and critical issues relevant to an approved school setting. CTC 12, 17, 18

Objective 8: Apply ethical and legal considerations to all activities with which the field placement student becomes involved in an approved school setting. CTC 6, 18

Objective 9: Apply skills of consulting with parents and teachers in an approved school setting CTC 7, 10

Objective 10: Demonstrate knowledge of supervision and mentoring models. CTC 16, 22

Objective 11: Demonstrate skill in program development and evaluation. CTC 22

Objective 12: Demonstrate skill in implementing prevention programs. CTC 22

Course Organization

The field practice requirements have been established through the California Commission on Teacher Credentialing (CCTC) and CSU Fresno. There is a 300-clock hour requirement for the M.S. in Counseling, Option in School Counseling and 600-clock hour requirement for the PPS credential. Those completing both the M.S. degree and PPS credential are required to do 600-clock hour. For the PPS credential, the student must verify **practice at two of three school levels such as elementary, middle, or high school with a minimum of 200 clock hours at each level.** The CSUF program meets the 600 clock hours for the PPS credential as follows: Students will complete 600 clock hours by enrolling in two 4-unit field placements (8 units). Four (4) semester units will be credited for completion of 300 clock hours in field placement. These 300 hours can include 100 hours in a setting other than a public school.

Setting Up the Field Placement Assignment

1. The student is asked to seek out and make suggestions for the field placement; when the student is not able to establish a placement, he/she will refer to the university supervisor for suggestions. When the student takes the initiative, there is a better chance of the person being in the correct regional or geographical distance for the school.
2. Once the placement site has been chosen, the field placement student and the university supervisor will meet to discuss the placement; both are required to meet with an official from the selected field site to finalize the placement. At the time of the meeting the field contract will be initiated if not previously started.
3. The student is responsible for setting the days and the time of the placement.
4. Students are responsible for becoming aware of the regulations, rules, and school operating system in which the field placement is carried out during the assignment.
5. The university's commitment to provide a learning environment free of harassment, discrimination and sexual harassment extends to their remote learning sites as well.

On-Site Supervision of the Field Practice

1. Out of the 600 hours, district level supervisors must possess the PPS Credential for a period of two years prior to the placement for the 400 school counseling clock-hour requirement in public schools with school-age students. A PPS Credential is not required for supervisors of 200 school counseling clock hour requirement that may be completed outside the school setting, even though this person should be appropriately credentialed or licensed.
2. Agrees to set aside a minimum of one hour each week for individual supervision or 1.5 hours a week for group supervision with not more than 4 interns; and, agrees to be available for the student when the need arises.
3. Upon completion of the course, the on-site supervisor will complete an evaluation of the student; this evaluation will be shared with the student and both parties will sign the agreement.
4. Provide individual and/or group counseling experiences for the student counselor.

University Supervision

1. Directs the field placement class; sets times for class and works with each student individually.
2. Works with the student to select a site and meets with the student and an official from the school on an as needed basis.
3. Communicates with students and site supervisors in the following ways:
 - a. May visit the site to meet with the official and the student in order to complete the field contract for the placement as needed.
 - b. Supervise progress of students in completing hours and required activities.
 - c. Visits on-site personnel to work toward resolution of problem(s) as needed.
4. Has full responsibility for providing grading format and assigning final grade for the course.

Examinations and Major Assignments

Students are required to obtain the following by the 2nd week of class and may not begin their field experience before submitting the following documents to the instructor.

1. Hold a valid TEACHING CREDENTIAL or a valid CERTIFICATE OF CLEARANCE or a valid SUBSTITUTE TEACHING CREDENTIAL.
2. Carry professional liability insurance for the duration on the field placement---As a Fresno State registered student, you do not have to purchase additional liability insurance. However, you could also purchase your own liability insurance (see instructor).
3. Have successfully completed COUN 208 with a letter grade of “B” or better and pass the Department’s Clinical Review.

4. Complete a field placement contract at the site at which the student has selected to complete the field placement assignment. The contract must include the competencies expected, experiences used to attain competencies, and a plan for determining competency attainment. The contract must be signed by all three parties (i.e., student, field supervisor, university representative).
5. Students must provide copies of a Certificate of Clearance or its equivalent and Medical Clearance by the second week of the semester. If not, students will be administratively dropped from this course. Students must have their valid Certificate of Clearance and Medical Clearance before starting their internship hours.

Logs and Internship Hour Requirements:

1. A major emphasis will be placed on the counseling log as this is the main method used by the university supervisor to keep track of the events covered during the placement. The log must be presented in such a way for the university supervisor to become aware of what was actually accomplished during each day of the placement. One line entries are not acceptable. The field placement student will need to specify, on a daily basis, what did occur at the site and offer some detail of the activity. Examples will be provided for this purpose.
2. Three hundred (300) hours must be logged in order for the student to gain credit for each 4-unit course. Consistency of the field placement student is emphasized. This includes being on time, meeting assigned hours and keeping school officials informed on any changes that take place in the scheduling. On the average, in order to meet the time frame, students need to plan on working at their field placement site a minimum of ten hours per week.
3. Up to one hundred fifty (150) hours of the 600 hours shall be devoted to issues of diversity and be noted in your logs. This may be satisfied with up to 100 clock hours in a diversity program or with the development and implementation of a program that addresses diversity issues, AND, at least fifty (50) clock hours shall be with at least ten (10) pupils (individually or in a group) of a racial and ethnic background different from that of the fieldwork student. OR, all 150 clock hours can be with pupils of a racial and ethnic background different from that of the candidate.
4. Log your hours on a daily basis. It is suggested that you set up your log on a computer and make entries when the day is over. Both the on-site supervisor and the university supervisor may want to read and check your log at any time.

Mandatory activities for field work (CTC 2-30 Practiced) :

1. Undergo orientation to the PPS program at your placement, understanding legal and ethical processes in place CTC7, 18
2. Identify those children with developmental, intellectual, and emotional strengths and weaknesses to identify appropriate resources and combat adjustment and learning difficulties CTC 2, 5, 8, 10, 11, 19, 23, 25, 29
3. Identify children with ability in art, music, reading, arithmetic and other academic areas CTC 5, 19, 23, 29
4. Identify at risk students who may be potential drop-outs CTC 5, 8, 19, 23, 25, 29

5. Participate in student assessment in collaboration with other school personnel CTC4, 10, 22, 27
6. Help students adjust to the school environment CTC 19, 25
7. Work with students who have developed emotional and/or behavioral problems CTC5, 8, 25
8. Work with students who have difficulties with learning CTC5, 8, 11
9. Work with students who may be potential drop-outs
10. Help a student set up a study plan at home/ school CTC 7, 22, 24
11. Help a child adjust to peers/ parents/ teachers CTC 5, 7, 24, 25
12. Provide counseling or guidance for students in small groups CTC14, 26
13. Perform individual counseling or guidance with students CTC14
14. Prepare behavior modification programs for students CTC 24, 29
15. Review scholarship possibilities with student (mainly in secondary schools) CTC 19
16. Develop career opportunities for students (mainly in secondary schools) CTC 19, 22
17. Review plans for attending college (mainly in secondary schools) CTC 19, 23
18. Consult with a teacher regarding a particular student CTC 24, 27
19. Observe a class CTC24
20. Make referrals to appropriate community agencies CTC 25
21. Consult with parents at school, or through phone, or home visit CTC 7, 22, 24, 29
22. Visit a PTA meeting in the district CTC 7
23. Participate on a Student Study Team as a counselor CTC 19, 22, 23, 26, 27, 29
24. Participate on a curriculum study committee CTC 26, 27, 29
25. Attend regular staff meetings CTC 26, 27,28, 29
26. Work with or develop counseling programs such as career and peer counseling/helping programs CTC 12, 13, 20, 28,29
27. Help evaluate the PPS program CTC 4, 9, 12, 13, 28, 29
28. Conduct in-service program for teachers/staff/parents CTC 7, 24, 27, 29
29. Participate in mentoring programs CTC16
30. Participate in or establish a crisis counseling center CTC 9, 29
31. Perform activities devoted to issues of diversity (minimum 150 hours) CTC3
32. Become familiar with data and information systems on student learning and achievement CTC 4, 15
33. Become familiar with the use of school technologies for information access, teaching and learning CTC15, 30
34. Become familiar with the process of developing a master schedule

Site Packet: Collect the following information about your school site and upload on Canvas (CTC 28)

1. Create or obtain an Organization chart of personnel at the counseling center.
2. How the school assesses their students' academic progress-both individually and school wide in the district.
3. Demographics of the student population (including ethnicity, gender, and socio-economic status).
4. Counseling programs and activities currently offered.
5. Job descriptions of school counselors.
6. Assessment instruments to evaluate the counseling program.

7. After school programs and community resources available on campus or in the neighborhood.

Case Study (CTC 3, 10, 21, 23, 26, & 29 Practice and Assessment)) Upload in Assignment:

Candidates are required to provide counseling and/or intervention for a student at risk of school failure. Students will bring at least one student case or intervention used at their site to discuss during each class. They are required to submit one case study write-up. *See handout packet, PPS Credential Forms Pertaining to Counseling Students, for outline of areas to include in case study and outline to do case staffing.*

Study Expectations:

It is usually expected that students will spend approximately 2 hours of study time outside of class for every one hour in class. However, this is an internship course. Therefore, you will be spending hours for chapter readings and at your internship site. Hours will vary depending each students' roles at site.

For free tutoring on campus, contact the [Learning Center](http://www.fresnostate.edu/studentaffairs/lrc/) (<http://www.fresnostate.edu/studentaffairs/lrc/>) in the Collection Level (basement level) of the Henry Madden Library. You can reach them by phone at 278-3052.

"Our campus has developed [SupportNet](http://www.fresnostate.edu/studentaffairs/supportnet/) (<http://www.fresnostate.edu/studentaffairs/supportnet/>) to connect students with specific campus resources promoting academic success. I have agreed to participate in this program and may refer you to it if I believe you need the services provided by SupportNet to succeed in this course."

Participation Standards

Our meetings will be conducted via ZOOM (or on campus as indicated on the course of schedule). We will conduct class similar to face-to-face class. Participation is expected from everyone. If for some reason, you cannot connect to the internet to access ZOOM, you will need to call in to the meeting via telephone. When your instructor sends you the link, she will also send you a number to call in.

Grading

You are expected to attend the ZOOM meetings (online) during class time. Only 2 excused absences are allowed. You will not pass the class if you miss more than 3 classes. If you are absent from class, it is your responsibility to check on announcements made while you were away.

A Credit grade will be assigned by the instructor upon the completion of all course requirements at a professionally acceptable quality as stated in the following Evaluation Section. Students will be asked

to resubmit written work that is deemed unacceptable. The quality of work performed at the placement must be deemed satisfactory by the on-site supervisor in order for the hours to be accepted.

“RP” grade will be given to students who complete at least two-thirds of the required coursework satisfactorily AND at least 150 clock hours of work experience at an approved school setting. Students who do not fulfill BOTH conditions may receive a “NC” grade. Students are not allowed to enroll in eight units of COUN 249, i.e., TWO Field Placements, unless they can complete a minimum of 450 clock hours during the semester they enroll in both field placements. Students will receive a “NC” grade in one or both field placements if they fail to complete the required hours.

Evaluation (Credit or Non-Credit--Assignments not meeting these requirements will need to be redone)

Assignments	Evaluation
Acceptable Written Assignments	Content completely relevant and well organized. Grammatical structures generally correct. Correct use of punctuation and very few spelling errors. Shows insight, multicultural awareness, self-awareness, and critical thinking. Must thoroughly discuss key points or what was required for the assignment.
Case Study Written Portion	In addition to being an acceptable written assignment, the assignment must illustrate your knowledge of a theoretical orientation (of your choice) by using the theory in assessment, treatment, and discussions. One case study is required for each 4 unit coursework. If you are taking an 8-unit course, you’d need to complete 2 case studies.
Lesson Plans	See Acceptable Written Assignment Evaluation above. Lesson Plans must follow the template provided.
Logs	Log your hours on a daily basis. It is suggested that you set up your log on a computer and make entries when the day is over. Both the on-site supervisor and the university supervisor may want to read and check your log at any time. See Log and Internship Hour Requirements on P.4 of the syllabus for more details.
Supervisor Evaluations	The quality of work performed at the placement site must be deemed satisfactory or meets expectation by the on-site supervisor in order for the hours to be accepted. Supervisors will rate your work at the end of the semester on the Evaluation of the Placement Student Form, Candidate Disposition Form, and Employer Evaluation (in the PPS Forms On-Site Supervisor Packet). If there are serious concerns with your work at the site, remediation

	plans may be put in place for you to complete before receiving Credit for the course. If remediation plans need to extend beyond the semester, completion of the course will be postponed. Remediation plans may involve the Clinical Review Committee at the Department level.
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Assignment and Examination Schedule

Date Due	Assignment
Biweekly readings and Lesson Plan Assignment	<ul style="list-style-type: none"> • Read the chapters assigned (chapters are short reads). Take notes of key information and insights/new knowledge you've gained. • Lesson Plan: One of you will be assigned to create a lesson plan based on one of the topics of the week's reading. Lesson Plan Template has been emailed to you. Email instructor for a copy if you didn't get it.
Before working with K12 students	<ul style="list-style-type: none"> * Certificate of Clearance (see direction at end of syllabus) * Health Clearance (TB Test) (see form at end of syllabus)
Second week of class or before working at the field placement site	<ul style="list-style-type: none"> • Site Contract signed by site supervisor and university supervisor • For the ZOOM only course: Input your introduction in Discussion on Blackboard and reply to at least 2 individuals' posts.
Third week of class or 2 nd week at the school site.	Site Packet: Collect items indicated under Major Assignments above.
Look at Course Schedule –Due in April	Case Study – At the beginning of the semester, you should talk to your sight supervisor about working on a student. You need to assess and create interventions to help the student. A report is due in April.
Due Final's Week	<p style="background-color: yellow; margin: 0;">From Counseling Students Packet:</p> <ul style="list-style-type: none"> *Logs with summary sheet (completed by you) *Student Evaluation of Field Placement (completed by you) *Evaluation of School Counselor Trainee (completed by your counsees)

	<p>From On-Site Supervisor Packet:</p> <ul style="list-style-type: none"> * Evaluation of a Field Placement Student (completed by site supervisor) * Candidate Disposition (completed by site supervisor) * Employer Evaluation (completed by site supervisor)

Subject to Change Statement

This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent.

Note: We will not ZOOM on the finals week. You are to email or hand in hard copies of all your assignments to the instructor during your finals' week class time.

Course Policies & Safety Issues

Online communication guidelines. When sending email message, please include Summer Coun249 in the subheading and include your name and last name in the email.

Tips on online communication: Sender—Think and Reread before sending. Receiver—Don't try to read behind the lines. Sometimes typed words could sound harsh or condescending—in our perception—but the sender may have not meant it in that way.

Course Assignments and Files. Students must keep a copy of their submitted materials (e.g. emails, discussion postings, assignments, etc.) as part of their coursework. Students are fully responsible for the timely re-submission of their work upon the instructor's request.

Blackboard does not fully support use of special characters in file names. When naming files to be uploaded into Blackboard, please **do not** include any special characters such as #, %, & or spaces. **Only use letters, numbers, and underscores.** All files must have a correct extension (.docx, .rtf, .pptx, .pdf, etc.) in order for them to open in Blackboard.

Concerns or Prohibitions: Due to confidentiality of the students you work with and your own confidentiality rights, please do not record video sessions unless you get permission from the instructor. If the instructor need to record the ZOOM session for another student, the instructor will inform everyone before doing so.

Please choose a place to ZOOM in where issues of students could be discussed in confidence. Dress code is similar to face-to-face classrooms (except you don't have to wear shoes). Please show respect toward others while in a ZOOM meeting. Do not text/chat with each other unless

the instructor allows you to do so for class discussions. We may be setting new rules as we get more familiar with meeting in ZOOM.

Confidentiality and Privacy Act Concerning Your Students: When discussing cases on ZOOM or in person, maintain the confidentiality of your students (leave identifiable information out of the discussions). The Family Education Rights and Privacy Act (FERPA) of 1974 states the law assures the right of privacy of all student records including test scores and any behavior issues. You are not to release any information without written consent, unless it is with your supervisor, which falls under privilege communication. All communications you have about your students need to be privileged communication. Privileged communication is a conversation conducted with someone that state and federal law identifies as a person with whom conversations may legally be kept confidential.

University Policies

Students with Disabilities:

Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact [Services to Students with Disabilities](http://www.fresnostate.edu/studentaffairs/ssd/) (<http://www.fresnostate.edu/studentaffairs/ssd/>) in the Henry Madden Library, Room 1202 (278-2811).

Honor Code:

“Members of the Fresno State academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities.” You should:

- a) understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
- b) neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
- c) take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

Instructors may require students to sign a statement at the end of all exams and assignments that “I have done my own work and have neither given nor received unauthorized assistance on this work.” If you are going to use this statement, include it here.

Cheating and Plagiarism:

Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include

any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work." Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

Computers:

"At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services or the [University Bookstore](http://www.kennelbookstore.com) (<http://www.kennelbookstore.com>). In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

Disruptive Classroom Behavior in face to face and ZOOM classes:

"The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop an understanding of the community in which they live. Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."

<http://www.fresnostate.edu/studentaffairs/studentconduct/conduct/disruptive.html>

Copyright Policy:

Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code). To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit its [Copyright Web Page](http://libguides.csufresno.edu/copyright) (<http://libguides.csufresno.edu/copyright>).

[Technology Innovations for Learning & Teaching](http://www.fresnostate.edu/academics/tilt/) (TILT)

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educational purposes in accord with copyright law and/or with permission given by the owners of the original material. You may download one copy of the materials on any single computer for non-commercial, personal, or educational purposes only, provided that you (1) do not modify it, (2) use it only for the duration of this course, and (3) include both this notice and any copyright notice originally included with the material. Beyond this use, no material from the course web site may be copied, reproduced, re-published, uploaded, posted, transmitted, or distributed in any way without the permission of the original copyright holder. The instructor assumes no responsibility for individuals who improperly use copyrighted material placed on the web site.

Tentative Course Schedule:

The schedule and procedures for this course are subject to change in the event of extenuating circumstances. Please email the instructor if you are not able to log into ZOOM. A phone number to call into the ZOOM room (online) will be provided in case you have no internet access at the time of class. The first column of assignments is for 1st semester Coun249 students and the second column is for 2nd semester coun249 students. Those doing 8 units should complete assignments for both columns. Every class time will be devoted to case/intervention discussions and readings discussions.

Tentative Course Schedule Spring 2020

Dates	Topic	Assignments completed before this Date For all students taking Coun249 for the first time.	2nd Semester of Coun249/8 units
Jan 23 No meeting on ZOOM	Syllabus School Counselor Identity and Roles (CTC18 Introduce)	Read all contents and documents on this webpage below regarding role of school counselors before coming to class https://www.schoolcounselor.org/press/what-does-a-school-counselor-do Review Site Packet assignment on syllabus and start collecting information needed for the assignment. *Certificate of Clearance, Medical Clearance & Contracts Due before you start your internship and	Read all contents and documents on this webpage below regarding role of school counselors before coming to class https://www.schoolcounselor.org/press/what-does-a-school-counselor-do Review Site Packet assignment and start collecting information needed for the assignment. *Certificate of Clearance, Medical Clearance & Contracts Due before you start your internship and

Dates	Topic	Assignments completed before this Date For all students taking Coun249 for the first time.	2nd Semester of Coun249/8 units
		must be done today.	must be done today
Jan 30 Meet on ZOOM	Introductions Application of Theories -Class Online in ZOOM Meeting Room- Sign up for Lesson Plans.	READ: Chapter 1 & 2 TO DO: 1) Choose one or two strategies/ interventions in Chapter to research more on. Google those interventions to learn more about them and how you might use with your clients. 2) Prepare one intervention/activity from your theory of choice to demonstrate in class.	READ: Chapter 1 & 2 TO DO: 1) Choose one or two strategies/ interventions in Chapter to research more on. Google those interventions to learn more about them and how you might use with your clients. 2) Prepare one intervention/ activity from your theory of choice to demonstrate.
Feb. 6	NO CLASS—AVAILABLE FOR CONSULTATIONS	UPLOAD Site Packet in Canvas under Assignments and comment on at least one site packet that hasn't been commented on.	UPLOAD Site Packet and comment on at least one site packet that hasn't been commented on.
Feb. 13 Meet on ZOOM	Legal and Ethical Considerations in School Counseling Go over lesson plans and assign dates -Class Online in ZOOM Meeting Room	Read Ch. 44, 45 and the following ethical standards for school counselors: https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf	Read Ch. 43 and the following ethical standards for school counselors: https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf
Feb. 20	NO CLASS – Presidents' Day Holiday...	NO CLASS on zoom	
Feb. 27 Meet on ZOOM	Social Justice and Diversity Issues in School Counseling -Class Online in ZOOM Meeting Room-	Read Ch. 3, 4, 5, 6	Read Ch. 7, 8, 9, 10
Mar. 5	NO CLASS—AVAILABLE FOR INDIVIDUAL CONSULTATIONS	NO CLASS	
Mar. 12	Academic Considerations in School Counseling	Read Ch. 11, 12, 13	Read Ch. 14, 15

Dates	Topic	Assignments completed before this Date	2nd Semester of Coun249/8 units
Meet on ZOOM	-Class Online in ZOOM Meeting Room-		
Mar. 19	NO CLASS—AVAILABLE FOR INDIVIDUAL CONSULTATIONS	NO CLASS	
Mar. 26 Meet on ZOOM	Relational Aggression, Bullying, and Violence in School Counseling -Class Online in ZOOM Meeting Room-	Read Ch. 16, 17 Janet	Read Ch. 18 & 19
April 2	NO CLASS—AVAILABLE FOR CONSULTATIONS -	NO CLASS	
April 9	SPRING BREAK – NO CLASS		
April 16 Meet on ZOOM	Individual Issues/Coping in School Counseling	Read Ch. 22,23, 24, 25 Alfonso	Read Ch: 20, 21, 26, 27
April 23	NO CLASS— Indiv Consultation as needed	Case Studies Due	Case Studies Due
April 30	Parental/Family Issues in School Counseling -Class Online in ZOOM Meeting Room-	Read Ch: 28, 30, 31, 32, 33, Gio	Read Ch: 29, 30, 34, 35
May 7	NO CLASS—Consultation Days	NO CLASS	
May 14 Finals Week	Risky Behaviors and Crisis Intervention in School Counseling Turning in all Paperwork on checklist to ED350 (keep for 7 years)	Read Ch. 36, 37, 39, 41 Logs; evaluations; all other paperwork (look at checklist to ensure you have everything)	Read Ch: 38, 40, 42