

***SCHOOL OF EDUCATION***

 ***Location Address Mailing Address***

 *University Hall North 1200 East Colton Avenue*

 *On Brockton Avenue P.O. Box 3080*

 *Between University Street & Grove Street Redlands, CA 92373*

COURSE SYLLABUS

**Course:** EDUC 657B

**Course Title:** Practicum: Fieldwork in Counseling

**Term:**

**Days/Times:**

**Class Location**:

**Faculty:**

**Office:**

**Phone:**

**Office Fax:**

**E-mail:**

**Office Hours:**

**Catalog Course Description**

Review and critique of fieldwork experience from a public or equivalent setting, under the joint supervision of an on-site supervisor and university faculty member which includes case conferencing, clinical review and preparation for Exit Oral Interview (CTC Standards 16, 23, 29)

**The following CTC Standards are partially addressed in this course:**

### Generic Standard 2: Growth and Development

Generic Standard 3: Socio-Cultural Competence

Generic Standard 6 Professional Ethics and Legal Mandates

Generic Standard 8 Self-esteem and Personal and Social Responsibility

Generic Standard 9: School Safety and Violence Prevention

Generic Standard 12: Professional Leadership Development

Generic Standard 13: Collaboration and Coordination of Pupil Support Systems

Generic Standard 14: Human Relations

Generic Standard 16: Supervision and Mentoring

Specialization Standard 17: Foundations of the School Counseling Profession

Specialization Standard 18: Professionalism, Ethics & Legal Mandates

Specialization Standard 23: Advocacy

Specialization Standard 25: Individual Counseling

Specialization Standard 26: Group Counseling and Facilitation

Specialization Standard 29: Prevention Education and Training

Specialization Standard 31: Field Experience

Specialization Standard 32: Determination of Candidate Competence

**Course Objectives**

Students will have the opportunity to:

1. Continue their review of methodology in counseling and guidance services in the K-12 grade levels. Candidates will demonstrate competence through fieldwork experiences as evidenced by their Supervisor. (CTC Standards 2 & 14)

1. Review key elements in the counseling profession, such as how a pupil’s self-esteem effects the learning process, the importance of personal and social responsibility, the need for professionalism, growth and development issues, school safety, and academic development. These elements will be examined in detail through case presentations in class. (CTC Standards 2, 8, 9, 17, 18 & 19)
2. Evaluate the effectiveness of both individual and group counseling through the supervision and observation of a candidate in their fieldwork experiences, assuring a professional identity in all areas of work. Supervisors will then provide the necessary feedback to the candidates. (CTC Standards 18, 25 & 26)
3. Examine the diversity programs at a specific site, with respect to physical and mental abilities, cultural and ethnic backgrounds, and religion and gender. This will be evidenced through the candidates work in their portfolio, case presentations and fieldwork. (CTC Standards 2, 3 & 32)
4. Demonstrate knowledge of counseling strategies designed to address skillfulness in relating to others as well as problems and concerns common to students at all levels of developmental growth. This will be observed through the supervision of the candidate’s fieldwork, with appropriate feedback given by the supervisor. (CTC Standards 2, 3, 14, & 16)
5. Develop a commitment to counseling as a way to assist students in the development of their potential as well as advocating for the learning and success of all pupils. This will be demonstrated through the various fieldwork experiences and discussed (CTC Standard 23)
6. Adequately demonstrate knowledge of school law, professional practices, ethical considerations, professional leadership development, collaborative programs that connect schools with community organizations, and CTC standards as they relate to students, peers, parents and community. Students will demonstrate their competence in these important areas through their fieldwork and case presentations, given in class. (CTC Standards 6, 12, 13, 18 & 31)
7. Assist candidates in developing personal and interpersonal skills so they can effectively help pupils build and maintain positive relationships in the school, community and family settings. (CTC Standard 14)

**Required Readings**

1. The DSM-IV, TR Edition

2. Clinical Vignettes

**Grading System/Scale**

**Credit/No Credit based on meeting the minimum requirements for this course**

**Academic Honesty**

All students are expected to demonstrate integrity and honesty in completion of class assignments. Students must give credit to appropriate sources utilized in their work. Plagiarism can result in dismissal from the University.

Academic honesty stands at the center of intellectual pursuits in the academic community. Faculty and student scholarship in all forms, individual and collaborative, expresses our understanding and esteem for intellectual honesty. Nurturing and sustaining a climate of honesty are the responsibilities of every member of the community. The academic policy statement includes standards of academic honesty, obligations and responsibilities of the members of the academic community for cultivating a climate of academic honesty, violations of academic honesty, and procedures for addressing academic dishonesty.

**(For complete text of student responsibility please see the University of Redlands Catalog under Academic Standards)**

**Evaluation, Assessment, and Grading**

As well as your successful completion of assignments, you are asked to demonstrate the following professional responsibilities:

* Being a self-disciplined learner
* Being well prepared and thorough with all written assignments.
* Meeting with Instructor for alternative assignment if you are going to be late with any of the required work.
* Respecting other people, especially when interviewing or assessing individuals from your fieldwork experiences.
* Understanding that in everything you do or say, you are modeling values, attitudes, and behaviors that impact the lives of others.
* Being “on purpose” (i.e. the person comes to class with an attitude of wanting to contribute to the learning community).
* Use APA format for all written assignments with appropriate citing of all references.

**Assignments and Presentations**

All assignments should be approached with professionalism as a foundation. Material is to be typed. No hand-written assignments will be accepted Learning to communicate effectively is an important quality to develop.

**Late Work**

Any work needs to be approved by the instructor

**Candidate Assessment**

1. Review of 2 case vignettes and answering the follow-up questions. 20% of final grade (10% for each one).
2. Write-up an actual case that includes: Demographic data from the case, Diagnostic Impressions on all 5 axis, Theoretic framework to be used for this case, Treatment plan and then follow-up recommendations and/or referrals that need to be made for this case. 50% of final grade. 4 to 5 pages in length with 2 to 3 references.
3. Review one of the major diagnoses categories from the DSM-5 and do a 2 to 3 page write-up of your findings. 30% of final grade.

**Bibliography**

*Counseling & Field Placement Handbook*, University of Redlands.

California Commission on teacher Credentialing, *Standards of Quality and Effectiveness for Pupil Personnel Services Credentials,* January 2001.

“An Ethics Quiz for School Counselors” Professional School Counseling Journal, Volume 6, No. 1, October 2002.

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