Program Assessment Submission Checklist
Use a separate checklist for each program submission
(i.e. School Counseling, Professional Administrative Services, Multiple Subject, etc.)

<table>
<thead>
<tr>
<th>Institution</th>
<th>California State University, Fresno</th>
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<tbody>
<tr>
<td>Contact Person</td>
<td>Sarah Lam</td>
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<tr>
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<td>Assoc. Dean Name</td>
<td>James Marshall</td>
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</tr>
</tbody>
</table>

Program (specify delivery Models i.e. intern) | School Counseling

θ Read Me file or other description of the materials submitted

θ Program Narrative

θ Course syllabi for two most recent years, or other evidence of the content of the program

θ Assessment tools reported on in the Biennial Report

Submission Options:
• 1 CD/flash drive and this completed check list (printed or saved on CD/flash) mailed to:
  Commission on Teacher Credentialing
  1900 Capitol Avenue
  Sacramento, CA 95811
  ATTN: PSD Program Assessment

• Post on a web site with access for on-line review

• Email submissions to programassessment@ctc.ca.gov (attachments larger than 10MB must be broken into multiple emails, and zipped files cannot be accepted through the CTC mail server).

Formatting Suggestions:
• MS Word or PDF document
• 12 pt. Times New Roman or Arial font
• Hyperlinks from narrative to attachments (syllabi, assessments) and back to the specified point in the narrative
• Bookmarks (available in PDFs only) are very useful to readers
California State University, Fresno

Kremen School of Education and Human Development

Pupil Personnel Services Credential

In

School Counseling

Program Assessment

Revised Version June 2011
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Program Document

**Syllabi**

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- **Coun 150** Laws Related to Children
- **Coun 200** Counseling Techniques
- **Coun 201** Seminar in Multicultural Counseling
- **Coun 202** Seminar in Group Counseling
- **Coun 203** Seminar in Assessment in Counseling
- **Coun 206** Counseling through the Lifespan
- **Coun 208** Practicum in Counseling
- **Coun 220** Seminar in Career Development Theory
- **Coun 233** Seminar in Therapeutic Methods with Children, Adolescents, and Their Families
- **Coun 240** Seminar in Counseling Parents of Exceptional Children and Their Parents
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Program Summary

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Counselor Education Program Student Handbook PPS Section
California State University, Fresno

Kremen School of Education and Human Development

Pupil Personnel Services Credential

In

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Program Document

In

Compliance

With

California Commission on Teacher Credentialing

2001 Generic Standards
Standard 1
Program Design, Rationale and Coordination

The program is coordinated effectively in accordance with a cohesive design that has a cogent rationale. Foundation and theoretical courses precede and are designed to be taken prior to more specialized and advanced courses.

1. Organizational Structure

1. A. Coordination of the administrative components of the program

The organizational structure for the Pupil Personnel Services in School Counseling (PPS) rests with the policies, bylaws and procedures vested in the Kremen School of Education and Human Development (KSOEHD) at the California State University, Fresno (CSUF). The Dean and Director of Teacher Education of KSOEHD serves as the Chief Administrative Officer and two Associate Deans carry out policies and procedures. The Department of Counseling, Special Education and Rehabilitation abides by the policies, bylaws and procedures of the School when implementing the PPS credential program.

The full-time faculty in counselor education nominates one of their faculty members to serve as the Counselor Education Program Coordinator who coordinate different counseling programs. The Counselor Education Program Coordinator works closely with the Dean of the School and the Department Chair, attends administrative meetings called by the Dean, the Associate Deans, and/or the Department Chair, and carries the intent of the counseling faculty to such meetings.

The Department of Counseling, Special Education and Rehabilitation also has a PPS Coordinator appointed by the School Dean. The PPS Coordinator is in direct contact with the Commission on Teacher Credentialing and keeps faculty informed of changes and new items of interest.

New program proposals and/or program changes are initiated by faculty and then presented by the Program Coordinator to the University Advanced Credential Programs Committee. This committee reviews the changes and forwards its recommendations to the Dean. After review and approval, the Dean submits the changes, such as the addition or deletion of a course or a change in course content, to the university graduate community for approval. The development of a new program or program changes progress through the university approval process, including the Vice President for Academic Affairs, appropriate committees, Academic Senate and President, before being sent to the Commission on Teacher Credentialing.

All procedures for admission, advisement, candidate assessment and program evaluation are written and approved by a faculty review committee composed of the entire full time faculty of the counselor education component of the department. The Associate Dean and his/her staff provide a system for distributing materials to candidates, keeping files on all candidates and completing the necessary paperwork needed in the matriculation of
students. When a student has completed all coursework for the credential, a final faculty review is held, clearing the candidate. The Credential Analyst completes all paperwork for the application for a credential from the State.

Documents: Admission review form, advising sheet, program completion form, application form

1. B. Organizing structure for instructional components

The curriculum for the PPS credential in School Counseling consists of forty-eight (48) semester units that provide the knowledge base and necessary skills for the preparation of school counselors. Each candidate must complete three units of two prerequisite courses before entering the main program. These courses include **Coun 174**, Introduction to Counseling and **ERA 153**, Educational Statistics. Prerequisite requirements are outlined in each course description. This information assists students in planning for the course of study. Advisors also help students plan a course of study that provides a logical sequence of course offerings. The following twenty-two units of the curriculum provide students with the foundation in the counseling profession:

**Coun 200**, Counseling Techniques;
**Coun 201**, Seminar in Multicultural Counseling;
**Coun 202**, Seminar in Group Counseling;
**Coun 203**, Seminar in Assessment in Counseling;
**Coun 206**, Counseling through the Lifespan;
**Coun 208**, Practicum in Counseling; and
**Coun 220**, Seminar in Career Development Theory.

The rest of the twenty-six units provide students with the specialization in K-12 Counseling:

**Coun 150**, Laws Related to Children;
**Coun 233**, Seminar in Therapeutic Methods with Children, Adolescents, and Their Families;
**Coun 240**, Seminar in Counseling Parents of Exceptional Children and Their Parents;
**Coun 241**, Seminar in Organization of Counseling Services;
**Coun 242**, Seminar in Parent Education, Pupil Advocacy, and Consultation;
**CI 285**, Seminar in Advanced Educational Psychology;
**Coun 249**, Field Practice in School Counseling

1. C. Coordination of the administrative components of the program

The following documents are prepared and approved by the faculty review committee for each candidate:

a) Each candidate must apply to the University for post-baccalaureate status.
b) Each candidate must make a formal application to the program by completing an admissions packet. The packet contains requirements for entering the School Counseling program along with the requirements established by the Division of Graduate Studies for a student entering a graduate program of study.

c) When a candidate has made an application to the program, he/she is reviewed by the Faculty Review Committee through the use of a rating form prepared by the committee. Interviews with applicants are conducted when needed.

d) When a candidate has been accepted into the program, he/she is assigned an advisor from the full time faculty. The student is informed in writing of the name of their advisor and is asked to meet with that advisor concerning the planning of the program.

e) During the COUN 208, Practicum in Individual Counseling, the student’s performance is evaluated through the Counseling Program’s Clinical Review Process. The Clinical Review Committee is made up of faculty members who are teaching practicum in counseling. Students are rated on academic factors and counselor skills and traits. They need to have a 3.0 or above average Counselor Traits Score to pass. Once the student passes the clinical review, he/she can take advanced courses in counseling practice.

f) The candidate is asked to fill out a Program Completion Form at the end of the course of study. The courses are all listed with an entry for the semester and year of completion, the units taken and the grade received; if there is an equivalent course used to complete the program, it is written in by the course being covered. The student must also show he/she holds a teaching credential or has a Certificate of Clearance from the State of California and has documented evidence of passing the CBEST.

2. Effective Coordination
   2. A. Coordination of Faculty and Staff

   The Department of Counseling, Special Education and Rehabilitation is a place where good rapport has been established among all faculty and staff members. Through the PPS credential Program Coordinator, communication is maintained with other schools and departments on campus. Following are some examples of the way in which such coordinating efforts are maintained:

   a) There are four departments in the KSOEHD and a direct working relationship among departments is part of the overall plan of the school. The PPS credential Program Coordinator meets with other coordinators in the School, primarily through participation on the School Graduate Committee and the Advanced Credential Programs Committee, and receives information from the Dean and Associate Deans regarding policy, planning and program revision. When a course is offered in the counseling section, every effort is made to select an instructor from
the full time faculty of the school to fill such a need. All efforts are made internally to insure that the School Counseling program is in line with the school's mission in education. All program faculties meet regularly, and all School faculty members meet together monthly through the KSOEHD Faculty Assembly.

b) Faculty maintain a close relationship with the Director of the Instructional Technology and Resource Center (INTERESC) in ordering new media materials and maintaining equipment needed for course offerings.

c) A working relationship exists with the International Students Office, Career Development Center, Counseling Center, and Testing Office at CSUF. The program coordinator exchanges ideas with these offices that are applicable to students in the PPS program. These resources are listed in the Student Handbook.

d) The Rehabilitation Counseling Program, an integral part of the Department of Counseling, Special Education and Rehabilitation, provides leadership and input related to current practices in the field of rehabilitation for all counseling students. As part of the counseling program, the rehabilitation program can provide courses that add to the PPS credential program, should students require or need further input.

e) There is a close relationship, both in the school and in the university, between administrators of research activities and the school faculty.

f) To present the needs of the school and the PPS program at the university level, every effort is made to place faculty members from the Department of Counseling, Special Education and Rehabilitation on university-wide committees. Examples of such committee membership include: Personnel Committee, Equity Committee, Learning Assistance Subcommittee, Graduate Committee, Budget Committee, Academic Policy & Planning Committee, and the Academic Senate.

Assignment of committee form
A continuous effort is made each academic year to keep the faculty in the Department of Counseling, Special Education and Rehabilitation well informed as to grants, conferences, special task forces, and other types of input systems which will integrate thinking and provide growth experiences for faculty. The KSOEHD, based on its vision statement and model for instructional growth, provides strong support for such endeavors.

School’s Theme, Mission and Vision
Theme: “Making a Difference in a Diverse Society: Leadership for a New Millennium.”

Vision: The School of Education and Human Development is committed to developing the knowledge, skills and values for education leadership in a changing, diverse and technologically complex society.
Mission: The Mission of the School of Education and Human Development is to educate students to become teachers, administrators, counselors, and educational specialists to provide for the educational needs of children and adults, with special attention to diversity and equity.

The PPS students take core courses along with students majoring in Marriage, and Family Therapy and students pursuing careers in higher education. This facilitates the experience of interprofessional collaboration.

Document: **Course Requirement**

### 2. B. Coordination with Local School Districts

A strong relationship exists between the counseling faculty and local school districts for the training of school counselors. Schools in five county areas offer field practice training sites for the counseling program. These five counties include: Fresno, Kings, Madera, Mariposa, and Tulare County. The coordinator for field placement visits schools in these counties in order to coordinate the placement of fieldwork students.

In the area of field practice, the program and the local schools and school districts maintain strong communication. Through the PPS program, counseling students provide field practice hours to elementary, middle and high school sites each semester. The field placement coordinator meets with school officials, discusses contracts and provides coordinated supervision between the University and local schools. Each student in the field practice receives an evaluation from the on-site supervisor at the completion of the assignment.

Document: **Memo of Understanding, Field Placement Contract, Supervisor Evaluation, Counselor Education Program Advisory Board Meeting**

### 3. Overall design of the program

#### 3. A. Rationale for the Pupil Personnel Services Program

The faculty of counselor education at CSUF, have developed the following rationale for the PPS Program:

School counselors function in a wide range of settings, including elementary, middle, junior high, secondary and post secondary schools as well as vocational and technical colleges, community colleges, private and government agencies, adult education centers, and other institutions in which human growth and development is a prime concern. The faculties recognize the statement from the American Counseling Association that points out services will vary in accordance with the educational and developmental level of the students, known needs, and existing conditions. As a result of these needs and conditions, every effort is made to provide information, training and
professional leadership for students in the program so that they may provide assistance to pupils in four important areas. These four areas include: personal, social, educational, and career development. The primary goal of this training is the integration of knowledge and research to further the development of the individual student in the Department of Counseling, Special Education and Rehabilitation.

3. B. Philosophy Statement

A major goal of education is to prepare pupils to become literate and responsible citizens. Educators have an obligation to promote personal growth and to develop critical thinking skills so that pupils become caring family members and motivated workers. Educators recognize that in addition to intellectual challenges, pupils encounter personal, social, economic, and institutional challenges. Strategies are essential to address these challenges, promote success, and prevent educational failure.

Credentialed pupil personnel services specialists are school counselors, school psychologists, school social workers, and child welfare and attendance supervisors. They are educated to be pupil advocates and to provide prevention and intervention strategies that remove barriers to learning. These professionals, in partnership with other educators, parents and the community, maintain high expectations for all pupils, facilitate pupils reaching their highest potential, foster optimum teaching and learning conditions, and prevent school failure.

California's pupils live in a dynamic society with a diversity of cultures and changing values. They need educational environments that prepare them to function in complex, global, and diverse multicultural communities. The needs of pupils demand that pupil personnel services specialists and others work together as a team to provide comprehensive, coordinated programs and services on behalf of all pupils and their families.

3. C. Knowledge Base for Pupil Personnel Services

The KSOEHD adopted a basic theme for establishing a knowledge base and curricular design for all credentialing programs in the school: Making a Difference in a Diverse Society. The Reflective Collaborative Leader model is incorporated within this theme for the PPS Credential Program. This model incorporates four components in the knowledge base:

a) Philosophical and Ideological Dimension;
b) Cognitive and Reflective Dimension;
c) Integration and Application of Knowledge Dimension; and
d) Diversity Dimension.

Philosophical and Ideological Dimension
In the philosophical and ideological dimension, counseling candidates are exposed to historical and contemporary philosophies of education, psychology, learning theories, developmental theories and models which might be used in counseling. In **COUN 174**, Introduction to Counseling, students are introduced to basic counseling theories which include the Person Centered Theory of Rogers, Existential work of May, Perls’ Gestalt work, psychodynamic work of Freud and Adler, and Cognitive Behavioral work of Skinner and Lazarus.

Also included in this dimension is the requirement that students attend six counseling sessions that are sponsored by the Department of Counseling, Special Education and Rehabilitation. This experience helps students to recognize relational conditions required in establishing a counseling relationship. Students are exposed to problematic situations in which they can experiment, question what has been studied and be given the opportunity to search for their own answers. Based on this philosophical and ideological base, the student will utilize the information and research findings to gain perspective about his/her personal life experience. In addition, the student in counseling will begin to understand that in a counseling relationship the counselor serves as a facilitator, provides a risk-free environment for learning, and becomes a part of guiding a client through a journey of self discovery.

**Cognitive and Reflective Dimension-Making Connections between Theory and Practice Through Reflection**

The Cognitive and Reflective Dimension facilitates the development of a counselor who will be able to plan, organize and analyze the contact with clients, both in individual and group situations. The faculty in the Counselor Education Program believes that counseling candidates must be taught how to recognize and to apply core clinical skills that include empathy, respect, genuineness, concreteness, immediacy, confrontation and self-disclosure. The preparation of reflective counselors is a necessary step for later success in the counseling program.

Twenty-two units of the curriculum provide students with the foundation in the counseling profession. These units include **COUN 200** and **COUN 208**. In **COUN 200**, Counseling Techniques, the students are introduced to the use and evaluation of basic responding skills. In **COUN 208**, Counseling Practicum, in a controlled and supervised environment, counseling students have an opportunity to demonstrate their counseling skills with clients. Students have a lot of opportunities to reflect on their experiences in counseling.

Reflection serves a useful purpose in that it leads a person, both client and counselor, to think of feelings and ideas being expressed as a part of one's self. Making a connection between theory and practice is pertinent. Student counselors are encouraged to think objectively and analytically with regard to the goals, actions, and the environment in which counseling is taking place.
From this reflective dimension, supervisors and teachers in the counselor education program hold regular seminars and individual conferences with counseling students to offer them the opportunity to reflect on and analyze their learning process connected with counseling. In addition, it is the goal of the counselor educators at CSUF to help our students to become reflective professionals and as a result of that goal, require them to reflect on their experiences in the program. Within the structure contained in this dimension counseling students are reminded that reflection and cognition are positive life long goals and are worthy to be practiced as professionals in the field of counseling.

Integration and Application of Knowledge Dimension - Theory to Practice

The Integration and Application of the Knowledge dimension focuses on two items: teaching specific techniques to be used in counseling, and teaching the theories, the subject matter that will cover areas to be implemented in practicum, and field experiences. For example, in the counseling curriculum, students gain knowledge of contemporary and emerging models for counseling and have the opportunity to demonstrate their emerging counseling skills. The counseling student is exposed to several perspectives from which data may be gathered: Individual Counseling, Career Development; Assessment; Group Counseling; Multicultural Counseling; Developmental Counseling, Parent Education and Consultation.

In order to integrate and apply these perspectives to school experiences, the student is required to enroll in and complete field experiences in both elementary and middle/high school counseling. Theory is applied through the assignment of students to real life settings such as schools, agencies, and institutions of higher education in which the skills learned in the curriculum are used to complete the credential training process. Theory, from the start of the coursework, is designed to relate directly to the culminating experiences in the field.

The Diversity Dimension - Working Effectively With a Wide Range of Student Differences

The Diversity dimension exposes counseling candidates to cultural differences, diversity, and life style issues. This exposure is designed to examine useful strategies for the needs of a culturally, socially, and economically diverse American population. To address this important set of issues, each student is required to complete a course in Multicultural Counseling. In this setting, students are asked to explore personal attitudes, values, behaviors, and communication styles that could impede or facilitate a cross-cultural relationship. The student is asked to identify, provide, and implement strategies for culturally responsive practices. In addition, these concepts are integrated across the whole curriculum.

The communities and schools in which counseling graduates live and work are diverse in ethnic, race, socioeconomic factors, language backgrounds, and cultural norms. Fresno and its surrounding areas are home to diverse cultures such as Hmong, Hispanics, Asian Americans, etc. Fresno Unified School District is the fourth largest in
the state and has a student population that reflects some eighty plus language diversity in the homes.

Sue and Sue (2003) state that the goals of a multicultural counseling program should be to help the counselor “become aware of his or her own assumptions about human behavior, values, biases, preconceived notions, personal limitations…understand the worldview of his or her culturally different client…develop and practice appropriate, relevant, and sensitive intervention strategies and skills in working with his or her culturally different client.”

The successful student in the counseling program will be able to understand:

a) current economic trends;
b) social class structure;
c) current trends in occupational structure and employment;
d) effects of ability grouping and tracking;
e) trends in school desegregation;
f) home environment and school achievement;
g) the issues surrounding the relationship between culture and cognitive style;
h) the importance of language and literacy development; and
i) the importance of alternative assessment techniques.
Standard 2
Growth and Development

The program provides candidates with opportunities and experiences to acquire an understanding of typical and atypical growth and development including relevant theories, research, and other information related to pupil’s strength and weakness that affect learning in school, community and family environment. The program provides candidates with an understanding of the effects of a) health and development factors, b) language, c) cultural variables, d) diversities, e) socioeconomic status, and f) factors of resiliency on pupil development.

Introduction

The primary courses that address the factors to consider in Standard 2 are Coun 206, Coun 203 and CI 285: Coun 206, Counseling Through the Lifespan focuses on the developmental factors, Coun 203, Assessment in Counseling focuses on the identification of learning and developmental conditions, CI 285, Seminar in Advanced Educational Psychology focuses on learning. Other courses also incorporate concepts of growth and development relating to their specific subject matter.

Factors to Consider

1. Research and Theories of Typical and Atypical Growth and Development

Research and theories of typical and atypical growth and development are covered at length in the following courses. Candidates are engaged in reading, class discussions, lectures, and required activities to meet the objectives of these courses as stated below.

Coun 200: Areas of specific mention in this course include: studies that provide an understanding of the nature and needs of individuals at all developmental levels; theories of learning and personality development.

Coun 203: Objective 3: Students will be able to describe methods and theories related to emotional, intellectual, and physical characteristics of typical and atypical pupils including limited English proficient students.
Coun 206: **Objective 5**: Students will become better acquainted with research literature regarding development and be able to relate to discussions regarding the etiology of normal and dysfunctional behavior.

CI 285:

**Objective 2**: Students have the opportunities to identify psychological principles that operate in human learning.  
**Objective 3**: Students have the opportunities to become more conversant with a variety of psychological theories implicated in development, learning and design/implementation of instruction or intervention.

Assignments for the above courses Coun 200 [TechniquesA]; Coun 203 [AssessmentA]; Coun 206 [LifespanR]; CI 285 [CurriculumA]

2. **Environmental Factors and Their Influence on Pupil Learning**

Candidates have opportunities to gain knowledge of the role of different environmental factors in the course of pupil’s learning. These factors may come from the family, the school, the community as well as interactions among these factors.

Coun 150: **Objective 5**: The students will describe the legal aspects of the home-school relationship, including the responsibilities and obligations of children, of parents and of school personnel in matters of attendance, curriculum, discipline and supervision.

Coun 206: **Objective 6**: The students will identify the effects of family dynamics, family life cycle events, and socioeconomic factors on development, well-being, and learning at different stages.

Coun 240: **Objectives**:

Students will:

1. provide documentation of competence in collaborative activities, including knowledge of available resources, networking, and negotiation skills, with families, educational and other professionals and paraprofessionals.

2. collect data from families to guide collaboration that will support the academic and social/emotional progress of students.
4. demonstrate awareness of the various transitional challenges to students with special needs and their families, and knowledge as to how to work sensitively and effectively with them during these periods.

5. clearly communicate assessment information and its implications for general education classroom teachers, parents, and other professionals.

6. develop and demonstrate strategies for forming family partnerships and possess effective communication skills for working with families, including conflict management

Assignments for the above courses are as follows: Coun 150; LawsA; Coun 206 LifespanR; Coun 240 ExceptionalA

3. Protective Assets and Risk Factors relating to Pupil Development

This program focuses on both protective assets and risk factors relating to pupil development. Courses that address pupil learning and development give candidates opportunities to identify impeding and enhancing factors for prevention and intervention.

Coun 206:

Objective 5: Students will become better acquainted with research literature regarding development and be able to relate to discussions regarding the etiology of normal and dysfunctional behavior.

Coun 201:

Objective 2: Gather information and gaining social/historical understanding regarding a selected non-mainstream, socio-cultural population in the United States. The advanced student will gain knowledge of the varied social and psychological experiences of selected U.S. American minority, immigrant and recent refugee groups.

Objective 3: Apply counseling/psychological theory and data to cross-cultural communication. The graduate student will identify significant communication and relationship patterns that may impede or enhance the cross-cultural counseling interaction process.

CI 285:
**Objective 2:** Students have opportunities to identify psychological principles that operate in human learning.

**Objective 3:** Students have opportunities to become more conversant with a variety of psychological theories implicated in development, learning and design/implementation of instruction or intervention.

Assignments for the above courses are as follows: Coun 206 LifespanR; Coun 201 CulturalA; CI 285 CurriculumA

4. **Principles and Methods to (A) Help Pupils Overcome Barriers to Learning and (B) Learn Effective Strategies to Plan, Organize, Monitor and Take Responsibility for Their Own Learning**

Candidates have opportunities to formulate accurate treatment plans that address a wide range of barriers to learning in Coun 233. They also learn effective strategies to help pupils plan, organize, monitor and take responsibility for their own learning in Coun 220, CI 285. Candidates further apply their knowledge and skills in both educational and remedial strategies for pupils when they take Coun 249.

**Coun 233:**

**Objective 1:** Students will demonstrate acquired therapeutic skills necessary for working with children and families through formulation of accurate treatment plans that address clinical issues such as:

- ADD/ADHD
- Depression
- conduct issues
- gang involvement
- child abuse
- divorce
- family issues, and parent-child relationship

**Coun 220:** **Objective 5:** Students will describe effective techniques for providing educational counseling to students and families about academic and career decisions, including the development of career development curriculum and academic planning.

**CI 285:** **Objective 3:** Students have the opportunities to become more conversant with a variety of psychological theories implicated in
development, learning and design/implementation of instruction or intervention.
Class discussion topics include: Motivation and self-regulation in learning.

**Coun 249: Objective 3:** Students will apply knowledge of learning theory in an approved school setting.

Assignments for the above courses are as follows: Coun 233 [TheraplayA]; Coun 220 [CareerA]; CI 285 [CurriculumA]; Coun 249 [FieldworkA].

5. **Models to Inform School Staff and Parents about Developmental Trajectories**

Candidates have opportunities to develop their communication skills through taking a series of courses on counseling techniques, namely, **Coun 200, and Coun 208**. These communication skills enable candidates to develop therapeutic alliances or rapport with school staff and parents. Rapport is crucial to subsequent communications such as informing others about pupils’ developmental trajectories. Besides being trained in counseling and communication skills, candidates are also exposed to specific techniques in explaining test results to staff and parents in **Coun 203** and consultation models with staff and parents in **Coun 242**.

**Coun 203: Objective 7:** Students are able to interpret test results to individual clients, parents, teachers, administrators, and other interested parties.

**Coun 242:**

**Objective 2:** Develop and apply methods of consultation services to include conflict resolution, team consultation procedures, classroom management skills for teachers, school discipline models and strategies for teachers.

**Objective 3:** Provide methods of consulting with schools and develop appropriate consultation models with teachers, administrators, and parents through the utilization of counseling methods.

**Objective 5:** Design and apply appropriate parent education program for specific population groups.

Assignments for the above courses are as follows: Coun 203 [AssessmentA];
| Coun 242 | Advocacy |
Standard 3
Socio-Cultural Competence

The program provides candidates with opportunities and experiences to display an understanding of ways in which ethnic, cultural, socioeconomic, and environmental factors influence pupil learning and achievement. Candidates will learn skills to work effectively with pupils and their families from diverse backgrounds. The program provides candidates with an understanding and appreciation for diversity.

An understanding of the importance of developing cultural competence is provided to candidates in order to effectively serve diverse and changing communities. The program provides candidates with an understanding of the ways in which educational policies; programs and practices can be developed, adapted, and modified to be culturally congruent with the needs of pupils and their families.

Introduction

The diversity dimension that permeates all courses in the PPS program exposes counseling candidates to cultural differences, diversity, and lifestyle issues. This exposure is designed to examine useful strategies for the needs of a culturally, socially, and economically diverse American population. To address this important set of issues, each student is asked to complete a course in Coun 201, Seminar in Multicultural Aspects of Counseling. In this setting, students have opportunities to explore self-awareness along racial, cultural, and ethnic lines. They are helped to explore attitudes, values, behaviors, and communication styles that could impede or facilitate a cross-cultural relationship. The student is asked to identify, provide, and implement strategies for culturally responsive practices.

Factors to Consider

1. Primary course that addresses Standard 3:

All objectives of Coun 201, Seminar in Multicultural Aspects of Counseling, address factors to consider in Standard 3, Socio-Cultural Competence. The objectives are listed below:

Coun 201: Objectives:
1. Be aware of your own cultural values, biases and ethnic identity. The graduate student will explore personal attitudes, values, and behaviors, as well as explore his/her own racial/cultural identity with respect to the culturally different client.
2. Gather information and gaining social/historical understanding regarding a selected non-mainstream, socio-cultural population in the United States. The advanced student will gain knowledge of the varied social and psychological experiences of selected U.S. American minority, immigrant and recent refugee groups.
3. Apply counseling/psychological theory and data to cross-cultural communication. The
4. graduate student will identify significant communication and relationship patterns that may impede or enhance the cross-cultural counseling interaction process.
5. Review current literature on methods and outcome studies in cross-cultural counseling and therapy.
6. Learn to identify strategies for implementing culturally responsive counseling and therapeutic practices.
7. Identify ethical issues relevant to counseling the culturally different.

In order to meet the above objectives, candidates are provided with the following activities:

- **Assignment** Participate in an Immersion/Emersion Project in which candidates are asked to meet with someone of a different background once a week for an hour
- Develop a treatment intervention based on the healthy aspects of the informant’s background

2. **Secondary courses that address factors to consider in Standard 3**

In addition, other courses in the PPS program reinforce candidates’ knowledge and experience relating to cross-cultural issues and further develop candidates’ competence and proficiency in rendering services in school settings.

<table>
<thead>
<tr>
<th>Course</th>
<th>Course objectives</th>
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<tbody>
<tr>
<td>Coun 150</td>
<td>The student will identify multicultural issues and concerns that relate to specific applications of law relating to minors. Assignment: LawsA</td>
</tr>
<tr>
<td>Coun 200</td>
<td>Compare and contrast counseling techniques appropriate for various client populations, including multicultural and social equity populations Assignment: TechniquesA</td>
</tr>
<tr>
<td>Coun 202</td>
<td>The student will identify approaches used in working with persons from varied social, ethnic, and cultural diversity groups, including people with disabilities and evaluate attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster understanding of self and culturally diverse clients Assignment: GroupA</td>
</tr>
<tr>
<td>Coun 203</td>
<td>To provide experiences directed toward the improvement of candidate’s ability to communicate with clients of all ethnic, racial and cultural diversity groups and be involved in the necessary activities toward solution of identified</td>
</tr>
<tr>
<td>Coun 206</td>
<td>Identify the limitations of traditional developmental models with respect to ethnic, cultural and special populations. Identify the effects of family dynamics, family life cycle events, and socioeconomic factors on development. Assignment: LifespanR</td>
</tr>
<tr>
<td>Coun 208</td>
<td>To provide experiences directed toward the improvement of candidate’s ability to communicate with clients of all ethnic, racial and cultural diversity groups and be involved in the necessary activities toward solution of identified</td>
</tr>
<tr>
<td>Course</td>
<td>Description</td>
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<tr>
<td><strong>Coun 220</strong></td>
<td>Relate career development counseling and cultural value systems to populations and groups</td>
</tr>
<tr>
<td><strong>Coun 233</strong></td>
<td>Understands family development and the life cycle, sociology of the family, family phenomenology, contemporary families, family wellness, families and culture, aging and family issues, family violence, and related family concerns</td>
</tr>
<tr>
<td><strong>Coun 240</strong></td>
<td>Demonstrate the ability to work knowledgeably, effectively, and sensitively with families whose culture and/or language differs from his or her own</td>
</tr>
<tr>
<td><strong>Coun 241</strong></td>
<td>Able to promote the use of ethical standards and procedures in working with pupils who come from different socio-economic, racial, and social backgrounds.</td>
</tr>
<tr>
<td><strong>Coun 242</strong></td>
<td>Identify the cultural issues in developing and applying methods of consultation services.</td>
</tr>
<tr>
<td><strong>Coun 249</strong></td>
<td>Demonstrate an awareness of socio-cultural factors by working with students from diverse cultural backgrounds in an approved elementary school setting.</td>
</tr>
<tr>
<td><strong>CI 285</strong></td>
<td>Students become more conversant with culturally-based theories of learning and implications for practice</td>
</tr>
</tbody>
</table>
Standard 4
Assessment

The program provides candidates with the knowledge of current theories and methods of using assessment data to support data-based decision making for the purpose of understanding, evaluating and promoting positive pupil performance, program outcomes, and school climate. Candidates develop an understanding of the influence of multiple factors on pupil achievement. The program requires candidates to analyze assessment information in a manner that produces valid inferences when evaluating the needs of individual pupils and assessing the effectiveness of educational programs.

Introduction

The primary course that addresses Standard 4 is Coun 203, Assessment in Counseling. Topics covered in Coun 203 that relate to the factors to consider in Standard 4 are listed below:

Coun 203 addresses the following topics in class:

1. Types of educational and psychological appraisal
2. Types of assessment used in these major areas: school, rehabilitation counseling and career development, MFCC (marriage and family counseling) settings, and clinical settings
3. Theoretical bases for assessment, including learning styles and developmental stages of children
4. Validity: Content, construct, and concurrent and predictive criterion types
5. Reliability: Four major methods
6. Major appraisal methods including: environmental, individual tests and inventory methods, behavioral observations, and computer assisted methods
7. Measures of central tendency and standard scores
8. Ethical and legal considerations for use of assessment data
9. Cultural diversity and critical pedagogy
10. Communicating test results to individual clients, parents, teachers, administrators, and other interested parties
Candidates demonstrate their understanding of the above topics through participation in class discussion, successfully passing examinations, and applying these concepts when they write case studies and psychological reports.

**Other courses that address individual factors to consider**

Assessment is an integral part of the process of providing appropriate services to pupils and their families. Courses that address specific domains of school counseling incorporate the concepts and skills of assessment in both content areas and required activities.

1. **Knowledge of current theories and methods of assessing pupil performance**

   **Coun 208:** The abilities of candidates to assess a client, the counseling process, and themselves as counselors are developed in this course through a series of activities: providing individual counseling, observing and critiquing of peers in counseling, critiquing of tapes, writing reflection journals, and writing reports and progress notes on counseling sessions.
   
   Assignment: PracticumR

   **Coun 220:** *Objective 10:* Identify and become knowledgeable of the various assessment instruments and techniques used in career counseling field.
   
   Assignment: CareerA

   **Coun 240:** *Objective 7:* Demonstrate the ability to work knowledgeably, effectively, and sensitively with families whose culture and/or language differs from his or her own
   
   Assignment: ExceptionalA

   **Coun 249:** *Objective 4:* Apply knowledge of psychological and educational assessment in an approved school setting.
   
   Assignment: FieldworkA

   **CI 285:** *Objective 4:* Student will identify a context for brief intervention, develop an assessment plan, collect data, interpret results, and describe implications for planning and change.
   
   Assignment: CurriculumA

2. **Knowledge of tools for assessing program outcome and school climate**

   The following three courses address primarily the assessment of programs in school context:

   **Coun 241:** This course focuses on the organization, administration, and evaluation of
counseling programs. It uses a model that centers on the service provider as being sensitive to the subjective reality of clients with whom assessments are applied as a method of evaluation and possible change. Relevant objectives include:

**Objective 1:** Familiar with major philosophical and theoretical approaches to coordinating and supervising of counseling programs at elementary, middle and high school levels.

**Objective 4:** Able to review school counseling budgeting procedures, methods used in counseling programs, and methods of evaluating school counseling programs through approved research procedures

**Objective 6:** Able to develop and implement plans directed at affecting school climate by bringing about change in an organization or with an individual(s) within an organization.

Assignment: [OrganizationA](#)

**Coun 242:**

**Assignment:** Consultant interview: Submit a summary of your interview. The interview will address the following area: what programs and strategies does the consultant employ when working with school staff and parents to alleviate school failure and increase pupil success? The interview will include the following questions:

a. What specific programs and strategies does the consultant use?

b. What does the consultant see as the biggest problem(s) facing counselors in working with school staff, parents and students?

c. What strategies does the consultant employ to overcome these problems?

The objectives of this course address programmatic issues. Students are given the opportunities to develop and evaluate prevention programs, pupil advocacy programs, and parent education programs. Relevant objectives are as follows:

**Objective 1:** Develop methods of working with school staff and parents which include planned prevention programs to help alleviate school failure and promote ways of increasing pupil successes K-12 school settings.

**Objective 4.** Investigate procedures for developing methods to be used in formulating pupil advocacy programs.

**Objective 5.** Design and apply appropriate parent education program for specific population group.

**Coun 249:** While candidates apply their knowledge and skills in field practice in elementary school, they meet in class to discuss the integration of concepts in certain chapters in the textbook. **The chapter assignments** include:

1. **Chapter 3, Comprehensive School Counseling Programs:** Consult with your field supervisor and relevant school personnel.
   a. Identify if a comprehensive school counseling plan is in place.
   b. If yes, describe and assess their plan and if no, describe how you will develop a comprehensive school plan at your school site.

2. **Chapter 5, Developing a Program:** Follow the guidelines of the chapter on
planning, organizing, implementing, and evaluating.

a. Describe how you will develop one prevention program at your school site

3. **Chapter 10, Evaluation of a School Counseling Program:**

   a. Evaluate the counseling program at your school that addresses: guidance curriculum, individual planning, responsive services, system support.

3. **Application of technology in data collection, analysis, and assessment**

   Technology is applied inside and outside class when candidates are engaged in data collection, analysis, and assessment. Relevant activities are listed below:

   **Coun 203:** **Assignment:** Candidates are given laboratory experiences with the following test instruments: Hopkins Verbal Learning Test

   **Coun 220:** **Objective:** Candidates will identify the variety of computer-based and non-computer based career resources.
   
   Assignment: **CareerA**

   **Coun 249:** **Mandatory Field experience:**
   
   Become familiar with the use of school technologies for information access, teaching and learning
   
   Students’ technological skills will be assessed by onsite supervisor when evaluating the students’ job mastery with specific regard to technological skills.
Standard 5
Comprehensive Prevention and Early Intervention for Achievement

The program provides candidates with opportunities and experiences to display an understanding of the factors that contribute to successful learning. In order to help pupils attain high learning goals, the program provides candidates with the knowledge to identify problems in their earliest stages and to implement prevention and early intervention strategies for addressing these problems. The program requires candidates to demonstrate knowledge of classroom, school, family, and community factors that support pupil learning and to develop skills to assist pupils who experience learning difficulties.

Introduction

Candidates in this program are accorded opportunities and experiences to display an understanding of the nature of learning, enhancing factors and impeding factors related to learning, identification of students at risk of learning difficulties and strategies and intervention for addressing these problems.

CI 285, Seminar in Advanced Educational Psychology, has the specific goal of providing candidates with the knowledge of the nature of learning, factors that promote the learning process, factors that impede the learning process and implications for instructional and intervention strategies. The knowledge to identify problems in their earliest stages and how to implement prevention and early intervention strategies for addressing these problems is a component integrated throughout this course.

In CI 285, candidates are helped to hone their skills in identifying and remediating pupils’ learning and social-emotional problems. For example, when candidates study Piaget and Constructivism, they are asked to identify learning challenges, and helping strategies for children whose performance differs from that of same age peers along developmental stages beginning with the preoperational child.

Candidates also become familiar with curriculum adaptation to assist learners having difficulty learning for a variety of reasons (Inclusion and atypical learners). Adaptation involves different design in quantity, time, level of support, input, difficulty, output, participation, alternate goals, and substitute curriculum.

Within the framework of Emotional Intelligence (Daniel Goleman), candidates consider social-emotional development and programs supportive of student resiliency. The notion that all children can improve empathy, anger management and impulse control is preventative of maladaptive development is processed in class. Class activities are designed to explore programs that school counselors are often asked to implement. Class assignments are designed to facilitate candidates to apply their learning in their field placement and collect data on the implementation of prevention and intervention strategies that they design.
Coun 206 Counseling through the Lifespan explores developmental issues and life events from infancy through old age and their effects on individual, couples, and family relationships. Candidates are required to complete a Child/adolescent observation or interview and write-up. To complete this assignment, candidates will observe a child or interview an adolescent and write up the results. They are instructed to identify any circumstances or difficulties that may increase the risk of learning problems or otherwise have a negative effect on achievement; and include suggestions for prevention or early intervention.

Factors to Consider

1. **Knowledge base relating to pupil learning:**

Candidates are introduced to a range of psychological theories relating to pupils’ development and learning in CI 285. Integral in each theory are concepts that involve the nature of learning, factors that promote the learning process, factors that impede the learning process and implications for instructional and intervention strategies.

To ensure that they understand these concepts, candidates are given quizzes on the content area and are asked to make presentations on text material with colleagues. They are also given opportunities to apply their knowledge in analyzing research articles, and conducting a mini-research project. Content areas are listed below:

### CI 285

**Objective 2:** Students have the opportunities to identify psychological principles that operate in human learning.

**Objective 3:** Students have the opportunities to become more conversant with a variety of psychological theories implicated in development, learning and design/implementation of instruction or intervention. Such as:

- Behavioral Learning Theories
- Cognitive-behavioral Theories
- Interactional Theories of Learning
- Biological Bases of Learning and Behavior
- The Neurophysiology of Learning
- Theories of Motivation
- Issues of Language
- Culturally-based Theories of Learning
- Constructivism
- Principles of Assessment
- Professional Ethics

Assignment: [CurriculumA](#)

2. **Knowledge of institutional and environmental factors on learning:**
Besides understanding theories of learning, candidates are also given opportunities to identify institutional and environmental factors that affect learning.

**Coun 203: Objective 1:** Identify the effect of cultural and ethnic factors upon academic assessment and achievement.
**Assignment:** AssessmentA

**Coun 206:**
**Objective 6:** Identify the effects of family dynamics, family life cycle events, and socioeconomic factors on development.
**Assignment:** LifespanR

**Coun 233:** **Objective 6:** Understands family development and the life cycle, sociology of the family, family phenomenology, contemporary families, family wellness, families and culture, aging and family issues, family violence, and related family concerns
**Assignment:** TheraplayA

**Coun 240:** **Topics include:**
- Emotional, social, and relational aspects of support for children with special needs and their parents and siblings
- Assessing of Family’s Total Reality of Strengths and Needs
- Collaboration and Partnership (School Support Services)
- Community Support Services for Parents & Families
- Academic Intervention Programs/Psychosocial Aspects of Dev.
- Support Services to Assist Parents & Families in Transition Planning & Programming
- Family Stories Illustrating School-Based Support for Learning Disabilities
**Assignment:** ExceptionalA

3. **Knowledge and skills in identification of students at risk of learning problems:**

Candidates have opportunities to develop skills in identifying students at risk of learning problems through developing assessment plans such as observation, data collection and result interpretation and learning about characteristics of at-risk students.

a. **Knowledge of assessment procedures**

**CI 285: Objective 4:** Identify a context for brief intervention, develop an assessment plan, collect data, interpret results, and describe implications for planning and change.
**Assignment:** CurriculumA
b. Knowledge of the characteristics of at-risk pupils

**Coun 203:**
This course equips candidates with the understanding of characteristics of students at risk of learning problems. This understanding is necessary to prepare candidates to identify students in school settings.

**Objective 3:** Describe methods and theories related to the emotional, intellectual, and physical characteristics of typical and atypical students.

**Assignment:** AssessmentA

**Coun 233:**
This course provides candidates with the experience of analyzing, evaluating, and modifying treatment plans for children and adolescents. Activities include child observation, and case study. In the process of identifying at risk students, candidates are asked to consider equity issues and legal and ethical issues.

**Objective 6:** Understands family development and the life cycle, sociology of the family, family phenomenology, contemporary families, family wellness, families and culture, aging and family issues, family violence, and related family concerns.

**Assignment:**
The group theory presentation will ask you to examine in depth issues related to children/adolescence where issues of violence are present in their lives. Each group will focus on some different aspect of children and violence. The six areas of group presentations are: Children and physical abuse, children and sexual abuse, children and neglect/emotional abuse, adolescents and gang involvement, adolescents and date rape, minors and their parents’ domestic violence.

**Coun 249:** Candidates are required to complete the following activities in their placement:
- a. Identify the gifted, retarded, and emotional child with adjustment difficulties
- b. Identify children with ability in art, music, reading, arithmetic and other academic areas
- c. Identify at risk students who may be potential drop-outs
- d. Participate in student assessment in collaboration with other school personnel
- e. Help students adjust to the school environment
- f. Work with students who have developed emotional and/or behavioral problems
- g. Work with students who have difficulties with learning
- h. Work with students who may be potential drop-outs
- i. Help a student set up a study plan at home/ school
- j. Help a child adjust to peers/ parents/ teachers

All the above activities are required in order that candidates can apply their knowledge in the identification and remediation of pupils having difficulties with learning and development.
4. Knowledge of methods and techniques for resolving conflicts

Candidates have opportunities to develop treatment plans that address conflict resolution and crisis intervention in school settings.

**Coun 233: Objective 3**: Acquired therapeutic skills necessary for working with children and families will be demonstrated through formulation of accurate treatment plans that address clinical issues such as:
- conduct issues
- gang involvement
- child abuse
- school violence

Assignment: TheraplayA

**Coun 241: Objective 3**: Able to identify ways a counselor provides counseling services to students including individual counseling, classroom guidance, responsive support services. Topics include:
- Working with students in crisis;
- Working with exceptional students in the school setting
- Working with non-college bound students
- Working with at-risk students

Assignment: OrganizationA

**Coun 242**: Objective 2: Develop and apply methods of consultation services to include conflict resolution, team consultation procedures, classroom management skills for teachers, school discipline models and strategies for teachers.

Assignment: AdvocacyA

**Coun 249: Objective 3**: Apply knowledge of learning theory in an approved elementary school, middle/high school setting.

Assignment: FieldworkA

5. Knowledge of promoting positive and supportive relationships with pupils

**Coun 242** addresses consultation and advocacy models that are designed to promote positive and supportive relationships between pupils and their parents, teachers, and school personnel. Candidates have opportunities to study different consultation models and to demonstrate their knowledge of these models by choosing a specific model to respond to vignettes involving pupils in school settings. They are also required to develop workshops for parents, teachers, or school administrators on topics relating to improvement of pupils’ learning and development.
6. Knowledge of the effects of grade retention on achievement, learning, and social and emotional development

*Coun 240* addresses the experiences of children with special needs. Candidates are required to work with parents who have children with special needs. Through this process, candidates gain first hand experience of how special needs such as learning disabilities may impact children’s achievement, learning, and social and emotional development. Grade retention is one of the potential situations facing children with special needs.
Standard 6
Professional Ethics and Legal Mandates

The program provides candidates with opportunities and experiences to display an understanding of professional codes of ethics and current legal mandates, as well as an awareness of the range of legal issues, such as, statutory, regulatory, and case law affecting the delivery of pupil services. The program requires candidates to demonstrate the ability to access information about legal and ethical matters.

Introduction

In planning the PPS Program, it was felt by the counselor education faculty that a course in school laws with an emphasis in student personnel services was needed to fulfill the objectives of the program. This course is taught by a person who is familiar with the workings of law, especially those that relate to school issues. Students are required to analyze cases according to school law and make interpretations applicable to California Codes. The class includes affirmative action laws. All objectives of the course “Laws Relating to Children” (Coun 150) relate to the areas addressed in Standard 6, Professional Ethics and Legal Mandates.

Primary course that addresses Standard 6: Coun 150

<table>
<thead>
<tr>
<th>Course objectives</th>
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<tbody>
<tr>
<td>1. The student will describe the significant aspects of the American legal system relating to minors.</td>
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<tr>
<td>2. The student will describe the autonomies and protections provided to minors regarding property ownership, marriage, employment, health and medical treatment, and civil litigation generally.</td>
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<tr>
<td>3. The student will describe the nature and extent of the rights conferred on juveniles by the United States Constitution. (Due process will be addressed)</td>
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<tr>
<td>4. The student will describe the development of the juvenile justice system both before and after In re Gault.</td>
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<tr>
<td>5. The student will describe the legal aspects of the home-school relationship, including the responsibilities and obligations of children, of parents and of school personnel in matters of attendance, curriculum, discipline and supervision.</td>
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<tr>
<td>6. The student will describe the laws that apply in determining custody and control of minors in various legal proceedings.</td>
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<tr>
<td>7. The student will describe the processes and limitations for state intervention to ensure adequate parenting-including child abuse reporting laws, protective placements for children, dependency actions, and terminating parental rights.</td>
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<tr>
<td>8. The student will analyze contemporary problems applying the general and specific legal principles that apply to children in the home, in school and in society.</td>
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<tr>
<td>9. The student will identify multicultural issues and concerns that relate to specific applications of law relating to minors.</td>
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</table>
Course requirements:

1. Tests:
   - Candidates are given two quizzes and a cumulative examination to assess their understanding of the assigned readings and lectures in class.

2. Compilation paper:
   - Candidates compile a research paper related to the course and their credential objective after their study of three comprehensive cases and/or articles from law reviews and professional journals.
   - Candidates will then produce a 2-3 page conclusion summarizing the information and make an oral presentation of their findings in class.

In order to ensure that candidates will keep informed of changes in laws and regulations related to California public education, a list of websites on laws relating to children is included in the course syllabus.

In addition to Coun 150, professional ethics and legal mandates in applying specific counseling services are addressed in multiple courses:

<table>
<thead>
<tr>
<th>Courses</th>
<th>Course objectives</th>
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</thead>
<tbody>
<tr>
<td>Coun 174</td>
<td><strong>Objective 4:</strong> Identify current legal and ethical issues in the field of counseling</td>
</tr>
<tr>
<td>Coun 200</td>
<td><strong>Objective 6:</strong> Demonstrate an ability to apply current legal and ethical practices to the counseling relationship</td>
</tr>
<tr>
<td>Coun 201</td>
<td><strong>Objective 6:</strong> Identify ethical issues relevant to counseling the culturally different.</td>
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<tr>
<td>Coun 203</td>
<td><strong>Objective 4:</strong> Apply ethical, legal, and professional standards using testing instruments.</td>
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<tr>
<td>Coun 206</td>
<td><strong>Objective 10:</strong> Apply ethical principles to developmental counseling.</td>
</tr>
<tr>
<td>Coun 208</td>
<td><strong>Objective 3:</strong> To understand the professional code of ethics of the American Counseling Association and be able to incorporate those ethical standards into the counselor’s behavior</td>
</tr>
<tr>
<td>Coun 220</td>
<td><strong>Objective 7:</strong> Apply ethical and legal procedures when using career development counseling and theory.</td>
</tr>
<tr>
<td>Coun 233</td>
<td><strong>Objective 6:</strong> Understanding of legal and ethical issues unique to counseling children and adolescents will be demonstrated through analysis of case study, conduct during observation, and development of treatment plans.</td>
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<tr>
<td>Coun 240</td>
<td><strong>Topic:</strong> Legal safeguards/IEP’s</td>
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<tr>
<td>Coun 241</td>
<td><strong>Objective 8:</strong> Familiar with relevant laws pertaining to students in a</td>
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</table>
school setting, including compliance for PPS programs.  
**Objective 10**: Able to promote the use of ethical standards and procedures in working with pupils who come from different socio-economic, racial, and social backgrounds.

<table>
<thead>
<tr>
<th>Course</th>
<th>Objective</th>
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<tbody>
<tr>
<td><strong>Coun 242</strong></td>
<td><strong>4</strong>: Investigate procedures for developing methods to be used in formulating pupil advocacy programs. <strong>6</strong>: Recognize and apply appropriate legal concepts and legal procedures in working with consultees.</td>
</tr>
<tr>
<td><strong>Coun 249</strong></td>
<td><strong>8</strong>: Apply ethical and legal considerations to all activities with which the field placement student becomes involved in an approved school setting.</td>
</tr>
<tr>
<td><strong>CI 285</strong></td>
<td><strong>3</strong>: Become more conversant with professional ethics and implications for practice</td>
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Standard 7

Family-School Collaboration

The program provides candidates with opportunities and experiences to display an understanding of the ways in which pupil development, well-being, and learning are enhanced by family-school collaboration. The program requires candidates to work with parents to foster respectful and productive family-school collaboration.

Introduction

This PPS program recognizes the role of parents as children’s educators, and the influence of family on children’s development and learning. Therefore this program stresses the importance of partnerships among families, schools and community organizations. Candidates are given the opportunities to display such an understanding and awareness through class discussions, journal reviews relating to family involvement, projects in working directly with families, and field practice. Their skills in working with families and fostering respectful and productive family-school collaboration are demonstrated through their direct services with families in educational settings.

Factors to Consider

1. Fundamental understanding of the role of family on child development and learning

The following courses provide candidates with knowledge of the role of family on child development and learning. This important knowledge and awareness is pertinent to the concept of home-school collaboration. When candidates understand the role of family from multiple perspectives, they become aware of the benefits of family involvement, and develop respect for family structures and socio-cultural diversity. This awareness and respect in turn shapes the family-centered approaches to collaboration with schools.

<table>
<thead>
<tr>
<th>Course</th>
<th>Objective</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coun 150</td>
<td>Objective 5:</td>
<td>The students will describe the legal aspects of the home-school relationship, including the responsibilities and obligations of children, of parents and of school personnel in matters of attendance, curriculum, discipline and supervision. Assignment: LawsA</td>
</tr>
<tr>
<td>Coun 200</td>
<td>Areas of specific mention or focus</td>
<td>include: a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions. Students will be exposed to a rationale for selecting family and other systems theories as appropriate modalities for family assessment and counseling. Assignment: TechniquesA</td>
</tr>
<tr>
<td>Coun 206</td>
<td>Objective 6:</td>
<td>Identify the effects of family dynamics, family life cycle events, and socioeconomic factors on development. Assignment: LifespanR</td>
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</table>
Coun 233: Objective: Students develop theoretical foundations and clinical skills for working with children, adolescents, and their families. This course focuses on strength-based systemic and play therapy models for working with children and their families. Course material highlights approaches that emphasize improving family relationships and focus on child/family strengths and resiliencies. Child and family developmental theories are reviewed. Specific clinical issues are addressed; these include divorce/remarriage, child abuse, ADD/ADHD, depression, conduct disorders, gang involvement, and parental/social relationships.
Assignment: TheraplayA

2. Ways of enhancing home-school collaboration:

Coun 240:

Assignments:
Students establish first-hand experiences of working with parents of exceptional children through direct contact with families. Exceptional children are those who have special physical, social, intellectual and/or emotional disabilities. Students then critically reflect on their experiences through weekly journals, case study and group discussion. One significant product of this project is the production a Family Resource Notebook for each family served. These notebooks provide families with an organized body of information that candidates have gathered and are tailored to individual family’s particular needs.

Coun 242:

Objective 3: Provide methods of consulting with schools and develop appropriate consultation models with teachers, administrators, and parents through the utilization of counseling methods.
Objective 5: Design and apply appropriate parent education program for specific population group.

Candidates develop parent education programs and present workshops for parents in class. Course requirements:
a. Review one current article on parent consultation/education.
b. Design and apply an appropriate parent education program for a specific population group to a vignette given in the final examination.
c. Among group presentations, one group will be assigned to make a presentation on developing a parent education model based on the theory of their choice.

“Developing a consultation model for working with teachers, parents or administrators” is one of the mandatory topics for presentation. One group will be assigned to present on this topic.

Coun 249: Objective 10: Apply skills of consulting with parents and teachers in an
approved school setting
Activities may include:
- conference, phone or visit home of parents
- visit a PTA meeting in the district
- help a student set up a study plan at home/school
- help a child adjust to peers/parents/teachers
- conduct inservice program for teachers/staff/parents

Assignment: **FieldworkA**
Standard 8
Self-esteem and Personal and Social Responsibility

The program provides candidates with opportunities and experiences to assess their own self-esteem and to demonstrate an understanding of principles associated with the building of (a) self-esteem, (b) personal and social responsibility, and (c) their relationship to the life-long learning process.

Factors to Consider

1. Principles associated with the building of self-esteem

   a. Understanding candidate’s own self-esteem:

   In planning the PPS Program, it was felt by the counselor education faculty that it is essential for the PPS candidates to develop self-awareness, self-acceptance, and a sense of self-efficacy as a part of their ongoing professional development and growth. Therefore courses are designed with an emphasis on promoting self-reflection and self-awareness. Candidates are helped to gain knowledge of their strengths and awareness of their need for improvement in a most supportive learning environment.

   COUN 174: Requirements:

   Students are required to attend six counseling sessions that are sponsored by the Department of Counseling, Special Education and Rehabilitation. Students learn to recognize relational conditions required to establish a counseling relationship with clients. The student will gain perspectives on his/her personal life experiences.

   COUN 200: Objective 3: Candidates will actively participate in class activities, which include assuming the role of both counselor and client as requested.

   COUN 201: Candidates gain awareness of their own cultural values and biases. They explore their racial identity. Through a variety of learning experiences and assignments, candidates explore and reflect on their values, beliefs, and attitudes regarding the culturally different. White students reflect on white privilege and ethnic minority students reflect on how they have had to suppress their ethnicity in order to accommodate to American culture.

   COUN 208: Assignment: Candidates are given supervised, on-campus counseling experiences with selected clients. While candidates work on developing their counseling skills, they are also helped to gain understanding of how their own self concept and issues may influence their counseling competence. This is accomplished through receiving feedback from instructors and peers, reviewing tapes of their counseling sessions, and maintaining a personal journal throughout the semester. These journals are designed to help candidates gain insight into themselves and what personal characteristics facilitate and/or hinder their counseling abilities.
b. Developing pupil’s self esteem:

i. Candidates’ knowledge of self-concept:

**COUN 174**: Students are introduced to basic counseling theories which include the Person Centered Theory of Rogers, Existential work of May, Perls’ Gestalt work, psychodynamic work of Freud and Adler, and Cognitive Behavioral work of Skinner and Lazarus. The role of self concept in a person’s life is examined from different theoretical perspectives. Assignment: **TheoryA**

**CI 285**: Candidates become conversant with psychological theories related to development and learning. These theories include Theories of Motivation. **Topics** include Motivation and Self Regulation in Learning. Assignment: **CurriculumA**

ii. Candidates’ knowledge of tools to assess self-esteem:

**COUN 203**: **Assignment**: Candidates’ understanding of the whole situation involving a person is demonstrated through their write up of a psychological report which includes interpretation.

**COUN 233**: **Assignment**: Candidates are exposed to child and adolescent assessment from psychosocial, medical, educational, and familial aspects. They are engaged in analysis of live and theoretical case study and also direct observation of children.

**COUN 208**: **Assignment**: Candidates provide supervised, on-campus direct counseling to selected clients. Subsequently, they write reports summarizing their assessment and understanding of the clients’ self concept, world view, nature of problems, and decision-making behaviors.

**Coun 249**: **Assignment**: Candidates are required to write in depth case study reviews for Children in an elementary school, and middle/high school settings. They also are required to make a case presentation at class and receive feedback from peers and instructors on case assessment and intervention.

iii. Candidates’ skills in enhancing pupil’s self-esteem:

Regardless of candidates’ preferred choice of theoretical perspectives, the faculty in the Counselor Education Program believe that counseling candidates must be taught how to recognize and to apply core skills which are fundamental to the development of a helping relationship between school counselors and pupils, their families, and school personnel. These core skills include empathy, respect, genuineness, concreteness, immediacy,
confrontation and self-disclosure. Among the core conditions, respect denotes the belief of a helper about the helpee’s human potential and a commitment to actualize his/her potential.

Application of these skills in the helping relationship facilitates clients in the exploration of their present thoughts, feelings, and actions, understanding of where they are and where they want to be, and the initiation of action to get where they want to be. In other words, this program trains candidates to facilitate the development of self understanding, decision-making, and goal-directed behaviors.

Candidates have direct experience in applying these skills initially in COUN 200, in greater depth in COUN 208, and Coun 249, and also in other courses where direct contacts with clients are a part of the course requirements/activities.

iv. Developing pupil’s self-esteem at a systemic level:

The faculty in the Counselor Education Program believes that a person’s self-esteem is affected by and in turn affects his/her social context. In a pupil’s life, the family, school, and community constitute a major part of his/her social context. Therefore, candidates are trained in assessing and supporting pupils’ development of self-esteem at an individual level, and at a systemic level. This includes school organizational and educational policies and procedures, families, and communities. Courses are designed to develop candidates’ competence in designing and implementing programs, curriculums, and consultation with multiple parties to enhance student success and positive school climate:

**COUN 241: Objective 6**: Able to develop and implement plans directed at affecting school climate by bringing about change in an organization or with an individual(s) within an organization.
Assignment: OrganizationA

**COUN 242: Objective 1**: Develop methods of working with school staff and parents which include planned prevention programs to help alleviate school failure and promote ways of increasing pupil successes K-12 school settings.
Assignment: AdvocacyA

**Coun 249: Assignment**: Students are required to apply the concepts in program design, implementation, and evaluation from the text to their school sites.

2. Principles associated with the building of personal and social responsibility

This program puts strong emphasis on the belief that a person is endowed with human potentials and the intention to actualize his/her potentials within a social context. The development of personal and social responsibility of pupils is nurtured when a counselor
assists them in understanding the personal and social implications of the decisions and choices they make.

The knowledge and skills are demonstrated through candidates’ participation in counseling practicum and field practice as well as their exposure to specific discussions of concepts such as decision-making, choice and consequences, and character development.

**COUN 220:** **Objective:** Candidates learn effective techniques for providing educational counseling to students and families about academic and career decisions.

Assignment: CareerA

**COUN 242:** Students study different consultation models. These models are applied to teacher consultation and parent consultation. School-based consultation model is covered and concepts pertaining to different consultation models involve decision-making, choice and consequences, and character development.

Assignment:

Students are required to present on a list of mandatory topics, including conflict resolution, motivation, adolescent mental health, school to work, and problem solving. Concepts relating to decision-making, choice and consequences, and character development are embedded in these topics.

**CI 285:** A specific topic on Promoting Positive Character Development in Youth is included in this course.

3. **Principles associated with the relationship of self-esteem, personal and social responsibility to the life-long learning process**

Candidates in this program are well aware of the relationship of self-esteem, personal and social responsibility to the life-long process. In each PPS course, supervisors and instructors in the counselor education program hold regular seminars and individual conferences with counseling students to offer them the opportunity to reflect on and analyze their learning process connected with counseling. They are helped to think of feelings and ideas being expressed as a part of one's self. In this way, student counselors can think objectively and analytically with regard to the goals, actions, and the environment in which counseling is taking place.

Furthermore, legal and ethical considerations are emphasized in all courses. Candidates are confronted on a regular basis on the importance of protecting the welfare of their clients and the importance of being accountable for their behaviors and decisions.

Direct discussions on personal and social responsibility are also provided in a number of courses:

**COUN 249:**
**Assignment** Chapter 9, Educational Planning and Career Development:

Describe the process when you work with a student to develop his/her educational planning and career development using the examples of case study of this chapter.

The case study write-up includes the following:

a. A brief and concise summary of the family history and current situation addressing the following areas: ethnic, socio-economic, linguistic background, family dynamics, strengths and challenges.

b. Assessment: Identify how these problems affect your student’s learning, academic achievement, and school behaviors; identify your student’s interest and strengths and things that can motivate your student’s learning.

c. Counselor Recommendations: Address what specific recommendations you can make as an advocate for this student; and what you can do to advocate for this student.

**CI 285**: The topic on “Professional Ethics and Moral Maturity” is included in this course.

As candidates develop their own self-esteem, personal and social responsibility, they become role models for pupils in developing citizenship in a changing society.
Standard 9
School Safety and Violence Prevention

The program provides candidates with opportunities and experiences to understand ways in which school environments can enhance the safety and wellbeing of all pupils. The program provides candidates with the knowledge and models of systematic school safety planning that include comprehensive school climate and crisis response plans addressing elements of prevention, intervention, and treatment. The program provides candidates with opportunities and experiences to demonstrate knowledge and skills to assist in the development and implementation of a comprehensive program to reduce the incidence of school site violence. The program provides candidates with knowledge and skills that address the needs of witnesses, victims and perpetrators of violence as they relate to improved behavior and enhanced teaching and learning.

Factors to Consider

1. Promotion of school safety

This program equips candidates with the necessary knowledge in human behavior, group dynamics and organizational culture through the design of different courses. Such knowledge is deemed essential to prepare school counselors to contribute to the development and implementation of a comprehensive program to enhance school safety.

Human Behavior

Candidates’ knowledge and skills in understanding human behavior provide them with the frame of reference to understand youths who exhibit behaviors suggesting that they might be at risk of violence, victimization or perpetration.

**COUN 174**: Students are introduced to basic counseling theories that include the Person Centered Theory of Rogers, Existential work of May, Perls’ Gestalt work, psychodynamic work of Freud and Adler, and Cognitive Behavioral work of Skinner and Lazarus. These theories provide frames of reference for understanding human behavior.

**COUN 200**: This course is designed to help candidates to acquire the theoretical framework and skills to function appropriately as an entry-level counselor in a variety of settings. Candidates have the opportunity to practice counseling skills in role-play, classroom exercises, and one-on-one counseling practice. All members of the class serve both as counselor and client, and observe peers and offer critique on the appropriateness of their counseling behaviors. They also compare and contrast techniques for various client populations, including multicultural and social equity populations.

**Coun 208**: Candidates have the opportunity to practice counseling skills in one-on-one counseling practice with selected clients. They have the opportunity to develop understanding of clients’ behavior at a deeper level.
CI 285: **Objective 1**: Students have the opportunities to explore previously-learned, research-based psychological frameworks important to explaining and planning behavior. Assignment: **Curriculum**

Coun 249: **Objective 2**: Apply knowledge of human behavior to students in an approved school setting. Assignment: **Fieldwork**

Group Dynamics

To design or adopt programs that can enhance school safety, candidates need to understand group dynamics and group behaviors as these domains have impact on youth’s school experience.

COUN 202

**Objectives**

1. The student will identify principles of group dynamics including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work.
2. The student will describe group leadership styles and approaches including characteristics of various types of group leaders and leadership styles.
3. The student will describe group counseling methods including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness.
4. The student will have direct experiences by participating as a group member in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term.
5. The student will identify approaches used for other types of group work, including task groups, psycho-educational groups, and therapy groups.
6. The student will identify how group counseling in a school setting helps students overcome barriers to learning.
7. The student will describe how core conditions and appropriate techniques are used to establish effective interpersonal communication within groups.

Assignment: **Group**

Coun 249, Fieldwork in School Counseling uses “Making schools safe for students” by Blauvelt as one of their textbooks. Assigned readings from this textbook are followed up by written assignments on systematic school safety planning and comprehensive programs to reduce school site violence.

In order to prepare candidates to develop systematic school safety planning, Coun 249 require them to perform the following activities:

- Read Chapter 10, **Creating a S.A.F.E. Team** in the textbook, “Making schools safe for students” by Blauvelt; and write about the composition
and action plan of the S.A.F.E. Team in their placement, and how the team evaluates its action plan.

- Read Chapter 15, *Emergency Management Assessment Checklist* in the textbook, “Making schools safe for students” by Blauvelt; and submit in writing to evaluate how well each element of a Comprehensive Safety Plan is implemented in their field placement and make suggestions on what is needed to improve the existing plan.

Organizational culture

An important consideration in implementing safety plans is the organizational culture of the school and its community. Candidates have opportunities to develop plans directed towards changing organizational culture.

**COUN 241: Objective 6:** Able to develop and implement plans directed at affecting school climate by bringing about change in an organization or with an individual(s) within an organization.
Assignment: OrganizationA

**COUN 242:**
Assignment:

Submit a double-spaced, two-page summary of your interview. The interview will address the following area:
What programs and strategies does the consultant employ when working with school staff and parents to alleviate school failure and increase pupil success? The interview will include the following questions:
What specific programs and strategies does the consultant use?
What does the consultant see as the biggest problem(s) facing counselors in working with school staff, parents and students?
What strategies does the consultant employ to overcome these problems?

This assignment will provide a lot of exposure to organizational culture of schools and students’ reflections will demonstrate their synthesis of concepts and experience.

Comprehensive Guidance Program

Candidates have opportunities to integrate their understanding of human behavior, group dynamics, and organizational culture when they apply such knowledge in developing comprehensive guidance program in K-12 settings.

**COUN 241** and **Coun 249** equip candidates with the knowledge and experience related to
the development of a comprehensive guidance program. Candidates taking Coun 249 are assigned readings from the textbook that focus on the development of a comprehensive guidance program. It covers topics from creating framework, to conceptualizing, examining, and developing a comprehensive guidance program. While students are asked to read the text and discuss the concepts, they are also asked to develop a comprehensive school plan for the school they are working in.

2. Reduction of risks associated with violence

Besides developing the necessary knowledge and skills in promoting school safety, candidates also have the opportunity to develop strategies to address risks associated with violence.

COUN 233: Objective 3: Candidates’ acquired therapeutic skills necessary for working with children and families will be demonstrated through formulation of accurate treatment plans that address clinical issues such as:

- ADD/ADHD
- Depression
- conduct issues
- gang involvement
- child abuse
- school violence

The following topics are covered during class meetings:

- Interventions for Families with Abused Children
- Child and Adolescent Depression and Suicide
- Interventions for Families with Children and Adolescents with Conduct Issues/Gang Involvement, and School Violence
- Grief, Separation, and Loss Issues with Children and Adolescents
- Interventions for Parent-Child Relationships

Presentation topics include the following:

- working with children/teens in gangs or crime;
- school-based prevention programs for at risk behavior, targeting violence
- Solution-focused/narrative approaches to treating child survivors of sexual abuse
- Treating child and teens who have experienced sexual abuse
- Treating male survivors of sexual abuse; focus on treatment of children
- Treating children responding to loss or trauma
- Groups with children experiencing loss/trauma/abuse
- Sexual orientation and children/adolescents

COUN 242: Objective 2: Develop and apply methods of consultation services to include conflict resolution, team consultation procedures, and classroom management skills for
teachers, school discipline models and strategies for teachers.
Assignment: AdvocacyA
Standard 10  
Consultation

The program provides candidates with opportunities and experiences to demonstrate knowledge and application of theories, models, and processes of consultation. The program provides candidates with opportunities and experiences to display the ability to use communication, interpersonal, and problem-solving skills in consultation with teachers, administrators, other school personnel, family members, community groups, and agencies. Candidates demonstrate skills in using a decision-making process when consulting and collaborating with others to (a) identify problem areas, (b) collect and analyze information to understand problems, (c) make decisions about service delivery, and (d) evaluate the implementation and outcome of the service delivery plan.

Primary Course that meets all factors to consider

All objectives included in COUN 242, Parent Education, Pupil Advocacy and Consulting, are related to the factors to consider in Standard 10, Consultation.

COUN 242, Course Objectives

1. Develop methods of working with school staff and parents which include planned prevention programs to help alleviate school failure and promote ways of increasing pupil successes K-12 school settings.
2. Develop and apply methods of consultation services to include conflict resolution, team consultation procedures, classroom management skills for teachers, school discipline models and strategies for teachers.
3. Provide methods of consulting with schools and develop appropriate consultation models with teachers, administrators, and parents through the utilization of counseling methods.
4. Investigate procedures for developing methods to be used in formulating pupil advocacy programs.
5. Design and apply appropriate parent education program for specific population group.
6. Recognize and apply appropriate legal concepts and legal procedures in working with consultees.
7. Pursue professional development in consultation and apply concepts to both public and private sectors.
8. Identify the cultural issues in developing and applying methods of consultation services.
COUN 242, *Course content*

Candidates are introduced to major models of consultation and the consultation stages and processes which include:

- a. Entry into the Organization,
- b. Initiation of a Consulting Relationship,
- c. Assessment,
- d. Problem Definition and Goal Setting,
- e. Strategy Selection,
- f. Implementation,
- g. Evaluation, and
- h. Termination.

COUN 242, *Consultation Skills Development*

**Assignments:** Candidates’ knowledge and skills are demonstrated by using a consultation model to respond to a vignette during final examination. They are also asked to work as a consultation team and make a group presentation covering any of the following:

- a. A planned prevention/intervention program, i.e. drug abuse prevention, school drop out prevention, intervention with at-risk students, positive alternatives to gangbanging, increasing school success for elementary, middle, or secondary school students.
- b. Leading the faculty and staff of a local elementary school through a conflict resolution session.
- c. Preparation and presentation of a classroom management plan, which might include such issues as a planned discipline program, classroom management skills, the classroom as a group, conflict resolution, and/or problem solving.
- d. Development of a consultation model for working with teachers, parents or administrators.
- e. Development of a consultation model for student advocacy.
- f. A workshop on avoiding “burn out”.
- g. A parent education model based on the theory of your choice.
- h. Teaching multiculturalism to students.
- i. Designing and implementing a peer counseling (K-8) program.
- j. Student Study Teams.
- k. Strategies to motivate high school students.
- l. Adolescent mental health.
- m. Gang awareness and intervention.
- n. School to work.
- o. Effects of trauma on the learning and development of children.
Other courses

**Coun 249: Objective 10:** candidates apply skills of consulting with parents and teachers in an approved school setting.
Assignment: FieldworkA

**CI 285: Objective 3:** Become more conversant with a variety of psychological theories implicated in development, learning and design/implementation of instruction or intervention.
Assignment: CurriculumA
Standard 11
Learning Theory and Educational Psychology

The program provides candidates with opportunities and experiences to display learning theories and factors influencing learning and teaching such as cognition, memory, attention skills, perceptual-sensory processes, emotional state, motivation, organizational skills, gender, cultural differences, and linguistic differences. Candidates know how to evaluate the congruence between instructional strategies and pupil learning assets and deficits.

CI285, Seminar in Advanced Educational Psychology, is the primary course that addresses the factors to consider in Standard 11 and other courses also address particular factors to consider in this standard.

1. **Knowledge about theories of learning:**

   **CI 285 Objectives 1, 2, 3** address the equipment of candidates with knowledge about theories of learning:

   - Explore previously learned, research-based psychological frameworks important to explaining and planning behavior.
   - Students have the opportunities to identify psychological principles that operate in human learning.
   - Students have the opportunities to become more conversant with a variety of psychological theories implicated in development, learning and design/implementation of instruction or intervention.

   Assignment: CurriculumA

2. **Understanding the role of parents and other caregivers in the support of pupil learning:**

   **Coun 200: Areas of specific mention or focus** include: a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions. Students will be exposed to a rationale for selecting family and other systems theories as appropriate modalities for family assessment and counseling.

   Assignment: TechniquesA

   **Coun 206: Objective 6**: Identify the effects of family dynamics, family life cycle events, and socioeconomic factors on development.

   Assignment: LifespanR

   **Coun 240: Objectives**

   1. provide documentation of competence in collaborative activities, including knowledge of available resources, networking, and negotiation skills, with families, educational
and other professionals and paraprofessionals.

2. collect data from families to guide collaboration that will support the academic and social/emotional progress of students.

3. read, discuss, and apply (when applicable) research and policy pertinent to working with families and others in a collaborative process.

4. demonstrate awareness of the various transitional challenges to students with special needs and their families, and knowledge as to how to work sensitively and effectively with them during these periods.

5. clearly communicate assessment information and its implications for general education classroom teachers, parents, and other professionals.

6. develop and demonstrate strategies for forming family partnerships and possess effective communication skills for working with families, including conflict management.

7. demonstrate the ability to work knowledgeably, effectively, and sensitively with families whose culture and/or language differs from his or her own.

8. plan and present a meeting for families based on prior needs assessment.

Assignment: Exceptional

3. Understanding Barriers to learning:

Barriers to learning that arise from pupils’ developmental conditions and environmental context are addressed in the following courses:

Coun 206: Objective 5: Become better acquainted with research literature regarding development and be able to relate to discussions regarding the etiology of normal and dysfunctional behavior.
Assignment: Lifespan

Coun 233:
Requirements The Midterm exam consists of responding to a clinical vignette regarding child abuse in essay format. The professor will provide three clinical vignettes and students will be required to respond to one (out of three) clinical vignettes in a coherent essay. Students will be expected to demonstrate competency with the relevant Child and Play Therapy theories and approaches.

Objective 6: Understands family development and the life cycle, sociology of the family, family phenomenology, contemporary families, family wellness, families and culture, aging and family issues, family violence, and related family concerns.

4. Knowledge about developing positive, culturally-sensitive learning environment

Candidates have opportunities to understand the importance of cultural sensitivity to learning, academic assessment and achievement in many courses. Special reference to cultural sensitivity is included in the following courses:
Coun 201: **Objective 3:** Apply counseling/psychological theory and data to cross-cultural communication. The graduate student will identify significant communication and relationship patterns that may impede or enhance the cross-cultural counseling interaction process. These may include nonverbal communication patterns such as proximity, kinesis, para-language, high/low context communications that are culturally conditioned. Assignment: CulturalA

Coun 202: **Objective 10.** The student will identify approaches used in working with persons from varied social, ethnic, and cultural diversity groups, including people with disabilities and evaluate attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster understanding of self and culturally diverse clients.
Assignment: GroupA

Coun 203: **Objectives:**
10. The student will identify approaches used in working with persons from varied social, ethnic, and cultural diversity groups, including people with disabilities and evaluate attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster understanding of self and culturally diverse clients.
11. The student will identify counselor and consultant characteristics and behaviors that influence helping processes including age, gender, and ethnic differences, verbal and nonverbal behaviors and personal characteristics, orientations, and skills.

Assignment: AssessmentA

CI 285: Learning theories covered in this course include:
- Culturally-based Theories of Learning
- Issues of Language
- Special Needs Learners

5. **Strategies to help pupil accept responsibility for their own learning**

CI 285 Topics include: Motivation and Self-Regulation in Learning, Promoting Positive Character Development in Youth.

6. **Knowledge of the impact of emotions on learning and self-esteem**
Coun 203: Objective 3: Describe methods and theories related to the emotional, intellectual, and physical characteristics of typical and atypical students.
Assignment: AssessmentA

CI 285: Topics discussed include: Emotional Intelligence and Learning

Standard 12
Professional Leadership Development

The program provides candidates with opportunities and experiences to display an understanding of the development, improvement and evaluation of programs that support effective pupil learning. The program also provides candidates with an understanding of the importance of leadership by the pupil personnel services provider in operating as a systems change agent.

Primary courses that address the factors in Standard 12

Coun 241, 242, and 249 candidates receive in-depth training in leadership skills as related to program development and supervision, advocacy, and results-based accountability.

Factors to consider

1. Leadership in program development and supervision:

Leadership in program development and supervision requires demonstration of skills in many aspects, such as leadership skills, program coordination, implementation, and supervision and ability to review various sources of funding and resources. Knowledge of these aspects of leadership is covered in Coun 241. Candidates further apply this knowledge when they complete their fieldwork in Coun 249.

Coun 241
Objective 1: Familiar with major philosophical and theoretical approaches to coordinating and supervision of counseling programs at elementary, middle and high school levels.
Objective 4: Able to review school counseling budgeting procedures, methods used in counseling programs, and methods of evaluating school counseling programs, through approved research procedures.
Objective 7: Aware of leadership skills in organizational and administrative aspects of school counseling services.
Assignment: OrganizationA

Coun 249: Objective 7: Provide counseling services related to current policies and critical issues relevant to an approved school setting. Student reading assignments, in class and in school activities focus on developing a comprehensive school counseling program. Topics
Assignment Chapter 3, Comprehensive School Counseling Programs: Consult with your field supervisor and relevant school personnel.
   a. Identify if a comprehensive school counseling plan is in place.
   b. If yes, describe and assess their plan and if no, describe how you will develop a comprehensive school plan at your school site.

Chapter 5, Developing a Program: Follow the guidelines of the chapter on planning, organizing, implementing, and evaluating.
   c. Describe how you will develop one prevention program at your school site.

Evaluation of a School Counseling Program: Evaluate the counseling program at your school that addresses: guidance curriculum, individual planning, responsive services, and system support.

2. Skills In Advocacy

Candidates have opportunities to investigate procedures for pupil advocacy through class discussions in Coun 242. However, skills in advocacy also include communication skills, consultation skills, and skills in developing rapport with an audience to present data effectively. Candidates in this program are required to make class presentations in many courses, to demonstrate counseling skills and rapport building (Coun 200, Coun 208), and to effect change through leading groups (Coun 202). Candidates integrate all these skills when they provide services in K-12 settings (Coun 249). All these courses make candidates professionals who can take leadership as a change agent.

Coun 242: Objective 4: candidates will investigate procedures for developing methods to be used in formulating pupil advocacy programs.
Assignment: AdvocacyA

3. Skills In Results-Based Accountability

Candidates’ skills in results-based accountability are developed throughout their participation in the PPS program when they are exposed to evidence-based knowledge, and when they are asked to critically evaluate research findings related to concepts covered in their courses. Outcome measures and using outcome measures to evaluate program strategies are stressed in Coun 241, 242, and 249.
Assignments: Coun 241 OrganizationA; Coun 242 AdvocacyA; Coun 249 FieldworkA
Standard 13
Collaboration and Coordination of Pupil Support Systems

The program provides candidates with opportunities and experiences to collaborate effectively with community-based organizations, agencies, and other professionals. Candidates demonstrate knowledge of programs and services within a comprehensive model of support at the school site level designed to promote high expectations and increase pupil learning and achievement.

Factors to Consider

Skills in collaboration and coordination

Candidates’ skills in collaboration are developed throughout their learning experiences in a variety of courses. Courses include developing their skills in interpersonal communication (\textit{Coun 200}, \textit{Coun 208}), sensitivity to group dynamics (\textit{Coun 202}), skills in cross-cultural communication and knowledge about differences in communication styles (\textit{Coun 201}), skills in parent involvement (\textit{Coun 240}), skills in systems thinking and approaches (\textit{Coun 241}, \textit{Coun 242}), and the application of these skills in field practice (\textit{Coun 249}). These learning experiences result in the development of candidates as leaders functioning in the role of a systems change agent.

In \textit{Coun 200} and \textit{Coun 208}, candidates are given opportunities to engage in communication with an individual in a supervised setting. They are given feedback on how they establish a working relationship and a productive communication process with other. \textit{Coun 202, 240, 241, 242, and 249} further develop candidates’ knowledge and skills in collaboration, and coordination in group/community/organizational settings.

Relevant course objectives and/or activities relating to Factors to Consider in this Standard are listed below:

\begin{table}[h]
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\begin{tabular}{ |l| }
\hline
\textbf{Coun 202} \\
\textit{Objectives} 2. The student will describe group leadership styles and approaches including characteristics of various types of group leaders and leadership styles. \\
4. The student will describe group counseling methods including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness. \\
5. The student will have direct experiences by participating as a group member in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term. \\
7. The student will identify how group counseling in a school setting helps students overcome barriers to learning. \\
8. The student will describe how core conditions and appropriate techniques are used to establish effective interpersonal communication within groups. \\
14. The student will participate in a group experience and will apply theory to practice and \\
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participate fully in the process of group work.
Assignment: **GroupA**

**Coun 240**: Candidates *work closely with parent* (s) to explore resources that can address the specific concerns of the child and the family in their child’s school, school district, and community. Candidates are engaged in activities such as liaison with personnel of individual schools, school districts, and community agencies for information about available services and connecting the family with representatives of on-site and off-site services.
Assignment: **ExceptionalA**

**Coun 241**:  
*Objective 3*: Able to identify ways a counselor provides counseling services to students including individual counseling, classroom guidance, responsive support services.  
*Objective 5*: Familiar with ways of coordinating and developing counseling services in a school setting including how school professionals work together, increasing counseling services to pupils, working with paraprofessionals and volunteers in program planning.
Assignment: **OrganizationA**

**Coun 242**  
*Objective 1*: Develop methods of working with school staff and parents which include planned prevention programs to help alleviate school failure and promote ways of increasing pupil successes K-12 school settings.  
*Objective 2*: Develop and apply methods of consultation services to include conflict resolution, team consultation procedures, classroom management skills for teachers, school discipline models and strategies for teachers.  
*Objective 3*: Provide methods of consulting with schools and develop appropriate consultation models with teachers, administrators, and parents through the utilization of counseling methods.
Assignment: **AdvocacyA**

**Coun 249**: **Assignment**: Candidates work closely with school personnel to carry out different activities related to school counseling under the supervision of an on-site supervisor and the university supervisor.
Standard 14
Human Relations

The program provides candidates with opportunities and experiences to demonstrate self-awareness, sensitivity to others, and skillfulness in relating to individuals and groups. The program provides candidates with opportunities and experiences to understand the importance of socio-psychological concepts of group formation, reference groups, inter-group and intra-group relations and conflict. The program provides candidates with opportunities and experiences to demonstrate an ability to facilitate group process and mediate conflict.

Factors to Consider

1. Interpersonal relations and communication

The Cognitive and Reflective Dimension of the PPS program stresses the concepts and skills of developing a counselor to plan, organize and analyze contacts with clients, both in individual and group situations. The faculty in the Counselor Education Program believes that counseling candidates must be taught how to recognize and to apply core clinical skills which include empathy, respect, genuineness, concreteness, immediacy, confrontation and self disclosure. This is accomplished through requiring candidates to go through the following courses in sequence:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
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<tbody>
<tr>
<td>COUN 174</td>
<td>Introduction to Counseling:</td>
<td>This course provides an overview of basic counseling models, contemporary therapeutic systems, and addresses ethical and professional issues in counseling practice. Candidates utilize counseling theories and knowledge to gain perspective on his/her personal life experiences. This includes a required personal experience in the role of client. Assignment: TheoryA</td>
</tr>
<tr>
<td>COUN 200</td>
<td>Counseling Techniques:</td>
<td>This course is designed to help candidates to acquire the theoretical framework and skills to function appropriately as an entry-level counselor in a variety of settings. Candidates have the opportunity to practice the skills taught in role-play, classroom exercises, and one-on-one counseling practice. All members of the class serve both as counselor and client, and observe peers and offer critique on the appropriateness of their counseling behaviors. They also compare and contrast techniques for various client populations, including multicultural and social equity populations. Assignment: TechniquesA</td>
</tr>
<tr>
<td>COUN 208</td>
<td>Counseling Practicum</td>
<td>This course offers supervised, on-campus counseling experiences with selected clients. Students gain experience in individual counseling, critiquing of tapes and typescripts, observations, case consultation, and case report writing. Issues of gender, ethnicity, class, sexual orientation and disability as they impact the counseling process will be explored.</td>
</tr>
</tbody>
</table>
These experiences are aimed improving candidates’ ability to communicate with clients of all ethnic, racial, and cultural diversity groups and be involved in the necessary activities toward solution of identified problems.

**Assignment:** PracticumR

**Coun 249: Field Practice Elementary, Middle/High Counseling**

Upon successful completion of Coun 249, students will be able to demonstrate the following:

1. apply individual & group counseling skills to students in an approved school setting.
2. apply knowledge of human behavior to students in an approved school setting.
3. apply knowledge of learning theory in an approved school setting.
4. apply knowledge of psychological and educational assessment in an approved school setting.
5. demonstrate an awareness of socio-cultural factors by working with students from diverse cultural backgrounds in an approved school setting.

**Assignment:** FieldworkA

2. **Appreciation of ethnic and cultural diversity**

**Coun 201:** Seminar in Multicultural Aspects of Counseling, devotes a large segment of the course to a focus on the cognitive and experiential study of social and psychological variables which influence the cross-cultural counseling relationship. Its objectives are related to the factors to consider in Standard 14, Human Relations.

**Assignment:** CulturalA

3. **Awareness of group dynamics**

**Coun 202:** Seminar in Group Process: All objectives are geared toward the development of awareness of group dynamics and skills in facilitating group process and communication.

Candidates demonstrate their awareness of group dynamics and skills in group facilitation through their participation in a group process experience, developing a presentation for conducting group counseling with a selected population, and developing a proposal which focuses on the basic issues and practical organizational factors involved in setting up a particular group.

**Assignment:** GroupA
4. Management of inter-group/interethnic/intercultural conflict

**Coun 233: Objective 1**: Acquired therapeutic skills necessary for working with children and families will be demonstrated through formulation of accurate treatment plans that address clinical issues such as ADD/ADHD, depression, conduct issues, gang involvement, and child abuse, and school violence.

**Assignment**: TheraplayA

**Coun 241**: The following topic is addressed in the course: Working With Students In A Crisis, Working With At-Risk Students.

**Coun 242: Objective 2**: Develop and apply methods of consultation services to include conflict resolution.

**Assignment**: AdvocacyA

5. Communication skills to foster adult-child and peer relationship

**Coun 242: Objective 2**: Develop and apply methods of consultation services to include classroom management skills for teachers, school discipline models and strategies for teachers.

**Assignment**: AdvocacyA
Standard 15
Technological Literacy

The program provides candidates with opportunities to understand and demonstrate skills in current technology for communication and collecting, organizing, distributing and analyzing data and resources in order to facilitate effective and appropriate outcomes in program management and individual student achievement.

Opportunities to understand and demonstrate skills in the use of technology for communication and for access to information.

Candidates develop and apply their technological literacy to facilitate their own learning outcomes, and the learning outcomes of their peers when they use the computer and/or media presentation to complete course requirements. They also apply their technological skills to facilitate the learning outcomes of K-12 students when they practice school counseling in their field placement.

Candidates are required by the university to have access to computers and communications links for educational purposes. In order to fulfill the requirements of courses in the PPS program, candidates develop and demonstrate basic technology literacy skills to use a word processor, access the Internet, download files, and communicate with others through email. Candidates use technology to conduct research, access resources, and collaborate with instructors and peers. Candidates also use technology to store, organize, and retrieve information for their course work. Candidates help peers learn specific topics through their presentations, which often use media such as powerpoint presentations. These skills are directly instrumental in facilitating effective and appropriate educational outcomes.

1. Use of computers

Candidates are required by the university to have access to computers and communications links for educational purposes:

“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 (http://www.csufresno.edu/ITS/) or the University Bookstore. 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…”
(Schedule of Classes, p. 15)

2. Library Facilities and Equipment
Candidates are often required to conduct research on studies pertaining to the specific topics of the courses. They depend largely on the library for research. Candidates also use multi-media resources available at the library for class presentations. When they use the resources at the library, they are exposed to a wide range of technological instruments. For example:

Study stations and other supportive equipment available in the Henry Madden Library include:

1. ALIS workstations
2. Audio listening stations
3. Video stations
4. CD-ROM user stations
5. Coin-op typewriters
6. Photocopy machines
7. Micro reader/printers
8. Microfilm reader stations
9. Student reader stations

The Library now has electronic access to over 40 databases covering periodicals, newspapers, and full text sources on many subjects. Students and faculty with Internet access can search many of these databases from home or office.

3. Access of information regarding the counseling program

Students can access information via the website of the counseling program: [http://education.csufresno.edu/cser/](http://education.csufresno.edu/cser/)

4. Use of a word processor

Candidates have been submitting paper to instructors through the use of a word processor in all courses.

5. Use of emails

Candidates are often encouraged to communicate with instructors and peers through the use of emails. Email addresses of instructors are included in the course syllabi.

6. Use of internets

**Coun 150:** The instructor incorporates the use of internet to access contemporary readings/resources with the following instructions:

**Required Materials:**

**Internet:** “Kids & the Law” – available from [Links](http://education.csufresno.edu/cser/) on instructor’s web page.
Coun 200, Seminar in Counseling Techniques and Coun 208, Practicum in Counseling require students to use technology such as audiotape and videotape to record and review their counseling sessions in order to improve their counseling skills and counseling outcomes with clients.

**Coun 203:** Topics include Major Appraisal Methods Including Computer Managed And Computer Assisted Methods

**Coun 220:** Objective 9: Identify the variety of computer-based and non-computer based career resources.

Students are introduced to the use of computer assisted guidance programs such as EUREKA and SIGI Plus which provide information to students about their interests and skills in order to help them make informed career decisions. A constant element of the course is to introduce students to various websites that provide material to enhance the course content.

**Coun 240:** Community and Internet Resource Assignment: Each student will explore the information and resources available from an internet site and a local agency that can assist the family that he/she is working with.

**Coun 249:** Syllabus, announcements and email messages are posted through Blackboard.

### 7. Use of technology in school settings:

**Coun 249:** Mandatory activities:

a. Become familiar with data and information systems on student learning and achievement
b. Become familiar with the use of school technologies for information access, teaching and learning

**Assessment:** Students’ skills in technology are assessed by onsite supervisor as a part of job mastery.
Standard 16
Supervision and Mentoring

The program provides candidates with opportunities and experiences to demonstrate knowledge of models of supervision used to mentor preprofessionals in practica and field experience placements. Candidates recognize the important role that field-site supervisors play in pre-professional training of future pupil personnel service providers.

Factors to Consider

1. Familiarity with supervision and mentoring models and best practices in supervising field experience training

Supervision begins early in Coun 200 and Coun 208. Models of supervision are displayed at various levels through modeling, role-play, and review of audio and video sessions in groups. Candidates receive feedback from professors, and peers, and on site supervisor in Coun 249.

<table>
<thead>
<tr>
<th>Coun 200: <strong>Objective 4:</strong> The student will observe peers and offer critique on the appropriateness of their counseling behaviors. Assignment:</th>
<th>TechniquesA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coun 208: <strong>Requirements:</strong> This course offers supervised, on-campus counseling experience. The students will receive feedback regarding their emerging counseling skills from the instructor and student interns. Students will practice supervisory skills by providing constructive and respectful feedback to their peers.</td>
<td></td>
</tr>
<tr>
<td>Coun 249: <strong>Objective 11:</strong> Demonstrate knowledge of supervision and mentoring models. Assignment:</td>
<td>FieldworkA</td>
</tr>
</tbody>
</table>

2. Knowledge of professional guidelines and standards for the supervision and mentoring of credential candidates in field experience placement

Candidates are given clear guidelines and standards for supervisors in field experience placement in the syllabi of Coun 249. The qualifications and duties of both on-site supervisor and university supervisor are addressed:

**Supervision of the Field Practice:**
**On-Site Supervisor:**
1. Holds a current and valid PPS credential or an equivalent certificate that permits the supervisory role to function.
2. Holds the credential or equivalent certificate for a period of two years prior to the placement.
3. 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.
4. 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.
5. Provide individual and/or group counseling experiences for the student counselor.

**University Supervisor:**
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.
3. may visit the site to meet with the official and the student in order to complete the field contract for the placement.
4. meets with the field practice student individually, during three, one hundred (100) hour interviews, to discuss details of the placement.
5. visits on-site personnel to work toward resolution of problem(s) which may arise.
6. has full responsibility for providing grading format and assigning final grade for the course.
7. has full responsibility for communicating with the site officials, both during and after the field placement has been completed.

3. **Knowledge of mentoring and consultation among professional colleagues**

**Coun 241: Objective 5:** Familiar with ways of coordinating and developing counseling services in a school setting including how school professionals work together, increasing counseling services to pupils, working with paraprofessionals and volunteers in program planning.
Assignment: OrganizationA

**Coun 242: Objective 3:** Provide methods of consulting with schools and develop appropriate consultation models with teachers, administrators, and parents through the utilization of counseling methods.
Assignment: AdvocacyA
Standard 17  
Foundations of the School Counseling Profession

The program provides candidates with knowledge and understanding of the core areas including history, philosophy and trends in school counseling; state and national standards; models of comprehensive and developmental school counseling and guidance programs; and the theoretical bases for counseling practices in schools.

Factors to Consider

1. History, philosophy and trends in school counseling

Candidates have the opportunity to develop knowledge of the history, philosophy and trends in the school counseling profession, including national and state standards by taking the following courses:

Coun 174: **Objective 4** This course provides an overview of basic counseling models, contemporary therapeutic systems, and addresses ethical and professional issues in counseling practice.

Coun 200: **Areas of specific mention** in this course include: Professional identity - studies that provide an understanding of all of the following aspects of professional functioning including history, roles, organizational structures, ethics, standards, and credentialing.

Coun 241:  
**Objective 2**: Able to discuss the role of the counselor as it relates to students, teachers, parents, administrators, and the community.  
**Objective 8**: Familiar with relevant laws pertaining to students in a school setting, including compliance for PPS programs.  
**Objective 9**: Familiar with legal aspects affecting school counseling programs as stated in the California Education Code along with guidelines for implementing the laws.

**Assignments** Coun 241 requires candidates to compile their own professional portfolio by organizing information about their educational/counseling experiences and achievements. Their portfolio includes the following statements about their counseling philosophy, education philosophy, and leadership philosophy as well as their counseling experiences.

Coun 249: **Objective 7**: Provide counseling services related to current policies and critical issues relevant to an approved school setting.

**Assignment**: Candidates are required to read the following two chapters from the textbook, Counseling in schools: Essential services and comprehensive programs by Schmidt and make written responses to the content:
Chapter 1, The School Counseling Profession: This chapter addresses the professional identity of school counselor.

a. Interview a school counselor at your school site.
b. Describe how this person develops his/her professional identity as a school counselor.

Chapter 2, The School Counselor: This chapter covers the following areas: defining school counseling, varying roles of school counselors, preparation of school counselors, technology and the School Counselor and Credentials of School Counselors.

a. Compare and contrast the job descriptions and duties of school counselors at your placement with the description of the school counselor in this chapter.

2. Comprehensive program and student success

This program provides candidates with the knowledge and understanding for developing, implementing and evaluating a comprehensive and developmental school counseling and guidance program through the following courses:

Coun 241:
Objective 1: Familiar with major philosophical and theoretical approaches to coordinating and supervision of counseling programs at elementary, middle and high school levels.
Objective 4: Able to review school counseling budgeting procedures, methods used in counseling programs, and methods of evaluating school counseling programs, through approved research procedures.

Topics pertinent to the understanding and evaluation of school counseling programs are included in the course schedule:

a. National School Counseling Standards
b. A School Counseling Program

Candidates taking Coun 241 are assigned into groups. Each group will present on a topic. The topics include: program evaluation.

Coun 242: Objective 1: Develop methods of working with school staff and parents which include planned prevention programs to help alleviate school failure and promote ways of increasing pupil successes K-12 school settings.

Coun 249: Students’ reading assignments, in class and in school activities focus on developing a comprehensive school counseling program.

Assignment
Candidates are required to collect assessment instruments currently used by their field site to evaluate the counseling program.
Candidates are required to read the following two chapters from the textbook, Counseling in schools: Essential services and comprehensive programs by Schmidt and make written responses to the content:

**Chapter 3, Comprehensive School Counseling Programs:** Consult with your field supervisor and relevant school personnel.
   a. Identify if a comprehensive school counseling plan is in place.
   b. If yes, describe and assess their plan and if no, describe how you will develop a comprehensive school plan at your school site.

**Chapter 5, Developing a Program:** Follow the guidelines of the chapter on planning, organizing, implementing, and evaluating.
   a. Describe how you will develop one prevention program at your school site

**Chapter 10, Evaluation of a School Counseling Program:**
   a. Evaluate the counseling program at your school that addresses: guidance curriculum, individual planning, responsive services, system support.

3. **Domains of educational counseling**

The domains of educational counseling include academic, career, and personal and social development. This program provides candidates with the knowledge and understanding of these domains and also the experiences of providing counseling services and designing counseling programs to promote student development, learning, and achievement.

- **Linking testing to all domains of educational counseling:**

  **Coun 203: Objective 2:** Compare and contrast group testing, state mandated testing and other large scale assessment programs as they apply to academic, career, and personal counseling.
  Assignment: AssessmentA

  **Coun 220:** The whole course is devoted to the examination of career development theories and research for their implications in understanding career development generally, and career counseling specifically.

  **Assignment:** Assessment Review and Role Play

  **Coun 241: Objective 3:** Able to identify ways a counselor provides counseling services to students including individual counseling, classroom guidance, responsive support services.

  **Coun 249**

  **Objective 1:** Apply individual & group counseling skills to students in an approved school
Objective 3: Apply knowledge of learning theory in an approved school setting.
Objective 6: Apply the principles of career planning with individual students or groups of students in an approved school setting.
Assignment: FieldworkA
Standard 18
Professionalism, Ethics and Legal Mandates

The program provides candidates with an understanding of ways to develop a professional identity congruent with the knowledge of all aspects of professional functions, professional development, and organizational representation. The program provides candidates with knowledge of current legal mandates impacting school counselors and pupils. The program provides candidates with knowledge of the ethical standards and practices of the school counseling profession and how to apply these ethical standards to specific counseling situations.

Coun 200 and Coun 208 are core courses for all counseling students with different specializations. These courses develop a professional identity and ethical and legal responsibilities shared by counselors who function in different settings, including educational settings. Instructors for Coun 208 make available the ethical standards for school counselors from American Counseling Association to candidates.

While the professional identity, counseling skills, legal and ethical principles appear to be generic; instructors facilitate candidates to particularize themes and issues pertaining to the professional identity and ethical and legal responsibilities in their specific settings. Identifying similarities and differences between school counseling and counseling in other settings will further consolidate candidates’ professional identity as school counselors. Furthermore, it is important for school counselors to be aware of the common ground shared with counselors in other settings for later collaboration and making appropriate referrals.

The professional identity and ethical and legal responsibilities for school counselors are further developed when they take specialization courses such as Coun 150, Coun 240, Coun 241, Coun 242, Coun 249.

Factors to Consider

1. Professional Identity

This program cultivates candidates’ professional identity by addressing their professional functions, development, and organizational representation.

a. Professional functions:

The functions of school counselors are addressed by all courses in this program when instructors help candidates to understand the implications of the content knowledge of the respective courses to their roles and functions as school counselors. However, the theme of professional functions is explicitly addressed in the following courses:

Coun 150 provides candidates with a comprehensive coverage of topics on laws in school. These laws are particularly important for school counseling candidates to be informed of
the parameters within which their profession operates.

**Coun 200:** *Areas of specific mention* in this course include: Professional identity - studies that provide an understanding of all of the following aspects of professional functioning including history, roles, organizational structures, ethics, standards, and credentialing.

**Coun 241:** *Objective 2:* Able to discuss the role of the counselor as it relates to students, teachers, parents, administrators, and the community.

Coun 241 requires candidates to visit with a school counselor and submit a written report including the following items: professional preparation, length of experience in the position of a school counselor and in the field of education, job description, challenges and sources of joy in this profession.

Coun 242 requires candidates to undergo professional development experience through attending a school counseling (or related) conference, workshop or inservice and write a one-page summary of their professional development experience.

**Coun 249:** *Objective 9:* Develop a familiarity with overall duties and responsibilities as a counselor in an approved school setting.

The required text for these two courses include the following information:
- ASCA Role Statement: The School Counselor
- ASCA Position Statement: The School Counselor and Developmental Guidance
- The School Counselor and Comprehensive School Counseling Program

**Assignment** Coun 249 requires candidates to complete the following activities after reading two chapters from the textbook relating to the school counseling profession:

**Chapter 1, The School Counseling Profession:** This chapter addresses the professional identity of school counselor.
  c. Interview a school counselor at your school site.
  d. Describe how this person develops his/her professional identity as a school counselor.

**Chapter 2, The School Counselor:** This chapter covers the following areas: defining school counseling, varying roles of school counselors, preparation of school counselors, technology and the School Counselor and Credentials of School Counselors.
  e. Compare and contrast the job descriptions and duties of school counselors at your placement with the description of the school counselor in this chapter.

**b. Professional Development**

Professional development is emphasized in this program through many channels. For example, opportunities to receive training such as workshops and further education are disseminated to candidates through flyers and class announcements. A review of the
ethical and legal standards of the counseling profession includes the domain of professional competence. The following courses give further example on how professional development is addressed as a part of their course objectives.

Coun 242: **Objective 7**: Pursue professional development in consultation and apply concepts to both public and private sectors.

**Assignment** Coun 242 requires candidate to undergo the following professional development experience: Each candidate will attend a school counseling (or related) conference, workshop or inservice. The instructor will assist candidates in identifying professional development opportunities. Students will submit a one-page summary of their professional development experience.

Coun 249: The **required text** for these two courses addresses school counselor competences:

- knowledge competencies,
- skill competencies, and
- professional competencies

c. **Organizational representation**

Candidates have opportunities to get information about professional organizations that represent their profession and the benefits of belonging to these organizations through:

- their regular contacts with faculty members who belong to different professional organizations
- specific mention in their courses
- Student Handbook
- Pamphlets and flyers posted at the Department office and outside professors’ offices
- Webpage of the Department of Counseling, Special Education and Rehabilitation

The professional membership of the Counseling Education Faculty is listed below:

<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Juan Garcia</td>
<td>CAMFT, ACA, Society for Applied Anthropology, American Association of Anthropologists</td>
</tr>
<tr>
<td>Dr. Sarah Lam</td>
<td>ACA, CAMFT</td>
</tr>
<tr>
<td>Dr. Christopher Lucey</td>
<td>ACA, ACES, IAMFC, CAMFT, Chi-Sigma-Iota</td>
</tr>
<tr>
<td>Dr. H. Dan Smith</td>
<td>CAMFT, ACA, IAMFC, and ACES</td>
</tr>
<tr>
<td>Dr. Claire Sham Choy</td>
<td>ACA, APA</td>
</tr>
<tr>
<td>Dr. Albert Valencia</td>
<td>APA, ACA</td>
</tr>
<tr>
<td>Dr. Song Lee</td>
<td>ACA, ACES, Chi-Sigma-Iota</td>
</tr>
<tr>
<td>Dr. Kyle Weir</td>
<td>CAMFT</td>
</tr>
</tbody>
</table>
Topics relating to professional organizations are also addressed in classes such as:

**Coun 200:** *Areas of specific mention* in this course include: Professional organizations, primarily ACA and CAMFT, including membership benefits, activities, services to members, and current emphases.

**Coun 208 and Coun 249:** Candidates are required to furnish proof of liability insurance coverage to the instructor. Currently most students are insuring with either California Association of Marriage and Family Therapists or the American Counseling Association. Before candidates engage in counseling activities. During class, instructors give them a copy of the ethical and legal guidelines by American Counseling Association. When instructors review ethical and legal guidelines with candidates, they ensure that candidates have a basic understanding of the importance of adhering to guidelines provided by their professional association. Requirements: PracticumR; FieldworkA

2. **Knowledge of and skills in the application of ethical and legal standards:**

An integral component of professionalism is the knowledge of and skills in applying ethical and legal standards in practice. All objectives of **Coun 150,** Laws Relating to Children, address the factors relating to the knowledge and application of ethical and legal standards. Requirements for Coun 150 are as follows: LawsA. At the same time, professional ethics and legal mandates in applying specific counseling services are addressed in multiple courses:

**Coun 174:** *Objective 4:* Identify current legal and ethical issues in the field of counseling. Assignment: TheoryA

**Coun 200:** *Objective 6:* Demonstrate an ability to apply current legal and ethical practices to the counseling relationship. Assignment: TechniquesA

**Coun 201:** *Objective 6:* Identify ethical issues relevant to counseling the culturally different. Assignment: CulturalA

**Coun 203:** *Objective 4:* Apply ethical, legal, and professional standards using testing instruments. Assignment: AssessmentA

**Coun 206:** *Objective 10:* Apply ethical principles to developmental counseling. Assignment: LifespanR

**Coun 208:** *Objective 3:* To understand the professional code of ethics of the American
Counseling Association and be able to incorporate those ethical standards into the counselor’s behavior.

**Assignment:** PracticumR

**Coun 220: Objective 7:** Apply ethical and legal procedures when using career development counseling and theory.

**CareerA**

**Coun 233: Objective 6:** Understanding of legal and ethical issues unique to counseling children and adolescents will be demonstrated through analysis of case study, conduct during observation, and development of treatment plans.

**TheoryA**

**Coun 240: Course Topic include:** Legal Safeguards/IEP’s

**Coun 241:**

**Objective 8:** Familiar with relevant laws pertaining to students in a school setting, including compliance for PPS programs.

**Objective 10:** Able to promote the use of ethical standards and procedures in working with pupils who come from different socio-economic, racial, and social backgrounds.

**OrganizationA**

**Coun 242:**

**Objective 6:** Recognize and apply appropriate legal concepts and legal procedures in working with consultees.

**Objective 4:** Investigate procedures for developing methods to be used in formulating pupil advocacy programs.

**Assignment:** AdvocacyA

**Coun 249:**

**Objective 8:** Apply ethical and legal considerations to all activities with which the field placement student becomes involved in an approved elementary school and middle/high school setting.

**Assignment:** FieldworkA

**CI 285: Objective 3:** Become more conversant with professional ethics and implications for practice.

**Assignment:** CurriculumA

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**b. Current on state requirements relating to school children**

This program provides candidates with the knowledge of applying traditional legal doctrines to current situations. At the same time, candidates are also trained in providing counseling services in response to current policies and requirements.

**Coun 150: Course description:** This course presents an overview of traditional legal
doctrines concerning minors in the home, in the school and in the juvenile justice system, with an emphasis on applying traditional doctrines to current issues.

Counseling 150 covers the following topics relating to Law in the School:

a) Compulsory attendance requirements:
   - Public school vs. private school, parental options;
   - Home-schooling, legal concerns
   - Truancy
   - California specific rules

b) Compulsory attendance and child labor laws

c) Curriculum concerns
   - Family life education

d) First Amendment Issues
   - School prayer and religious expression
   - Flag salute—“one nation under God”
   - Dress codes
   - Student speech and student publications
   - Textbooks/Library/Internet concerns
   - California specific rules

e) School Discipline
   - Suspension/Expulsion—due process
   - California specific rules
   - Corporal punishment
   - Zero Tolerance-specific concerns regarding school shootings and drugs

f) Fourth Amendment—Search and Seizure
   - TLO-two pronged test of reasonableness
   - Locker/Backpack/Automobile searches
   - Sniffing dogs and random drug testing of students
   - Limitations if school officials act in concert with police

g) Contemporary Issues
   - Brown vs Board of Education revisited: Federal requirements for notice in parent’s primary language
   - Gender discrimination issues
   - Education of Disable children; mainstreaming
   - Vouchers for private schools
   - Confidentiality/Privacy of student records
   - Negligence in the school setting—The duty of care imposed on schools and on school personnel
• Child abuse reporting requirements

Coun 249: **Objective 7**: provide counseling services related to current policies and critical issues relevant to an approved school setting.
Standard 19
Academic Development

The program provides candidates with an understanding of the concepts, principles, strategies, programs and practices for enabling pupils to experience academic success and achieve at high levels. Candidates are able to implement strategies and activities in the school setting for maximizing learning, producing high-quality work and preparing pupils for a full range of options and opportunities after high school, including the completion of a college and university education.

Factors to Consider

1. **Knowledge of the principles and methods for enhancing learning and academic success**

   This program provides candidates with the content knowledge of principles and methods to improve pupils’ learning and also direct experiences in activities that can improve pupils’ self concepts and academic achievement:

   **Knowledge of factors affecting learning and their implications for instruction and intervention:**

   **Coun 203: **Topics include Theoretical Bases for Assessment, including Learning Styles and Developmental Stages of Children

   **Coun 206: **Topics include Cognitive Development, Language Development, and Resilience. Candidates have opportunities to gain an understanding of factors affecting human development at different stages.

   **CI 285: **Objective 3: Students have the opportunities to become more conversant with a variety of psychological theories implicated in development, learning and design/implementation of instruction or intervention. **Topics** include

   - Theories of Motivation
   - Emotional Intelligence
   - Biological Bases of Learning
   - Cognitive Views of Human Learning and Change
   - Motivation and Self Regulation in Learning

   **Direct experience in improving pupils’ self concepts and academic achievement:**

   **Coun 249: **Checklist for Counseling Activities include:

   - Identification of the gifted, retarded, and emotional child with adjustment difficulties in school;
   - Helping children adjust to the school environment;
   - Identification of children with ability in art, music, reading, arithmetic and other
academic areas;
- Identification of at risk students who may be potential drop-outs; and
- Participation on a Student Study Team as a counselor.
- Developing study skills for students;
- Working with at risk students; lowering drop-out rates; and
- Working with a Student Study Team as a counselor.

2. **Skills in planning and implementing academic support systems:**

This program helps candidates to understand that enhancing pupils’ academic success and achievement can be done on an individual basis and also at a systemic level. They are exposed to models in designing and implementing programs geared towards enhancing pupils’ learning.

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**Coun 241: Objective 3:** Able to identify ways a counselor provides counseling services to students including individual counseling, classroom guidance, and responsive support services.

**Coun 242: Objective 1:** Develop methods of working with school staff and parents which include planned prevention programs to help alleviate school failure and promote ways of increasing pupil successes K-12 school settings.

**Assignments:**

a. Consultant interview: Submit a single-spaced, two-page summary of your interview. The interview will address the following area: what programs and strategies does the consultant employ when working with school staff and parents to alleviate school failure and increase pupil success? The interview will include the following questions:
   - What specific programs and strategies does the consultant use?
   - What does the consultant see as the biggest problem(s) facing counselors in working with school staff, parents and students?
   - What strategies does the consultant employ to overcome these problems?

b. Final examination: Candidates will be required to develop a specific method for working with school staff and parents around a program to alleviate school failure and increase pupil success in response to a vignette in the final examination. Candidate may integrate their learning gathered from the Consultant Interview as a source of information for this requirement.

**Coun 249: Objective 3:** Apply knowledge of learning theory in an approved school setting. Text assignments include in-depth examination the comprehensive school counseling and guidance program.
3. **Preparing students for post-secondary options, including college:**
Candidates are trained in helping students and families to make plans for future career and/or academic pursuits after high school graduation.

**Coun 220: Objective 5:** Describe effective techniques for providing educational counseling to students and families about academic and career decisions, including the development of career development curriculum and academic planning.

**Objective 6:** Prepare pupils for a range of options and opportunities after high school including the completion of a college and university education.

Class **Topics:** Career development in childhood and adolescence. Career development includes pursuit of higher education in order to be equipped for specific careers.

Course activities for Coun 220 include the following note: “School counseling candidates must focus on an issue and intervention geared towards schools.”

**Coun 249: Checklist for school counseling includes:**
- Reviewing scholarship possibilities with student;
- Developing career opportunities for students; and
- Reviewing plans for attending college.
Standard 20
Career Development

The program provides candidates with the knowledge of the components of career development programs and provides them with opportunities to develop, implement and evaluate such programs in schools.

Factors to Consider

1. Primary course to address key elements in Standard 20:

All objectives of Coun 220, Seminar in Career Development Theory, address the factors to consider for Standard 20. The objectives of this course are listed below and the key content areas that address the factors to consider are underlined.

**Coun 220:**

One of its course objectives specifies that school counseling students will develop and evaluate a career development program or intervention targeted to address the needs of elementary and high school students. In order to meet this objective, candidates will incorporate the development and evaluation of a career development program in their final paper and presentation.

Objective 1: Compare and contrast major career development and decision-making theories and models.
Objective 2: Identify social, economic, and political trends that affect career development services in business, industry, education, agency, and private settings.
Objective 3: Relate career development counseling and cultural value systems to diverse populations and groups, e.g. re-entry students, racial, ethnic and gender minorities, disabled and gay/lesbian clients.
Objective 4: Develop an historical/philosophical perspective on the career counseling field.
Objective 5: Develop effective techniques for providing educational counseling to students and families about academic and career decisions, including the development of career development curriculum and academic planning.
Objective 6: Identify appropriate research and evaluation methods in career development.
Objective 7: Apply ethical and legal procedures when using career development counseling and theory.
Objective 8: Examine career counseling strategies and methods.
Objective 9: Identify the variety of computer-based and noncomputer based career resources.
Objective 10: Identify and become knowledgeable of the various assessment instruments and techniques used in the career counseling field.

Assignments: CareerA
2. Experience with career development and counseling

Coun 220 exposes candidates to the knowledge and experience of career development and career counseling by requiring the following activities:

<table>
<thead>
<tr>
<th>Assignment:</th>
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<tbody>
<tr>
<td>Quiz – 25 multiple choice questions on textbook chapters on career counseling</td>
</tr>
<tr>
<td>Assessment Review and Role Play</td>
</tr>
<tr>
<td>Each student will have the opportunity to complete a career assessment (the Self-Directed Search) and counsel a client, using information from his/her summary code.</td>
</tr>
<tr>
<td>Final Paper And Presentation</td>
</tr>
<tr>
<td>This assignment will require students to: (a) Research a career related issue (b) Develop a brief intervention for the targeted group they have chosen to research.</td>
</tr>
</tbody>
</table>

3. Organize and implement career & vocational development programs

Besides one-on-one career counseling, candidates are also engaged in activities that involve organizing and implementing career and vocational development programs:

<table>
<thead>
<tr>
<th>Coun 220:</th>
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<tbody>
<tr>
<td>Assignment: Final Paper</td>
</tr>
<tr>
<td>i. Clearly state a current career issue of interest.</td>
</tr>
<tr>
<td>ii. Identify how this issue relate to the needs of elementary and high school students</td>
</tr>
<tr>
<td>iii. Locate and read current literature (at least 3 different sources and within the past 6 years) that relates to the chosen topic.</td>
</tr>
<tr>
<td>The paper will address:</td>
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<tr>
<td>-one recommendation made by the authors for each study</td>
</tr>
<tr>
<td>-a brief intervention that candidates would use in their practice to address the issue as it relates to your target group.</td>
</tr>
<tr>
<td>Summarize the objectives and content of this workshop in this part of your paper.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Coun 249: Objective 6:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply the principles of career planning with individual students or groups of students in a career planning program in an approved school setting.</td>
</tr>
</tbody>
</table>
Standard 21  
Personal and Social Development

The program provides candidates with the opportunity to apply knowledge and understanding to the theories, concepts, processes, skills and practices required for successful personal and social development. Candidates are able to plan, organize and implement programs that enable pupils to acquire knowledge, attitudes and interpersonal skills that help them understand and respect themselves and others, make decisions, set goals and take necessary action to achieve goals, and to understand and develop safety and survival skills.

Factors to consider:

1. Knowledge of pupils’ personal and social development

Candidates have the opportunity to acquire content knowledge of the theories, concepts, and processes for successful personal and social development and process skills in applying such knowledge by taking the following courses:

a. Content knowledge:

Coun 174:  
*Objective 3*: Recognize relational conditions required in establishing an effective therapeutic alliance.  
*Objective 6*: Utilize counseling theories and knowledge to gain perspective on his/her personal life experiences.

Coun 200: *Objective 5*: Compare and contrast counseling techniques appropriate for various client populations, including multicultural and social equity populations.

Coun 201: *Objective 3*: Apply counseling/psychological theory and data to cross-cultural communication. The graduate student will identify significant communication and relationship patterns that may impede or enhance the cross-cultural counseling interaction process. Candidates also gather information and gain sociohistorical understanding regarding minority populations in the United States.

Coun 202: *Objective 8*: To deepen the student’s knowledge of how core conditions and appropriate techniques are used to establish effective interpersonal communications within groups.

Coun 206: *Objective 1*: Understand and discuss various developmental models relative to the counseling process.
b. Skills in nurturing successful personal and social development of pupils

To successfully complete the PPS program, counseling candidates must demonstrate that they can recognize and apply core clinical skills which include empathy, respect, genuineness, concreteness, immediacy, confrontation and self disclosure. A brief overview of the core clinical skills is as follows:

- Empathy is demonstrated when the helper responds with accuracy to the helpee’s deeper as well as surface feelings.
- Respect refers to the helper’s caring deeply for the human potential of the helpee and communicating a commitment to enabling the helpee to actualize his/her potential
- Concreteness refers to the helper facilitating a direct expression of all personally relevant feelings and experiences in concrete and specific terms.
- Genuineness is demonstrated when the helper is being him/herself and employing genuine responses constructively.
- Self-disclosure is demonstrated when the helper discloses feelings surrounding a certain content.
- Confrontation refers to the helper highlighting the helpee’s discrepancies in a sensitive perceptive manner whenever they appear.
- Immediacy refers to the helper’s direct and explicit manner of relating the helpee’s expressions of him/herself in the “here-and-now.”

Candidates’ competence in apply core clinical skills in individual and group counseling will facilitate pupils’ personal and social development in the following aspects:

- awareness of their strengths, assets, personal values, beliefs and attitudes.
- expression of thoughts, beliefs, and emotions.
- exploration of options and alternatives to problems in their situations.
- identification of their goals, development of plans and initiation of actions toward their goals. This includes an understanding of choice and consequence, and personal responsibility in decision making.
- understanding of personal boundaries.
- development of empathy and understanding toward other people.
- communication skills with others.

The core clinical conditions in counseling are crucial skills that nurture pupils’ personal and social development. This program provides a lot of opportunities for candidates to demonstrate these skills. Candidates gain self-awareness about their counseling skills through feedback from peers and instructors.
• **Coun 174** requires students to experience counseling in the role of client.

• **Coun 200** requires students to practice counseling skills through role-plays with peers.

• **Coun 208** requires students to practice counseling skills through conducting counseling sessions with selected clients.

• **Coun 202** requires students to describe how core conditions and appropriate techniques are used to establish effective interpersonal communications within groups.

• **Coun 249** requires students to provide individual and group counseling to pupils at elementary, middle/high school settings.

2. **Developing programs to promote pupils’ personal and social development and address problems that may pose a threat to their personal and social development**

Besides equipping candidates with counseling skills to promote pupils’ personal and social development, this program also provides candidates with the necessary training in identifying and developing programs that promote pupils’ personal and social development.

**Coun 240: Required activities:**
Candidates are each required to work closely with parent(s) who have a pupil showing signs of problems. They will identify the developmental and educational needs of the pupil and his/her family. Upon understanding their needs, candidates are asked to identify programs that can address the pupil’s problems and needs.

**Coun 241: Objective 1:** Familiar with major philosophical and theoretical approaches to coordinating and supervision of counseling programs at elementary, middle and high school levels. Topics include:
- Working with Students in a Crisis;
- Working with Non-college Bound Students;
- Working with Students who are the Victims of Violence;
- Working with Exceptional Students in the School Setting.

**Required activities:**
Students are required to write a research paper on successful programs, or program analysis. They are required to respond to a vignette by applying the models relating to Organization of Counseling Services.
Coun 242:

**Objective 1:** Develop methods of working with school staff and parents which include planned prevention programs to help alleviate school failure and promote ways of increasing pupil successes K-12 school settings.

**Objective 2:** Develop and apply methods of consultation services to include conflict resolution, team consultation procedures, classroom management skills for teachers, school discipline models and strategies for teachers.

**Required activities:**
Students are required to work as a consulting group and develop a program or curriculum that addresses the above issues.

Coun 249:

**Objective 1:** Apply individual & group counseling skills to students in an approved school setting.

**Objective 2:** Apply knowledge of human behavior to students in an approved elementary school setting.

**Required activities:**
Students are required to develop a program or curriculum that addresses pupils’ needs in an approved school setting.
Standard 22  
Leadership

Candidates know the qualities, principles, and styles of effective leadership. Candidates also possess the knowledge, skills and attitudes of effective leadership by acting as agents of change in planning, organizing, implementing, managing and evaluating the outcomes of school counseling and guidance programs that increase student learning and achievement.

Factors to Consider

1. Knowledge of effective leadership in program planning, organization, and implementation

This program equips candidates with the knowledge of effective leadership through addressing group leadership and approaches to program development, coordination, supervision, and evaluation. While Coun 202 provides candidates with the knowledge and skills in leadership through equipping them with skills in leading groups, Coun 241 further provides candidates with knowledge and skills in leadership specific to the role of school counselors. The knowledge base of Coun 241 is further elaborated in its updated syllabus to address both leadership development in the counseling profession and school counselors’ administrative role.

Candidates demonstrate skills in these areas through participating in activities required by the following courses:

<table>
<thead>
<tr>
<th>Coun 202: Objective 2: The student will describe group leadership styles and approaches including characteristics of various types of group leaders and leadership styles</th>
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</thead>
<tbody>
<tr>
<td><strong>Required activities:</strong></td>
</tr>
<tr>
<td>Coun 241: Objective 1: Familiar with major philosophical and theoretical approaches to coordinating and supervision of counseling programs at elementary, middle and high school levels. Objective 5: Familiar with ways of coordinating and developing counseling services in a school setting including how school professionals work together, increasing counseling services to pupils, working with paraprofessionals and volunteers in program planning. Objective 7: Aware of leadership skills in organizational and administrative aspects of school counseling services.</td>
</tr>
</tbody>
</table>
Required activities:
- Candidates are required to write a research paper on successful programs, or critically analyze programs.
- Candidates are required to compile a professional portfolio addressing counseling/education/leadership philosophy.
- Interview a school counselor to get first-hand information about the role of school counselors.

Coun 249:
Objective 11: Demonstrate knowledge of supervision and mentoring models.
Objective 12: Demonstrate skill in program development and evaluation.
Objective 13: Demonstrate skill in implementing prevention programs.

Required activities:
Candidates are required to read the textbook, Developing Your School Counseling Program, and respond to activities that involve program development, implementation, and evaluation.

2. Leadership in education reform and school change efforts:
Candidates have the opportunities to become aware of institutional and social barriers that impede access, equity, and success for clients through class discussions and their direct contacts with pupils and families. They are helped to reflect on this issue and develop plans to facilitate education reform and school change efforts.

Coun 240:
Required activities:
Candidates are each required to work closely with parent(s) who have a pupil showing signs of problems. They will identify ways in which school or agency-related issues that may impede home/school or agency collaboration. Upon understanding such a situation, candidates are asked to identify ways that can bring about changes. In this process, candidates learn what and how to advocate.

Coun 241: Objective 6: Able to develop and implement plans directed at affecting school climate by bringing about change in an organization or with an individual(s) within an organization.

Required activities:
This course cover topics that include:
- Working with Students in a Crisis;
- Working with Non-college Bound Students;
- Working with Students who are the Victims of Violence;
- Working with Exceptional Students in the School Setting.
As candidates are exposed to conditions of the above students, they have the opportunity to write a research paper on successful programs or critically analyzing programs that may relate to any of the above situations.

**Coun 242: Objective 4:** Investigate procedures for developing methods to be used in formulating pupil advocacy programs.

**Required activities:**
Candidates are required to review a journal article relating to the issue of child advocacy. They also have the opportunity to make a presentation on programs that can address issues of child advocacy.

2. **Knowledge of funding sources and budget issues concerning student support programs**

**Coun 241: Objective 4:** Able to review school counseling budgeting procedures, methods used in counseling programs, and methods of evaluating school counseling programs, through approved research procedures.

3. **Managing the delivery of a comprehensive and developmental school counseling and guidance program**

When candidates apply their knowledge and skills in fieldwork, they have the opportunity to demonstrate their understanding and competence in managing the delivery of a comprehensive and developmental school counseling and guidance program through a carefully designed sequence of activities in Coun 249:

**Coun 249:**
The following activities will develop candidates’ knowledge and skills in managing the delivery of a comprehensive counseling and guidance program:

**Text Assignments:**

- **Comprehensive School Counseling Programs:** Consult with your field supervisor and relevant school personnel.
  a. Identify if a comprehensive school counseling plan is in place.
  b. If yes, describe and assess their plan and if no, describe how you will develop a comprehensive school plan at your school site.

- **Chapter 5, Developing a Program:** Follow the guidelines of the chapter on planning, organizing, implementing, and evaluating.
  c. Describe how you will develop one prevention program at your school site.
Chapter 10, Evaluation of a School Counseling Program:
a. Evaluate the counseling program at your school that addresses: guidance curriculum, individual planning, responsive services, and system support.
Standard 23
Advocacy

Candidates demonstrate skills and attitudes essential for advocating for the learning and academic success of all pupils. Candidates are able to identify institutional, systemic, interpersonal and intrapersonal barriers to learning, and are able to plan and implement strategies to eliminate those barriers and effectively support positive learning and achievement outcomes for all pupils.

Factors to Consider:

1. **Knowledge of current and potential biases and discrimination in educational programs, services and systems**

Candidates demonstrate their awareness of the existence of biases and discrimination in educational programs, services, and systems through class discussions and completing course requirements designed to help them understand the experience of social equity populations.

**Coun 200:**

*Areas of specific mention in this course* include:

- Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients.

**Required activities:**

Candidates have the opportunity to demonstrate such awareness through comparing and contrasting counseling techniques appropriate for various client populations, including multicultural and social equity populations in class.

**Coun 201:**

*Objective 2*: Gather information and gaining social/historical understanding regarding a selected non-mainstream, socio-cultural population in the United States. The advanced student will gain knowledge of the varied social and psychological experiences of selected U.S. American minority, immigrant and recent refugee groups. They become aware of their own cultural values, biases, and ethnic identity and how this may affect how the profession and institutional policies and procedures discriminate.

**Required activities:**

Candidates are required to participate in an Immersion/Emersion Project in which they are required to meet with someone of a different background once a week for one hour and to get to know him/her. Based on the background of the informant, candidates are assigned to a group to develop a treatment intervention based on the healthy aspects of the informant’s background. Through this process, candidates can demonstrate knowledge of the unique experiences of people, which may include discriminatory treatment in educational programs, services and systems.
Coun 203:

**Objective 1:** Identify the effect of cultural and ethnic factors upon academic assessment and achievement.

**Required activities:**
Candidates are required to conduct a case study and write an assessment of the person based upon the knowledge divulged in the student’s interview using the example from the textbook, Reducing Hate Crimes and Violence Among American Youth. Through this case study, candidates will demonstrate their ability to evaluate pupils’ conditions comprehensively and identify techniques they would employ to gain the necessary information to be of assistance to the student. Cultural and ethnic factors are key areas of consideration for comprehensive assessment.

Coun 242:

Candidates are **required** to interview a school consultant to gather information about what programs and strategies the consultant employs when working with school staff and parents to alleviate school failure and increase pupil success.

Subsequently, candidates are required to develop a specific method for working with school staff and parents around a program to alleviate school failure and increase pupil success in response to a vignette in their final examination.

Among the topics for group presentation, one group is assigned to present on the following topic, “Develop a consultation model for student advocacy.”

Coun 249:

Candidates are **required** to provide counseling and/or intervention for a student at risk of school failure. They are required to submit a case study write-up and make a verbal presentation in class. The case study write-up includes the following:

- A brief and concise summary of the family history and current situation addressing the following areas: ethnic, socio-economic, linguistic background, family dynamics, strengths and challenges.
- Assessment: Identify how these problems affect your student’s learning, academic achievement, and school behaviors; identify your student’s interest and strengths and things that can motivate your student’s learning.
- Counselor Recommendations: Address what specific recommendations you can make as an advocate for this student; and what you can do to advocate for this student.

Coun 240

Coun 240 puts candidates through the process of advocacy for students with special needs in education by **requiring** them to each work with a family with exceptional children. Through their work with the specific family, they identify resources in the community, in the school district, on the school site, and in the internet that will help parents assist their children with educational needs. Strengths-Based Support/Empowerment is addressed in class meetings. Candidates review legal aspects, procedural safeguards, and Individualized
Education Plans in another class meeting. Candidates are encouraged to inform families of their legal rights for services to assist children with special needs.

2. **Knowledge of the barriers to the highest learning and achievement for all pupils**

Understanding barriers to the highest learning and achievement for all pupils is an important step to identifying what is needed to help pupils succeed. Candidates demonstrate their awareness of these barriers through class discussions about the sources of normal and dysfunctional behavior and required activities such as serving on Student Study Team, and developing intervention for an identified context.

**Coun 206: Objective 5**: Become better acquainted with research literature regarding development and be able to relate to discussions regarding the etiology of normal and dysfunctional behavior.

**Coun 249: Checklist for student activities during field practice**:
- Identification of the gifted, retarded, and emotional child with adjustment difficulties in school;
- Identification of children with ability in art, music, reading, arithmetic and other academic areas;
- Participation on Student Study Team as a counselor; and
- Identification of at risk students who may be potential drop-outs.

**CI 285: Objective 4**: Identify a context for brief intervention, develop an assessment plan, collect data, interpret results, and describe implications for planning and change. Topics covered in this course include Multiple Intelligences: The importance of multiple representations of content for Special Needs Learners.

3. **Knowledge of school learning support programs and services**

As candidates become aware of the limiting impacts of discrimination and the barriers to pupils’ optimal learning and success, they are also given the opportunity to explore support programs and services to increase pupil success.

**Coun 240**:
**Required activities**: Candidates are each required to work closely with parent(s) who have a pupil showing signs of problems. They will develop a Family Resources Notebook collaboratively with parent(s). This Family Resources Notebook must include support programs and services that address the limiting conditions facing the pupil and his/her family.
**Coun 241:**

**Objective 1:** Familiar with major philosophical and theoretical approaches to coordinating and supervision of counseling programs at elementary, middle and high school levels.

**Objective 3:** Able to identify ways a counselor provides counseling services to students including individual counseling, classroom guidance, responsive support services.

**Required activities:** Candidates are required to write a research paper on successful programs.

**Coun 242: Objective 1:** Develop methods of working with school staff and parents which include planned prevention programs to help alleviate school failure and promote ways of increasing pupil successes K-12 school settings.

**Required activities:** Candidates are required to make a group presentation on programs that address school failure and enhance pupil successes.

4. **Knowledge of and skill in advocating for high academic expectations and learning success for all pupils**

**Coun 240: Assignment:** Students are to work with a family that has a child with special needs and to advocate for the services that meet the needs of the family and the child.

**Coun 241: Objective 6:** Able to develop and implement plans directed at affecting school climate by bringing about change in an organization or with an individual(s) within an organization.

**Coun 242: Objective 4:** Investigate procedures for developing methods to be used in formulating pupil advocacy programs.

Candidates taking the above courses are engaged in class discussions about pupil advocacy, plans that affect school climate, and ways to empower parents in the process of home/school collaboration. Required activities such as developing a Family Resource Notebook in **Coun 240**, presentations of effective programs in **Coun 241** and **242** are examples of candidates’ direct experience in advocating for pupils and their families.

5. **Knowledge of educational and career paths**

**Coun 220:**

Class discussions are generated to meet the following objectives:

**Objective 1:** Compare and contrast major career development and decision-making theories and models.
Objective 3: Relate career development counseling and cultural value systems to populations and groups.

Objective 5: Describe effective techniques for providing educational counseling to students and families about academic and career decisions, including the development of career development curriculum and academic planning.

In addition, students are assigned to a small group with the task of creating a career guidance program for a specific client population. This task develops students’ ability to assess client’s needs, develop intervention strategies and deliver these services in a group setting. Students are engaged in teamwork, problem solving and exercising organizational skills.

6. Knowledge of academic and learning required for admission to college/university

Coun 249: Checklist for activities in field practice include:
Review scholarship possibilities with students; develop career opportunities for students, review plans for attending college.
Standard 24
Learning, Achievement and Instruction

Candidates know appropriate classroom management strategies and techniques for assisting teachers with classroom organization. Candidates understand curriculum design, lesson plan development, and instructional strategies for teaching counseling and guidance related material.

Factors to Consider

1. Knowledge of effective classroom management strategies and instructional strategies

This program provides candidates with the knowledge of effective classroom management and instructional strategies through exposing them to theories and knowledge in this domain. Candidates are also given opportunities to demonstrate possession of this knowledge through their responses to examinations, class presentations, class discussions and writing papers to respond to vignettes and reflect on their learning.

<table>
<thead>
<tr>
<th>Coun 241: Objective 3:</th>
<th>Able to identify ways a counselor provides counseling services to students including individual counseling, classroom guidance, responsive support services.</th>
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<tbody>
<tr>
<td>Coun 242: Objective 2:</td>
<td>Develop and apply methods of consultation services to classroom management skills for teachers, school discipline models and strategies for teachers.</td>
</tr>
<tr>
<td>CI 285:</td>
<td>This course provides candidates with the opportunity to apply theories and knowledge in pupils’ development and learning to the design of classroom instruction.</td>
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</table>

2. Skills in planning guidance lessons and providing guidance instruction

Class presentations are required in Coun 150, Coun 201, Coun 202, Coun 206, Coun 233, Coun 240, Coun 241, Coun 242, Coun 249, and CI 285. This requirement puts candidates into the actual practice of writing plans for presentation, choosing appropriate content and presentation approaches and strategies for the audience. They are given feedback and evaluation on multiple dimensions of their presentation skills.
3. **Skills in teaching guidance concepts to pupils, parents and teachers**

**Coun 249**: Candidates in field practice at an approved school setting are engaged in **activities** which include:

- Presenting in service meeting to teachers/staff/parents/pupils to make them aware of counseling as well as introduce materials
- Helping a student set up a study plan at home/school
- Helping a child adjust to peers/parents/teachers
- Facilitating a group for elementary students
- Preparing behavior modification programs for students

4. **Skills in involving parents in classroom learning and supporting teachers**

**Coun 242**:  
**Objective 5**: Design and apply appropriate parent education program for specific population group  
Candidates are **required** to make a presentation in class on an important topic of interest to an identified audience, which may include parents and teachers.

**Coun 249**: Candidates in field practice at an approved school setting are engaged in **activities** which include:

- Setting up personal/phone conference with parents
- Consulting with a teacher regarding a particular student (might include class visitation)
Standard 25
Individual Counseling

Candidates demonstrate knowledge of the theories of counseling, the stages of the counseling relationship, and the elements of effective counseling, particularly as they pertain to the three domains of school counseling. Candidates also know and demonstrate skills in helping pupils cope with personal and interpersonal problems as well as skills in crisis intervention in response to personal, school, and community crises. Candidates are able to design and implement programs of wellness promotion, prevention, treatment and intervention services. In addition, candidates understand and possess skill for evaluating counseling outcomes, including the impact of individual and small group counseling on student learning and achievement. Candidates know community-based mental health referral resources and effective referral practices.

Factors to Consider

1. Knowledge of and skills in applying theories of counseling appropriate to schools:

Opportunities are provided for candidates to demonstrate their possession of knowledge and skills in applying theories of counseling appropriate to schools. They are first put into counseling experience in the role of client (required by Coun 174), taking turns as a counselor and a client in peer counseling (required by Coun 200), and providing counseling for selected clients on campus (required by Coun 208). Candidates must at least demonstrate the quality of being a good counselor (Grade B for Coun 208), otherwise, they are required to repeat Coun 208.

Grade B or above for Coun 208 indicates that candidates have demonstrated at least a good quality of the following:

- mastery of unconditional regard for client(s)
- mastery of empathy
- mastery of facilitative genuineness
- mastery of appropriate self-disclosure
- mastery of immediacy
- mastery of therapeutic confrontation
- respectful of client (needs, values, strengths)
- consistent; steady improvement
- overall quality of the therapeutic alliance
- assessment and diagnosis skills
- seeks self-improvement and learning opportunities
- adheres to ethical standards; understands commitments to clients
Upon successful completion of Coun 208, candidates are given permission to apply counseling for pupils in K-12 settings (Coun 249). Their counseling skills are further evaluated by their on-site supervisors.

2. **Knowledge and skills in assisting individual pupils with emotional conflicts and problems and evaluating counseling outcomes:**

Candidates’ successful completion of Coun 208 indicates that they possess the skills in helping clients with emotional conflicts and problems. They are also required to write case write-up, progress notes, and case summaries to demonstrate their understanding of clients’ problems, their ability to develop treatment plans, and to evaluate counseling outcomes.

Candidates taking Coun 249 are required to complete a case study in which they demonstrate how they apply counseling theories to assess pupils’ problems, conceptualize intervention plans, and evaluate counseling outcomes.

3. **Knowledge of the assessment of student mental and emotional problems**

**Coun 203: Objective 3:** Describe methods and theories related to the emotional, intellectual, and physical characteristics of typical and atypical students.

**Required activities:**
Candidates are required to write a psychological report on a student from the class. The report will include interviews, tests in and out of class, and other pertinent assessment data.

**Coun 208:** When candidates provide supervised direct individual counseling on campus, they have the experience of assessing mental and emotional problems of their clients.

4. **Knowledge of and skill in making appropriate and effective referrals to community mental health agencies and professionals**

**Coun 208: Handbook:** Referral resources are given to candidates in the Handbook for Coun 208. During the counseling process and before terminating the counseling relationships, candidates will consult with the instructor and refer to the referral list for appropriate community services for clients.

**Coun 240:**

**Required activities:**
Candidates are each required to work closely with parent(s) who have a pupil showing signs of problems. They will create a Family Resource Notebook for the family they work with. Candidates are required to demonstrate how the referral resources can be used to address the
identified problems and needs of the family.

**Coun 249:** Checklist for activities in fieldwork includes: Make referrals for students to various agencies.

5. **Knowledge of and skill in applying research based counseling theory to particular problems and populations**

Candidates demonstrate their knowledge of and skills in applying research based counseling theory to particular problems and populations through case analysis, formulation of accurate treatment plans and participation in class discussion of related topics.

**Coun 233:**  
**Assignment:**  
**Child Interview and Role Play:**  
Students will be required to do a 20-minute interview with a child using techniques you learn from play therapy (e.g. puppet interviewing, art therapy, Theraplay®, story-telling, etc.). The interview will be conducted at Fresno Family Counseling Center with the faculty and other class members viewing your session through digital feedback monitors at that site.

**Specific topics** covered in Coun 233 include:
- Child and Adolescent Depression
- Anxiety Disorders
- Oppositional Behavior/Conduct Disorder/Gangs
- Common Childhood Disorders
- Reactive Attachment Disorder
- Eating/Elimination Disorders

**Coun 241:** **Specific topics** covered in this course include:
- working with Students in Crisis
- working with At-risk Students
- working with Students who are the Victims of Violence.
Standard 26
Group Counseling and Facilitation

Candidates understand group dynamics and possess skill in group work including counseling, psychoeducational task and peer helping groups and facilitation of teams to enable pupils to overcome barriers and independence to learning.

Factors to Consider

1. **Knowledge of group theory, group dynamics, types of groups and skills in leading small groups relevant to working in schools:**

Candidates are provided with a solid content knowledge of group theory, group dynamics, types of groups and skills in leading small groups relevant to working in schools by **Coun 202, Seminar in Group Process**. Besides covering topics relating to group process, candidates are given the opportunities to demonstrate their knowledge and skills in group counseling by the following **required activities**:

<table>
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<tr>
<th>Activity</th>
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<tbody>
<tr>
<td>writing paper on observation/participation in the Process Group, the Peer Group, and the readings from textbooks</td>
</tr>
<tr>
<td>designing a counseling group based on a chosen theoretical orientation</td>
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<tr>
<td>organizing and leading a group using appropriate principles of group dynamics covered in the class</td>
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</table>

In **Coun 201**, candidates have opportunities to **identify significant communication and relationship patterns in grouping that can impede or enhance the cross-cultural counseling interaction process**. They identify culturally contextualized group processes that can be utilized to enhance minority participation in school activities.

**Coun 249 Assignment:**

Candidates apply their group counseling skills by leading groups for students in an approved school setting.

Candidates read **Chapter 6 of the textbook, Individual Counseling and Group procedures** and evaluate the group counseling programs available at their school site.

Candidates submit a case write-up and present in class what they have done to help a student at risk of school failure. Within the report, they are asked to consider, among a list of intervention approaches, if group counseling/guidance is appropriate and feasible in your intervention plan.

**Coun 202, SEMINAR IN GROUP PROCESS** specifies one course **objective** as:
“The student will identify how group counseling in a school setting helps students overcome barriers to learning.”

Students in the **Pupil Personnel Services Credential** will do a research paper and a presentation on using groups with students (any age) in an educational setting to reduce barriers to learning.

2. **Knowledge and skill in facilitating teams and committee meetings**

Candidates acquire knowledge and skills in facilitating teams and committee meetings through class discussions about multi-disciplinary collaboration in Coun 241, and consultation among professionals in school settings. In addition, candidates have ample opportunities of working in teams when they participate in group projects and group discussions in class. They finally demonstrate their skills when they work in K-12 settings for Coun 249.

**Coun 241: Objective 5:** Familiar with ways of coordinating and developing counseling services in a school setting including how school professionals work together, increasing counseling services to pupils, working with paraprofessionals and volunteers in program planning.

The knowledge base for this course includes the area of Leadership development in the Counseling profession. This area specifically addresses the importance of school counselors working with adults involved in assisting students through direct services and program planning. The leadership role of school counselors in parent-teacher conferences, I.E.P.’s, workshops, inservices, and Student Assistance Programs and leadership principles, qualities, and styles are discussed, and applied in activities throughout the course.

Topics covered in its course schedule includes: Counseling philosophy, National School Counseling Standards, A school counseling program, Relationship of the counselor to teachers, administrators, and the community.

**Coun 242:**

**Objective 2:** Develop and apply methods of consultation services to include conflict resolution, team consultation procedures, classroom management skills for teachers, school discipline models and strategies for teachers.

**Objective 3:** Provide methods of consulting with schools and develop appropriate consultation models with teachers, administrators, and parents through the utilization of counseling methods.

**Coun 249:** Checklist for activities includes:

- Participate on Student Study Team as a counselor
- Become a part of a curriculum study committee
- Attend regular staff meeting
Standard 27
Collaboration, Coordination and Team Building

Candidates apply skills of effective collaboration among school staff, parents, individuals, groups, and agencies in the community to meet developmental needs along a continuum of preschool through adult pupils. In collaborative efforts, candidates demonstrate competence in coordinating the services of community members, agency personnel and parents within a comprehensive school counseling and guidance program as it relates to the educational mission of the school. Candidates know and possess skills in building effective working team of school staff, parents, and community members for eliminating personal, social and institutional barriers to learning and increasing student academic achievement and learning success.

1. Knowledge of effective collaboration programs and services

<table>
<thead>
<tr>
<th>Course</th>
<th>Objective</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coun 201:</td>
<td>Objective 2:</td>
<td>Candidates gather information and gain social/historical understanding regarding a selected non-mainstream socio-cultural population in the United States.</td>
</tr>
<tr>
<td></td>
<td>Objective 5:</td>
<td>Candidates learn to identify strategies for implementing culturally responsive counseling and therapeutic practices.</td>
</tr>
<tr>
<td></td>
<td>Assignment:</td>
<td>CulturalA</td>
</tr>
<tr>
<td>Coun 240:</td>
<td></td>
<td>Candidates are required to connect families with programs and services available on K-12 campuses, at local school district, and in the community to address the identified problems facing these families.</td>
</tr>
<tr>
<td>Coun 241:</td>
<td>Objective 1:</td>
<td>Familiar with major philosophical and theoretical approaches to coordinating and supervision of counseling programs at elementary, middle and high school levels.</td>
</tr>
<tr>
<td></td>
<td>Assignment:</td>
<td>AdvocacyA</td>
</tr>
<tr>
<td></td>
<td>Objective 1:</td>
<td>Develop methods of working with school staff and parents which include planned prevention programs to help alleviate school failure and promote ways of increasing pupil successes K-12 school settings.</td>
</tr>
<tr>
<td></td>
<td>Objective 5:</td>
<td>Design and apply appropriate parent education program for specific population group.</td>
</tr>
<tr>
<td></td>
<td>Required activities:</td>
<td>Candidates are required to make presentations on prevention programs, parent education program, or interventional programs.</td>
</tr>
<tr>
<td>Coun 249:</td>
<td></td>
<td>Students are required to meet with their supervisor and evaluate the counseling program at their school on:</td>
</tr>
</tbody>
</table>
2. Knowledge of and skills in coordination

a. Coordinating the roles of school staff, parents, family, and community members and community agency personnel within the framework of a comprehensive counseling and guidance program

The importance of coordinating the roles of school-wide staff is covered in many courses throughout the curriculum; examples as follow:

- **COUN206**—family roles are discussed as important throughout the life span;
- **COUN220**—counselor roles in career development are related to family and schools;
- **COUN240**—early identification is considered important in management of special problems;
- **COUN241**—guidance services course; comprehensive guidance program is covered;
- **COUN242**—role of working with parents, consulting and prevention.

b. Coordinating support services necessary for success in academic, career, personal and social development and for meeting students’ needs

The PPS program incorporates this factor in four major courses in the curriculum:

- **COUN 220**, Career Development;
- **COUN240**, Exceptional Children and Parents;
- **COUN241**, Guidance Services and

The objectives in these courses are strongly related to the coordination of support services. Academic and career development receives strong recognition in these four courses.

c. Coordinating guidance activities through which pupils develop competency in self-management, communication, interpersonal interaction, and decision making

Candidates have the opportunities to participate in coordinating guidance activities when they are engaged in Coun 249. However, when they design guidance activities in which pupils develop competency in self-management, communication, interpersonal interaction, and decision-making, candidates apply their integrated knowledge from many different courses, such as:
COUN 200: **Objective 1**: The student will demonstrate a practical, understanding of basic responding skills through counseling and/or role play activities.

COUN 202: **Objective 8**: The student will describe how core conditions and appropriate techniques are used to establish effective interpersonal communication within groups.

COUN 203: **Objective 7**: The student will interpret results of instruments to pupils, parents, teachers, administrators, and others interested in assessment procedures.

COUN 206: **Objective 6**: Students will examine the effects of family dynamics and socioeconomic factors that affect development.

COUN 220: **Objective 1**: The student will compare and contrast major career development and decision-making theories and models.

COUN 240: The student has direct contact with exceptional individuals and their families and demonstrates awareness of appropriate counseling and/or conferencing techniques through providing services.

COUN 241: **Assignment**: The student will participate in group activities designed to develop skills as a leader, participant, presenter and evaluator.

COUN 242: **Objective 3**: The student will provide methods for consulting with schools as well as develop appropriate consultation models with teachers, administrators, and parents through the use of counseling methods.

3. **Knowledge and skills in team building**

It is the intent of the counselor education faculty to provide training for students to insure the development of professionals who possess knowledge and skills in team building to best serve the interests of pupils when collaborating with parents and a multi-disciplinary team. Candidates who complete this program demonstrate competence in inter-personal communication in a one-on-one context (Coun 174, 200, 208) and in group settings (Coun 202). Knowledge and skills are also developed through the following courses:

**Coun 240**: **Objective 1**: provide documentation of competence in collaborative activities, including knowledge of available resources, networking, and negotiation skills, with families, educational and other professionals and paraprofessionals.

**Coun 241**: **Objective 5**: Familiar with ways of coordinating and developing counseling services in a school setting including how school professionals work together, increasing counseling services to pupils, working with paraprofessionals and volunteers in program planning.

**Coun 242**: **Objective 3**: Provide methods of consulting with schools and develop appropriate consultation models with teachers, administrators, and parents through the
utilization of counseling methods.
Standard 28
Organizational systems and program development

Candidates understand the organization, structure, and cultural context of schools as educational systems and are able to plan, develop, implement and evaluate systematic and comprehensive counseling and guidance programs that are part of an overall school plan. Such programs include student outcomes that reflect the impact of counseling and guidance programs on students learning and academic achievement.

Factors to Consider

1. A comprehensive school counseling and guidance program

**Coun 249:** Students are guided through the whole process of developing, implementing and evaluating a comprehensive school counseling and guidance program through reading the required text and practicing the concepts in approved school setting. These activities strengthen the following skills:
   - Understand and apply basic principles of organizational theory and change theory;
   - Understand the organization of the school, dynamics of change and the roles of individuals within the school setting;
   - Identify a wide range of philosophical, historical, political, ethical, cultural and economic forces that impact the school organization and ecology;
   - Understand the ways to build consensus in program development;
   - Experience the process of data collection, assessing validity and reliability, and compiling an evaluation report based on outcome measures;
   - Know how to conduct needs assessment and program evaluation.

**Requirements** Coun 249 requires candidates to engage in the following activities to develop, implement, and evaluate a comprehensive guidance program to help students at risk of school failures:

For each of the field work site, candidates compile a **Site Binder** to collect the following information from their school sites and present in class:
   - organization chart, personnel at the counseling center,
   - Academic Performance Index (API),
   - demographics of the student population (including ethnicity, gender, and socio-economic status),
   - counseling programs and activities currently offered,
   - job descriptions of school counselors,
   - assessment instruments to evaluate the counseling program,
   - after school programs and community resources available on campus or in the neighborhood.

After reading **Chapter 3 of the textbook, Comprehensive School Counseling**
Programs, candidates consult with their field supervisor and relevant school personnel to

- Identify if a comprehensive school counseling plan is in place.
- If yes, describe and assess their plan and if no, describe how you will develop a comprehensive school plan at your school site.

After reading Chapter 5 of the textbook, Developing a Program, candidates describe how they will develop one prevention program at their school site by following the guidelines of the chapter on planning, organizing, implementing, and evaluating.

Other courses also provide opportunities for students to learn organizational theories, program development and evaluation, and conducting needs assessment:

COUN 241:

**Objective 1:** Familiar with major philosophical and theoretical approaches to coordinating and supervision of counseling programs at elementary, middle and high school levels.

**Objective 4:** The student will review school budgeting procedures and supervisory methods used for counseling programs along with methods of evaluating school counseling programs through approved research programs.

**Objective 5:** Familiar with ways of coordinating and developing counseling services in a school setting including how school professionals work together, increasing counseling services to pupils, working with paraprofessionals and volunteers in program planning.

**Objective 6:** Able to develop and implement plans directed at affecting school climate by bringing about change in an organization or with an individual(s) within an organization.

**Objective 7:** Aware of leadership skills in organizational and administrative aspects of school counseling services.

Coun 241 includes the area of Administrative Role in School Counseling under the section on knowledge base. Knowledge and skills pertaining to the administrative role of school counselors in program development are covered through class discussion and activities throughout the course.

Candidates are required to write research papers to report on successful programs, and critically analyze and evaluate programs or review literature on leadership styles, skills, and roles, and adapt them to the professional school counselor.

Candidates are also required to make a group presentation on a topic relevant to leadership, program evaluation, student achievement, historical issues, current trends, and anticipated future scenarios related to school counseling.
Topics relating to organizational systems and program development covered in the course schedule include: National School Counseling Standards, A School Counseling Program, Counselor as Leader, and the Counseling Program and Student Achievement.

COUN 242: **Objective 1**: Develop methods of working with school staff and parents which include planned prevention programs to help alleviate school failure and promote ways of increasing pupil successes K-12 school settings.

Coun 242 reviews different consultation models as they apply to enhancing success among school students. Course topics include both individual and organizational consultation processes. Candidates demonstrate their understanding of the knowledge and skills in working with school staff and parents through planning prevention programs in the following ways:

**In the final examination**, candidates respond to two vignettes. In one vignette, they are required to design and apply an appropriate parent education program for a specific population group. In the second vignette, they are required to develop a specific method for working with school staff and parents around a program to alleviate school failure and increase pupil success.

Candidates are also assigned to make group presentations. Each group must develop and present a consultation model for working with teachers, parents or administrators. The topics for presentation include:

- A planned prevention/intervention program, i.e. drug abuse prevention, school drop out prevention, intervention with at-risk students, positive alternatives to gangbanging, increasing school success for elementary, middle, or secondary school students.
- Design and implement a peer counseling/helping program.

2. **Understanding the interrelationships among prevention and intervention strategies**

In Coun 242: different models and concepts relating to consultation are examined.

Models of consultation are reviewed along the following dimensions:

- Purposes of intervention (primary, secondary, and tertiary prevention)
- The method of intervention (direct and indirect services) and
- The target of intervention (individuals, groups, organizations, and communities).

Students are asked to apply the models of consultation to approach a vignette for appropriate levels of intervention.
Standard 29
Prevention, Education and Training

Candidates know and have skills in the planning, organizing and implementing educational programs designed to promote pupil learning and high academic achievement. Candidates also have knowledge in preventing problems that pose barriers to learning and achievement. Candidates develop knowledge and skills in working with school staff, parents, and family members to enable them to eliminate barriers to learning and achievement.

1. Knowledge of and skills in identifying early signs and predictors of student learning problems

Candidates are required to engage in activities that are designed to develop their knowledge of and skills in identifying early signs and predictors of student learning problems in the following courses:

**COUN 203**: Through class discussions, and reading required texts, candidates are given opportunities to:
- describe methods and theories related to the emotional, intellectual, and physical characteristics of typical and atypical students
- identify appropriate research methods and procedures used to carry out investigations in educational and psychological settings.

**Assignment**: Based on these concepts, they are given the opportunities to demonstrate their knowledge and skills through doing the following:
- write an assessment of the person based on the knowledge divulged in the student’s interview
- writing a psychological report on a student/partner from the class

**COUN 206**: Assignment: Candidates demonstrate their knowledge and skills in identifying problems in student development through the following activities:
- observation of a child and write-up
- interview with an adolescent and write-up

**COUN 233**: Candidates have an opportunity to observe and interact with children in the university Early Education Center.

**CI 285**: Through class discussions and the assigned readings, candidates are exposed to a wide range of psychological theories implicated in learning. Candidates demonstrate their understanding through:
- taking weekly quizzes on the course contents
- analyzing a research article
- making oral presentation
• complete a team or individual mini-research project/paper

**Coun 249**: Candidates participate in early identification of pupils’ learning conditions through the following activities:

• Identification of the gifted, retarded, and emotional child with adjustment difficulties in school
• Identification of children with ability in art, music, reading, arithmetic and other academic areas
• Identification of at risk students who may be potential drop-outs

Candidates are required to provide counseling and/or intervention for a student at risk of school failure. They are required to submit a case study write-up and make a verbal presentation in class. The **case study write-up** includes the following:

a. A brief and concise summary of the family history and current situation addressing the following areas: ethnic, socio-economic, linguistic background, family dynamics, strengths and challenges.
b. Assessment: Identify how these problems affect your student’s learning, academic achievement, and school behaviors; identify your student’s interest and strengths and things that can motivate your student’s learning.
c. Include what you have done to assess the problems, for example:
   • consultation with parents, teachers, other school personnel and/or administrators,
   • review of your student’s school records and other assessment reports,
   • direct observation of your student in class or on campus,
   • attendance at IEP or SST meetings for your student.
d. Intervention: Consider which of the following areas are most appropriate and feasible in your intervention activities:
   • crisis intervention
   • individual counseling/guidance
   • group counseling/guidance
   • consultation with parents, teachers, other school personnel and/or administrators
   • referral to onsite or community program

2. **Knowledge of and skills in developing, organizing, presenting and evaluating**

   a. Educational programs
   b. Prevention programs for parents, family and community members

**COUN 241, 242, 249** place strong emphasis on developing candidates’ knowledge and skills to develop, organize, present, and evaluate programs for education, prevention, and intervention purposes in school settings.
COUN 241: Candidates will write a research paper on successful programs.

COUN 242: Candidates will conduct a workshop in class on topics that involve planned prevention/intervention program, classroom management plan, parent education, and psychosocial and educational areas.

Coun 242a. Candidates study different consultation models, interview a consultant regarding strategies to alleviate school failure and increase school pupil success, and listen to one of their peers’ presentation on a planned prevention/intervention program, i.e. drug abuse prevention, school drop out prevention, intervention with at-risk students, positive alternatives to gangbanging, increasing school success for elementary, middle, or secondary school students.

b. Subsequently, candidates are required to develop a specific method for working with school staff and parents around a program to alleviate school failure and increase pupil success in response to a vignette in their final examination.

Coun 249: Candidates will be engaged in activities such as:
- Present inservice meeting to teachers/staff/parents
- Prepare behavior modification programs for students
- Work with or develop peer counseling program
- Establish a crisis counseling center
- Help evaluate the PPS program

3. **Knowledge of and skills in working with teachers to implement and evaluate educational programs**

Candidates have the opportunity to develop knowledge of and skills in working with teachers when they take COUN 242 that reviews different consultation models for use in educational settings. They demonstrate their knowledge and skills through class discussions and writing an essay for their Final Examination when they apply a specific consultation model to vignettes relating to school settings.

Candidates further apply their knowledge and practice their skills when they take Coun 249. Their activities in K-12 setting include:

- Conference with teachers
- Participate on a Student Study Team as a counselor
- Consult with a teacher regarding a particular student
- Help a student adjust to peers/parents/teachers
Standard 30
Research, Program Evaluation and Technology

Candidates are knowledgeable about basic principles of research design, action research, and program evaluation. This includes traditional experimental design as well as qualitative and single-subject design. Candidates are able to differentiate high quality from inadequate research and understand measurement and statistics in sufficient depths to evaluate published research and conduct evaluation of counseling and guidance and other educational programs in terms of student outcome. Candidates understand and utilize computer technology and technological applications for conducting program evaluation.

Factors to Consider

1. Understanding of research design, research methods, statistical analysis, needs assessment and program evaluation and modification

Candidates are given opportunities to critically review research literature in the process of building research-based knowledge. Emphasis on understanding research design, research methods, statistical analysis, needs assessment and program evaluation is articulated in statements of objectives of some courses and also in required activities of other courses.

ERA 153, Educational Statistics has been a pre-requisite course for all applicants to the Master Degree in Science- Counseling and Student Services (K-12 Specialization). Most of the PPS candidates in our program are in both the master degree and the PPS credential programs. In order to ensure that PPS candidates are equipped with the necessary knowledge in research methods and procedures used to carry out investigations, ERA 153 will be a pre-requisite course required of all applicants to the PPS program.

ERA 153 is designed to help the candidate develop skill in research design and quantitative data analysis. The class is intended to help candidates understand the language of statistics used in the scholarly literature and in their own studies, and to help students use statistical tools in description and analysis.

Candidates will be required to have taken ERA 153 before entering the PPS program. Course objectives of ERA 153 are as follows: Each student will demonstrate

   a) an understanding of descriptive statistics
   b) the ability to choose and utilize appropriate statistical tests
   c) an appropriate level of comfort with SPSS
   d) an understanding of the issues involved in designing a research experiment, completing the analysis, and explaining the results.

The homework assignments are designed to give the students practice in
statistical manipulation and in evaluating research design problems.

**Coun 203: Objective 5:** Identify appropriate research methods and procedures used to carry out investigations in educational and psychological settings.

**Coun 206: Objective 5:** Become better acquainted with research literature regarding development and be able to relate to discussions regarding the etiology of normal and dysfunctional behavior.

**Coun 242: Assignment:** Candidates will select three articles for review for the class. They must address the purpose of the article, how data was gathered, a summary of the results, conclusions reached by the authors, and critically evaluate the study.

**CI 285: Objective 1:** Explore previously learned, research-based psychological frameworks important to explaining and planning behavior.

In this course, students are required to conduct a mini-Research Project/Paper. They are given the guidelines in conducting a research study, which includes literature review, statement of question, methodology, results, discussion, and conclusion.

**Coun 249:** The reading assignments and accompanying activities address needs assessment and program evaluation and modification.

### 2. Skill in locating research data

**CI 285: Objective 4:** Student will identify a context for brief intervention, develop an assessment plan, collect data, interpret results, and describe implications for planning and change.

**Coun 242:** Class discussions include: National Standards Activity/Data Points.

**Coun 249:** *Mandatory field activities* include: Become familiar with the use of school technologies for information access, teaching and learning

### 3. Skill in interpreting research data to pupils, parents, school, and the community

**Coun 203: Objective 7:** Interpret results to individual clients, parents, teachers, administrators, and other interested parties.

*Topic* in its course schedule: “Communicating results to clients/patients/parents.” Furthermore, candidates will be given quizzes to ascertain their grasp of the concepts covered.
4. **Skill in disseminating program evaluation findings to program stakeholders**

**Coun 242: Objective 3:** Provide methods of consulting with schools and develop appropriate consultation models with teachers, administrators, and parents through the utilization of counseling methods.

In this course, students learn different models of consultation and different types of programs (preventive and interventional). These models include Organizational Consultation. Students learn the process of working with stakeholders in an organization to implement programs and services to address particular organizational needs.

5. **Skill in the use of relevant technology to conduct and disseminate research, access information and evaluate pupil**

**Coun 150:** Candidates are given information on internet access to materials on legal issues concerning law and children.

**Coun 220: Objective 9:** Identify the variety of computer-based and non-computer based career resources. Students are introduced to the use of computer assisted guidance programs such as EUREKA and SIGI Plus which provide information to students about their interests and skills in order to help them make informed career decisions. A constant element of the course is to introduce students to various websites that provide material to enhance the course content.

**Coun 203:** Topics include Major Appraisal Methods Including Computer Managed And Computer Assisted Methods

**Coun 240:** Community and Internet Resource Assignment: Each student will explore the information and resources available from an internet site and a local agency that can address a particular disability.
Standard 31
Field Experience

To develop competency in all areas of school counseling and guidance, candidates have the opportunity to 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. Candidates demonstrate in field experience the knowledge of and skills in working with preK through adult pupils in the areas identified in the standards for school counseling.

Practica

Students are engaged in a wide range of practicum experience before they begin their field experience.

<table>
<thead>
<tr>
<th>Course activities</th>
<th>Estimated hours of experience</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Coun 200</strong>: Candidates assume the role of both counselor and client as requested, observe peers and offer critique on the appropriateness of their counseling behavior, <strong>audiotaped</strong></td>
<td>30 + hours</td>
</tr>
<tr>
<td><strong>Coun 201</strong>: Immersion/Emersion Project: Candidates are required to meet with someone of a different background and get to know him/her once a week for one hour.</td>
<td>10 hours</td>
</tr>
<tr>
<td><strong>Coun 202</strong>: Candidates are required to observe or participate in the Process Group, and the Peer Group and write response paper. They are also required to organize and lead a group.</td>
<td>25 hours</td>
</tr>
<tr>
<td><strong>Coun 203</strong>: Candidates are required to meet with a peer in class to gather background information, behavior of the peer during testing, test results, summary, and conclusion, and then compile a psychological report on the peer.</td>
<td>2 hours</td>
</tr>
<tr>
<td><strong>Coun 206</strong>: Candidates are asked to observe a child and do a write up; conduct a Life Events Interview with an individual who is at least 40 years old and do a write up.</td>
<td>5 hours</td>
</tr>
<tr>
<td><strong>Coun 208</strong>: Candidates will have two hours of laboratory experiences in each class meeting. Laboratory experiences include conducting individual counseling sessions, observing other students, reviewing audio and videotaped sessions and case consultation, <strong>audiotapes and some videotaped</strong></td>
<td>131 hours</td>
</tr>
<tr>
<td>1. Direct Services</td>
<td>18 to 21 hours</td>
</tr>
<tr>
<td>2. Individual Supervision</td>
<td>5 to 6 hours</td>
</tr>
<tr>
<td>3. Group Supervision</td>
<td>24 hours</td>
</tr>
<tr>
<td>4. Other, e.g., case reporting, scheduling, transcript writing</td>
<td>80 hours</td>
</tr>
</tbody>
</table>

Total Practicum in Counseling Hours: 131 hours
### Field Experience

1. **Minimum clock hours in public school settings:**

   The CSUF program meets the 600 clock hours as follows:
   a) 600 clock hours are earned through COUN 249 Field Practice in Elementary/Middle/High School Counseling. This can include 200 hours in a setting other than a public school.

2. **Supervision:**

   a) On-site supervision: On-site supervisor has to agree 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 agree to be available for the student when the need arises.

   b) University supervision: The class will meet seven times as a group during the semester. Each meeting will last for 1.5 hours. The instructor also meets with the field practice student individually, during three, one hundred (100) hour interviews, to discuss details of the placement.

3. **Supervised experience in the understanding and use of school resources:**

   **Coun 249: Course description:** 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; information on colleges and universities; 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.
4. A planning document for field experience:

a) Responsibilities

i. Student responsibilities

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.

ii. On-Site Supervisor:

1. Holds a current and valid PPS credential or an equivalent certificate that permits the supervisory role to function.

2. Holds the credential or equivalent certificate for a period of two years prior to the placement.

3. 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.

4. 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.

5. Provide individual and/or group counseling experiences for the student counselor.
iii. **University Supervisor:**

**Responsibilities:**
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.

3. may visit the site to meet with the official and the student in order to complete the field contract for the placement.

4. meets with the field practice student individually, during three, one hundred (100) hour interviews, to discuss details of the placement.

5. visits on-site personnel to work toward resolution of problem(s) which may arise.

6. has full responsibility for providing grading format and assigning final grade for the course.

7. has full responsibility for communicating with the site officials, both during and after the field placement has been completed.

**b) Documents:**

1. A copy of the log that follows the provided format.

   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.

2. An evaluation of the field practice experience completed by the on site supervisor.

3. An evaluation of the field practice experience completed by the student.

4. A case study completed during the placement on a format provided by the instructor.
c) **Expected competencies:**

**Checklist of Activities:**
In order for the field placement student to become aware of the types of activities that a school counselor might encounter, a copy of an activity sheet that lists some permissible activities for the field placement will be provided to each student. Each of the general activities is assigned a number and when the field placement student completes the daily log, the number of the activity(s) will be listed to designate the type(s) of work addressed during the day. Also, the student is asked to estimate the number of hours that was accumulated in the activity(s).

**Course Grading:**
The instructor will assign a Credit Grade upon satisfactory completion of all course requirements. Candidates must complete the assignments with the quality of satisfaction or above to earn a credit for the course. Unsatisfactory work will be returned and to be resubmitted.

Chapters/Articles
Entries in Daily Log
Supervisor’s Evaluation
Student’s Evaluation
Case Study Write Up
Case Study Presentation
Overall Field Evaluation

d) **Development of knowledge and skills**

**Course Objectives:**

Upon successful completion of COUN 249, students will be able to demonstrate the following:
1. apply individual & group counseling skills to students in an approved school setting.
2. apply knowledge of human behavior to students in an approved school setting.
3. apply knowledge of learning theory in an approved school setting.
4. apply knowledge of psychological and educational assessment in an approved school setting.
5. demonstrate an awareness of socio-cultural factors by working with students from diverse cultural backgrounds in an approved school setting.
6. apply the principles of career planning with individual students or groups of students in a career planning program in an approved school setting.
7. provide counseling services related to current policies and critical issues relevant to an approved school setting.
8. apply ethical and legal considerations to all activities with which the field placement student becomes involved in an approved school setting.
9. develop a familiarity with overall duties and responsibilities as a counselor in an approved school setting.
10. apply skills of consulting with parents and teachers in an approved school setting.
11. demonstrate knowledge of supervision and mentoring models.
12. demonstrate skill in program development and evaluation.
13. demonstrate skill in implementing prevention programs.

**Topics of the Course:**

The course includes the following topics:
1. types of problems which confront school children in a changing world
2. covering guidelines for the Comprehensive Guidance Program
3. working with parents in a school setting as a consultant
4. working with teachers in a school setting as a consultant
5. working with office staff and administrators in a school setting
6. understanding role statements and job descriptions of a school counselor
7. meeting all requirements for the PPS Credential Program
8. working with professionals in the school setting
9. planning curriculum, classroom management, discipline and behavior change programs with teachers and students in a school setting
10. mentoring and supervision
11. developing, implementing and evaluating prevention programs.
12. case study reviews for children in a school setting

Others topics may be included that are relevant to students enrolled in the course.
Standard 32
Determination of Candidate Competence

Prior to recommending candidates for a School Counseling Credential, one or more persons who are responsible for the program determine that candidates have satisfied each professional standard. This determination is based on thorough documentation and written verification by at least one district supervisor and one institutional supervisor. Candidates have also documented that they have earned an appropriate graduate degree from an accredited institution of higher learning.

Factors to Consider

1. **Effective procedures to track and monitor candidate completion of credential requirements and all competency standards**

   The competencies of each student for each completed course in the program are documented by each instructor when the course is completed. The counselor education faculty will take every precaution to make certain each student completing the program has met all competencies, has met field practice requirements, and has satisfactorily completed all testing and validation procedures.

   When the PPS program coordinator reviews the clearance form, all courses showing on the form have cleared and competencies have been met. The PPS program coordinator has the responsibility of recommending candidates for credentials. The procedure is established since at least one field practice course will come near the end of the program and the PPS program coordinator will be in the best position to make final review on the student. Field experience folders for students are stored in the file cabinet located at the office of the Department of Counseling, Special Education and Rehabilitation.

   The candidate is asked to fill out a Program Completion Form at the end of the course of study. The courses are all listed with an entry for the semester and year of completion, the units taken and the grade received; if there is an equivalent course used to complete the program, it is written in by the course being covered. The student must also show he/she holds a teaching credential or has a Certificate of Clearance from the State of California and has documented evidence of passing the CBEST.

   When all of the entries on the form are completed, the student signs it. At that time, the PPS program coordinator will review, approve, and sign the form, which will authorize the clearance of the credential. The Credential Analyst completes the final review and obtains the endorsement of the Director of Teacher Education.

2. **A systematic summative assessment has been completed of the candidates’ performance by at least one district supervisor and one institutional supervisor; and**

   **b. The assessment encompasses the skills and knowledge necessary for professional competence and is based on documented procedures or instruments that are clear, fair, and effective**
When a student completes a field practice, the district supervisor completes the **Supervisor's Evaluation of Field Study Student Form**. The supervisor then discusses the form with the student. When the review is complete, the district supervisor and the student both sign the document. The student then meets with the university supervisor to go over the results of the evaluation and the university supervisor signs it off at that time. The evaluation form covers the following areas:

<table>
<thead>
<tr>
<th>Personal Characteristics:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Professional Knowledge: Counseling</strong></td>
</tr>
<tr>
<td>Demonstrates ability to counsel with individual and small groups of students with a variety of problems. Relates practice with an understanding of human behavior.</td>
</tr>
<tr>
<td>2. <strong>Interpersonal Relationships and Consultation:</strong></td>
</tr>
<tr>
<td>Demonstrates ability to consult with teachers, parents, and staff regarding meeting development needs of students.</td>
</tr>
<tr>
<td>3. <strong>Referral Procedures:</strong></td>
</tr>
<tr>
<td>Understands the school’s procedures in referring a school child with a problem to their parents or to a specialist.</td>
</tr>
<tr>
<td>4. <strong>Responsibility:</strong></td>
</tr>
<tr>
<td>Knows how to plan, organize &amp; develop appropriate work hours to meet needs of children: commits time wisely.</td>
</tr>
<tr>
<td>5. <strong>Interpersonal Relationships:</strong></td>
</tr>
<tr>
<td>Cooperates with administrators, staff &amp; teachers in working with students. Acquainted self with nurse, psychologist, etc.</td>
</tr>
<tr>
<td>6. <strong>Ethical and Legal Procedures:</strong></td>
</tr>
<tr>
<td>Places welfare of child above personal values; high regard for ethics; inquired about legal rights of children.</td>
</tr>
<tr>
<td>7. <strong>Needs and interest of children:</strong></td>
</tr>
<tr>
<td>Shows consideration for needs of children; tried to meet developmental needs; used confidentiality with issues.</td>
</tr>
<tr>
<td>8. <strong>Physical Health:</strong></td>
</tr>
<tr>
<td>High energy level; seldom absent or not at all due to health.</td>
</tr>
<tr>
<td>9. <strong>Mental Health:</strong></td>
</tr>
<tr>
<td>Set a good emotional tone around others; patient with children; secure; very little complaining on the job.</td>
</tr>
<tr>
<td>10. <strong>Self Concept:</strong></td>
</tr>
<tr>
<td>Perceives one’s own qualities in a positive manner; develops insights with respect to self-motives &amp; behavior.</td>
</tr>
<tr>
<td>11. <strong>Flexibility</strong></td>
</tr>
<tr>
<td>Able to work with other persons at the school; open to space assignment; cooperative with time &amp; change issues.</td>
</tr>
<tr>
<td>12. <strong>Pursued Professional Growth:</strong></td>
</tr>
<tr>
<td>Demonstrated a willingness to learn: requested help when needed; listened to others.</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>13. <strong>Comprehensive Guidance Program:</strong></td>
</tr>
<tr>
<td>14. <strong>Risk Taking and Self Control:</strong></td>
</tr>
<tr>
<td>15. <strong>Job Mastery:</strong></td>
</tr>
</tbody>
</table>

Each of the above areas has a space for the district supervisor to make comments in each category. The district supervisor is also asked to write about areas of particular strengths or weaknesses observed in the candidate.

The institutional supervisor, in addition to writing and reviewing the results of the Supervisor's Evaluation of Field Study, also reviews the Fieldwork Evaluation Form completed by the candidate.

This form is collected from each of the students completing the field practice. This form gives the students opportunity to respond in writing to the experience.

These documents have been well received by the students in the past and are considered to be fair, clear, and effective. Changes will be based on the types of feedback received about these documents.
Syllabi
Course Description:

This course presents an overview of traditional legal doctrines concerning minors in the home, in the school and in the juvenile justice system, with an emphasis on applying traditional doctrines to contemporary issues.

Primary Learning Outcomes (Objectives)
1. The student will describe the significant aspects of the American legal system relating to minors. CTC 6, 18
2. The student will describe the autonomies and protections provided to minors regarding property ownership, marriage, employment, health and medical treatment, and civil litigation generally. CTC 6
3. The student will describe the nature and extent of the rights conferred on juveniles by the U.S. Constitution. CTC 6, 18
4. The student will describe the development of the juvenile justice system both before and after In re Gault. CTC 6
5. The student will describe the legal aspects of the home-school relationship, including the responsibilities and obligations of children, of parents and of school personnel in matters of attendance, curriculum, discipline and supervision. CTC 2, 6, 7, 18
6. The students will describe the laws that apply in determining custody and control of minors in various legal proceedings. CTC 6
7. The student will describe the processes and limitations for state intervention to ensure adequate parenting--including child abuse reporting laws, protective placements for children, dependency actions, and terminating parental rights. CTC 6
8. The students will analyze contemporary problems applying the general and specific legal principles that apply to children in the home, in school and in society. CTC 6, 18
9. The student will identify multicultural issues and concerns that relate to specific applications of law relating to minors. CTC 3, 6
10. The student will become aware of the implications and legal applications of due process; the student will describe the dynamics of the laws pertaining to reduce the incidences of sexual harassment in school

Required Texts and Instructional Materials

REQUIRED MATERIALS:
Examinations and Major Assignments

CTC 6:

TESTS:
-- Candidates are given two quizzes and a cumulative examination to assess understanding of the assigned readings and lectures in class.

COMPILATION PAPER:
-- Candidates will compile a research paper related to the course and their credential objective after their study of three comprehensive cases and/or articles from law review or professional journals.

-- Candidates will then produce a 2-3 page conclusion summarizing the information and will make a presentation of their findings in class.

CTC 18:
Counseling 150 covers the following topics related to Law in the School:

a) Compulsory attendance requirement Public school vs. private school, parental options;
   Home schooling, legal concerns
   Truancy
   California specific rules

b) Compulsory attendance and child labor laws

c) Curriculum concerns
   Family life education

d) First Amendment Issues
   School prayer and religious expression
   Flag salute-“one nation under God”
   Dress codes
   Student speech and student publications
   Textbooks/Library/Internet concerns
   California specific rules

e) School Discipline Suspension/Expulsion-due process
   California specific rules
   Corporal punishment
   Zero Tolerance-specific concerns regarding school shootings and drugs

f) Fourth Amendment- Search and Seizure TLO-two pronged test of reasonableness
   Locker/Backpack/Automobile searches
Sniffing dogs and random drug testing of students
Limitations if school officials act in concert with police

g) Contemporary Issues
Brown vs Board of Education revisited: Federal requirements for notice in Parent’s primary language
Gender discrimination issues
Education of Disable children; mainstreaming
Vouchers for private schools
Confidentiality/Privacy of student records
Negligence in the school setting-The duty of care imposed on schools and on School personnel
Child abuse reporting requirements

Grading:

Each student's final grade in this course shall be based on the following:

1. Compilation Paper*--due October 25, 2010 20 points
   (4 points per week off for late papers to 50%)
   Grade is based on importance of topic; the relevance of the sources and the quality of the students analysis.
   --with a one page summary of paper--included with report

2. Quiz Grades 30 points
   2 quizzes will be given (15 points each);
   Quiz 1 covers classes 1-5
   Quiz 2 covers classes 5-9

3. CUMULATIVE EXAM--covering entire semester 50 points
   Extra credit will be given for optional presentations -- maximum 5 points

Note: No make-ups on quizzes or exams will be permitted after papers are returned to the class. Quizzes and exams are open book and open notes.

COURSE GRADE:

The final grade shall be the sum of points earned for the various components --
90-100 = A; 80-89 = B; 70-79 = C; 60-69 = D; <60= F.

ABOUT THE COMPLILATION PAPER:

*A compilation paper is a research project in which the student selects a topic of current interest relevant to the course that is related to the student’s particular degree or credential objective.

The paper includes all 4 components in the following order:
1) Presentation of the conclusions and key ideas from your compilation paper on a single page sheet with the source material identified. Those students making oral presentations will hand out their summary page at time of making the presentation. A COPY OF YOUR ONE-PAGE SUMMARY IS TO BE ATTACHED AS THE FIRST PAGE OF THE COMPILATION REPORT. Make sure your name is on this page.

2) A 1–1 1/2 page introduction setting forth the topic, its relevance and the scope of the investigation.

3) Photocopies of three (3) cases or articles from pertinent sources, with important content highlighted OR a photocopy of one (1) comprehensive law review or journal article with important content highlighted. Pertinent sources generally include articles from law reviews and professional journals rather than from local papers and magazines. [Your source material should be 25-30 pages].

4) A 2-3 page conclusion summarizing the information presented in the selected article(s) and/or case(s).

University Policies

Policy on 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 Schedule of Courses (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

Honor Code: “Members of the CSU Fresno 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.

Policy on 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 in Madden Library 1049 (278-2811).
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 (http://www.csufresno.edu/ITS/) or the University Bookstore. 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.

Copyright: You will be provided with digital and/or print materials to support your earning in this course. As all of these materials are proprietary in nature, and most are protected by copyright, you may not reproduce or retain any of the materials for purposes other than class work.

A tentative course schedule is attached to this syllabus.

** 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.**

### COUN 150: COURSE SCHEDULE & ASSIGNMENTS – Fall 2010

<table>
<thead>
<tr>
<th>DATE</th>
<th>TEXT</th>
<th>TOPIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/23/10</td>
<td>Overview of Course – <strong>LEADERSHIP FOR DIVERSE COMMUNITIES; Vision, Mission, and Professional Dispositions:</strong> reflection, critical thinking, professional ethics, valuing diversity collaboration, and life-long learning. <strong>STATUS, RIGHTS &amp; OBLIGATIONS OF CHILDREN:</strong> Who Speaks for the Child? VIDEO</td>
<td>[Reflection and Critical Thinking]</td>
</tr>
<tr>
<td>8/30</td>
<td>7-47</td>
<td>The Law’s Evolving Conceptions of Children’s Status, Rights and Obligations: compulsory school attendance, home schooling, truancy, work permits. California specific information. [Reflection and Critical Thinking]</td>
</tr>
<tr>
<td>Date</td>
<td>Pages</td>
<td>Topic Description</td>
</tr>
<tr>
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<td>-------------------</td>
</tr>
<tr>
<td>9/20</td>
<td>48-84</td>
<td>DEFINING THE CHILD-PARENT RELATIONSHIP: Establishing Paternity or Maternity; Questioning the Definition of “Parent”; Guardianship and the Guardian’s Role; [California Family Law] [Reflection and Critical Thinking]</td>
</tr>
<tr>
<td>9/27</td>
<td>85-103</td>
<td>CHILD ABUSE AND NEGLECT; [California Reporting Statutes / “mandated reporters”] Quiz 1 [NCATE 1.2, 1.5, 1.6] [Reflection, Critical Thinking, and Professional Ethics]</td>
</tr>
<tr>
<td>10/4</td>
<td>103-149</td>
<td>Patterns of Abuse and Neglect; Child Protective Services; State Intervention to Ensure Adequate Parenting; VIDEO [Reflection, Critical Thinking, and Professional Ethics]</td>
</tr>
<tr>
<td>10/11</td>
<td>150-182</td>
<td>FOSTER CARE; Permanency Planning; Types of Placements; VIDEO [Reflection and Critical Thinking]</td>
</tr>
<tr>
<td>10/18</td>
<td>183-238</td>
<td>CRIMINAL ABUSE AND NEGLECT; Abuse, Neglect and Child Endangerment; Sexual Abuse; Child Pornography; VIDEO [Reflection and Critical Thinking]</td>
</tr>
<tr>
<td>10/25</td>
<td>239-300</td>
<td>ADOPTION; Who may adopt? Quiz 2 [NCATE 1.2, 1.6, 4] Compilation Papers Due [NCATE 1.2, 1.5, 1.6, 4] [Reflection, Critical Thinking and Life-long Learning]</td>
</tr>
<tr>
<td>11/1</td>
<td>301-328</td>
<td>MEDICAL DECISION-MAKING; Decision-Making Authority; Medical Neglect; Withholding or Terminating Medical Care; VIDEO [Critical Thinking]</td>
</tr>
<tr>
<td>11/8</td>
<td>329-373</td>
<td>FINANCIAL RESPONSIBILITY AND CONTROL; Child Support Obligation; Capacity to Contract; The Child’s Property; Torts and Family Relations; Children as victims of torts; Liability in the school setting; TORT LIABILITY generally [Critical Thinking and Professional Ethics]</td>
</tr>
<tr>
<td>11/15</td>
<td>374-427</td>
<td>REGULATION OF CHILDREN’S CONDUCT; Child Labor Laws; Alcohol / Tobacco; Driving Privilege; Gambling; Firearms; Juvenile Curfews; Status Offenses, including truancy; *Presentations [Reflection and Critical Thinking] VIDEO</td>
</tr>
<tr>
<td>Date</td>
<td>Time</td>
<td>Event</td>
</tr>
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<tr>
<td>11/22</td>
<td></td>
<td>DELINQUENCY</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Juvenile Crime in America</td>
</tr>
<tr>
<td></td>
<td></td>
<td>An Overview of the Juvenile Justice System</td>
</tr>
<tr>
<td>487-490</td>
<td></td>
<td>The range of dispositions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Presentations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>In re Gault</td>
</tr>
<tr>
<td></td>
<td>510-522</td>
<td>Presentations</td>
</tr>
<tr>
<td></td>
<td>526-533</td>
<td>VIDEO</td>
</tr>
<tr>
<td>11/29</td>
<td></td>
<td>Putting it all together – A review with an emphasis on school law</td>
</tr>
<tr>
<td></td>
<td></td>
<td>issues.</td>
</tr>
<tr>
<td>12/6</td>
<td></td>
<td><strong>Cumulative Exam</strong> - 50 points [NCATE 1.2, 1.5, 1.6, 4]</td>
</tr>
<tr>
<td>12/13</td>
<td>@ 8 pm</td>
<td>Final class Session – Sharing on the Dispositions: [reflection, critical thinking, professional ethics, valuing diversity, collaboration, and life-long learning.]</td>
</tr>
</tbody>
</table>

Additional reading may be assigned when necessary to develop a concept of the course.
CALIFORNIA STATE UNIVERSITY - FRESNO
KREMEN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT
DEPARTMENT OF COUNSELING, SPECIAL EDUCATION, AND REHABILITATION
5005 NORTH MAPLE AVENUE
FRESNO, CA 93740-8025
(559) 278-0340

Syllabus: COUN/PSYCH 174: Introduction to Counseling
Units: Three (3)

Master Syllabus in Compliance with CCTC Standards 2001

REQUIRED TEXT:

An electronic version and print version of this text is now available for purchase (either in full or in part) at [www.ichapters.com](http://www.ichapters.com) You can purchase and download as text, eBook or individual chapters at significant savings.

RECOMMENDED READING:

HANDOUTS
A copy of lecture outlines and chapter study guide questions are posted on Blackboard (blackboard.csufresno.edu). You will find these helpful as you take notes and study for exams. Important class announcements will be posted on Blackboard and you will also have access to your assignment, attendance points, quiz scores, exam scores, and extra credit points. You must have a Fresno State email account in order to access Blackboard. Registered students can obtain a free email account online at [https://zimmer.csufresno.edu/csuf/index.html](https://zimmer.csufresno.edu/csuf/index.html). Your Blackboard login and password are the same as your CSUF email login and password.

COURSE DESCRIPTION
Overview of basic counseling models and of the biological, social, and psychological factors that affect behavior over the life span (3 units).

COURSE OBJECTIVES
Through successful participation in the course the student will be able to:
1. Describe major counseling theories including Psychoanalytic, Adlerian, Existential, Person Centered, Gestalt, Behavior, Cognitive-Behavior, Feminist, Postmodern and Family Systems. CTC 8
2. Recognize, analyze, and discuss counselor-client characteristics and roles with respect to various counseling methods.
3. Recognize the relational conditions required in establishing an effective therapeutic alliance. CTC 21
4. Identify current legal and ethical issues in the field of counseling. CTC 6, 18
5. Analyze appropriate implementation of counseling approaches with respect to different counseling settings, issues, and populations.

6. Utilize counseling theories and knowledge to gain perspective on his/her personal life experiences. This includes a required personal experience in the role of the client.

CTC 21

7. Discuss current literature regarding counseling theories and models.

8. Understand the importance of counselor advocacy.

REQUIREMENTS (Assignment)

1. Four - Six (4-6) Counseling Sessions with a Reflection Paper (a minimum of 4 complete pages, (no more than 5 pages) typed, double-spaced, 12-pt. font Times New Roman, no more than 1.25 inch margins). Your paper will be submitted through SafeAssignmnt located in Course Documents on Blackboard (Bb) no later than 7 days after your final counseling session. The four - six(4-6) counseling sessions provide an important experiential component to the class. You are involved as a client in a counseling relationship. You will learn to recognize relational conditions required to establish a counseling relationship with clients. You will also gain perspectives on your personal life experiences. CTC 8

You may arrange for this individual counseling experience through the Counselor Education Program Training Lab, or through other legitimate counseling services. The sessions in the Training Lab are free and are held in the clinical lab in the Atrium level of the Education Building. The Coun 208 instructors will drop you from counseling services if you fail to show two times (without notifying your student counselor). If you miss a session and are unable to make it up, points will be deducted from your paper. If you have seen a licensed or pre-licensed therapist for at least six (6) individual sessions during the last 6-12 months you may bring in a signed verification (including dates of sessions) from your therapist and write your reflection paper from that experience. Your counseling sessions will not be evaluated for a grade per se, but your reflection paper will be evaluated on spelling, grammar, and on the basis of whether or not you address the questions listed below. Your opinion of the sessions will not be reflected in your grade. The counseling sessions are a prerequisite for receiving a grade in this course. Your Reflection Paper should express your impressions of the experience.

Please specifically address the following 7 questions as you write your paper.

1) What were your feelings, thoughts, apprehensions, resistance, and expectations going into the experience? 2) Were these feelings and thoughts validated by your experience? 3) When did you sense rapport building with your counselor? 4) How did you know you were/were not making progress? 5) What did you learn/notice about the counselor and about yourself? 6) How did you feel at the end? 7) What was your overall evaluation of the experience? Reflection Papers must be referenced in APA format, typed, double-spaced, edited for grammar and spelling, and at least 4 complete pages in length and no more than 5 pages (do not type the questions). Your FINAL submission of this paper to Turnitin on Bb is due no later than seven days after your final counseling session. Attach the reflection paper evaluation form to the “verification” form from your 208 counselor (or a signed letter from your private counselor) and turn that in to me as soon as your counseling sessions are completed. Your submitted reflection paper is due seven days after your final counseling session. Points are deducted for sessions missed, for late papers, and for papers that are not the required length. Your papers will be graded and returned to you through Bb.

2. – 5. Three exams and final exam. The exams may include short answer essay, true/false, “list and describe,” and multiple-choice questions. For these exams you will be asked to discuss,
explain, define, and illustrate key concepts, goals, techniques, and issues presented in the textbook, class discussion and videos. Use the study guides (posted on Bb) and lectures to help you focus on the key material. The final exam will cover specific chapters as well as emphasize an integrative perspective of the counseling theories presented throughout the semester. The final also includes matching questions. All students are required to take the final. Exams are partially scored in class and scantron sheets are not needed. If you fall behind in your studies or find that you are not doing as well as you expect on the exams or on any other aspect of your course work, please feel free to talk to me before or after class, or you can schedule a meeting or a telephone conference.

6. Chapter Quizzes
There will be a short, five-question chapter quiz at the beginning of each class lecture that covers a new chapter with the exception of Ch 10 and Ch 14 (two quizzes each chapter—see course schedule). Questions will be true false, multiple choice and fill in the blank. If you are absent or late to class you may not make up the quiz; however, there will be opportunities for earning extra credit during the semester. Take-home quizzes will not be accepted late.

7. Attendance and Participation
The class will involve a variety of formats: lecture-presentations, discussions, film and videotape, and small group activities. Sign-in sheets will be utilized to record attendance. If you fail to sign in, you will not be counted as present in class. If you take a quiz at the beginning of class and leave, you will not be counted as present in class. Regular attendance in class and participation in small groups are expected. Please contact me if you need to miss a class session. If you contact me by email in advance or on the day, your absence will be excused. When you email, please place YOUR NAME and CLASS ID in the subject line, or your absence MAY NOT be excused. My email address is: ruth_shaeffer@csufresno.edu. Attendance and participation are evaluated as follows:

<table>
<thead>
<tr>
<th>Attendance and Participation</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation and all classes attended</td>
<td>45</td>
</tr>
<tr>
<td>Participation and one/half class missed</td>
<td>38.5</td>
</tr>
<tr>
<td>Participation and one class missed</td>
<td>31.5</td>
</tr>
<tr>
<td>Participation and one and one-half classes missed</td>
<td>27</td>
</tr>
<tr>
<td>Participation and two classes missed</td>
<td>22.5</td>
</tr>
<tr>
<td>Participation and two and one-half classes missed</td>
<td>18</td>
</tr>
<tr>
<td>Participation and three classes missed</td>
<td>13.5</td>
</tr>
<tr>
<td>More than three classes missed</td>
<td>0</td>
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</tbody>
</table>

At the beginning of the semester you will notice that you have 45 points for attendance recorded on Blackboard. If you do not notify me regarding your absence (as indicated above), the appropriate number of attendance points will be deducted from your attendance score on Bb. It is your responsibility to monitor your attendance points on Bb, and if you see a discrepancy to send me an email immediately.

8. Make Up Policy for Planned and Unplanned Absences: In the case of an unplanned student absence, papers, tests, and/or homework assignments due during the time the student is absent may be made up only if the student contacts the instructor as soon as practicable after the absence occurs and works out a plan. (Quizzes may not be made up.) In case of authorized absences due to university-sponsored activities, students should expect to submit their work to the instructor on or before the due date, or as arranged with the instructor. This includes papers, tests, and /or homework assignments. See grading policy in syllabus for additional information.

**GRADING**
The University criteria for letter grades, as outlined in the university catalog, will be followed. Exams will be graded according to the following percentage scale: A=90-100; B=80-89; C=70-79;
D=60-69; F=below 60. Papers will be evaluated according to content, effort, and accuracy. The letter grade that you receive for this class will be based upon the following:

<table>
<thead>
<tr>
<th>Description</th>
<th>Points</th>
</tr>
</thead>
</table>
| Verification of 4 counseling sessions and reflection paper.  
The counseling experience is a prerequisite for receiving a grade in this course. | 60     |
| 15 Quizzes on Ch 2-10/12-15.                           | 75     |
| 1st Exam.                                              | 60     |
| 2nd Exam.                                               | 60     |
| 3rd Exam.                                               | 60     |
| Final Exam.                                            | 70     |
| Attendance and Participation                           | 45     |
| TOTAL                                                  | 430    |

<table>
<thead>
<tr>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>385 – 430 = A</td>
</tr>
<tr>
<td>342 — 384.5 = B</td>
</tr>
<tr>
<td>299 – 341.5 = C</td>
</tr>
<tr>
<td>253.5 — 298.5 = D</td>
</tr>
<tr>
<td>0 — 253 = F</td>
</tr>
</tbody>
</table>

SUGGESTED READING
Your text contains a comprehensive list of suggested references and readings at the end of each chapter.
**Tentative Course Schedule**

Minor changes may be made by the instructor. If you are absent from class, it is your responsibility to check on announcements made while you were absent.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic CTC 8, 17</th>
<th>Reading Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wed, Aug 25</td>
<td>Introduction, overview The Counselor, Person and Professional</td>
<td>Ch 1; take-home quiz for Ch1/2; Ch 2</td>
</tr>
<tr>
<td>Wed, Sept 1</td>
<td>Ethical Issues in Counseling Video /Groups</td>
<td>Ch 3 and quiz; turn in Ch1/2 quiz; Ch 3 discussion questions from Bb</td>
</tr>
<tr>
<td>Wed, Sept 8</td>
<td>Psychoanalytic Therapy Video /Groups</td>
<td>Ch 4 and quiz</td>
</tr>
<tr>
<td>Wed, Sept 15</td>
<td>Adlerian Therapy Video/Groups; review for exam</td>
<td>Ch 5 and quiz <strong>Ch 1-5</strong></td>
</tr>
<tr>
<td>Wed, Sept 22</td>
<td>Exam Existential Therapy; Video /Groups</td>
<td>Ch 1-5 Take-home quiz for Ch 6</td>
</tr>
<tr>
<td>Wed, Sept 29</td>
<td>Person Centered Therapy Video/Groups</td>
<td>Ch 7 and quiz turn in Ch 6 quiz; Rogers</td>
</tr>
<tr>
<td>Wed, Oct 6</td>
<td>Gestalt Therapy Video/Groups; review for exam</td>
<td>Ch 8 and quiz Perls; Ch 6-8</td>
</tr>
<tr>
<td>Wed, Oct 13</td>
<td>Behavior Therapy/ Video /Groups</td>
<td>Ch 6-8</td>
</tr>
<tr>
<td>Wed, Oct 20</td>
<td>Cognitive Behavior Therapy pt. 1 Video /Groups</td>
<td>Ch 9 and take-home quiz</td>
</tr>
<tr>
<td>Wed, Oct 27</td>
<td>Cognitive Behavior Therapy pt 2 Video /Groups</td>
<td>Ch 10 pt 1 pp. 268-283 &amp; quiz; turn in Ch 9 quiz</td>
</tr>
<tr>
<td>Wed, Nov 3</td>
<td>Feminist Therapy Video/Groups; Review for exam</td>
<td>Ch 12 and quiz <strong>Ch 9, 10, 12</strong></td>
</tr>
<tr>
<td>Wed, Nov 10</td>
<td>Exam Post-modern approaches; Videos/Groups</td>
<td>Ch 9. 10, 12 Take-home quiz for Ch 13</td>
</tr>
<tr>
<td>Wed, Nov 17</td>
<td>Family Systems Therapy Video/Groups</td>
<td>Ch 14 and 1st quiz; turn in Ch 13 quiz;</td>
</tr>
<tr>
<td>Wed Nov 24</td>
<td>Thanksgiving Break</td>
<td><strong>Enjoy!</strong></td>
</tr>
<tr>
<td>Wed, Dec 1</td>
<td>Family Systems Therapy cont’d</td>
<td>Ch 14 cont’d and 2nd quiz</td>
</tr>
<tr>
<td>Wed, Dec 8</td>
<td>An Integrative Perspective &amp; Advocacy Video/Groups; Review for Final</td>
<td>Ch 15 quiz, study guide questions and advocacy Ch 13-15</td>
</tr>
</tbody>
</table>

**Final Exam Preparation & Faculty Consultation Days:** Thursday and Friday Dec 9-10

**Final Semester Examinations** Monday-Thursday Dec 13-16

**Final Exam in this course** **Wednesday** 8:00 ßPM-10:00 Dec 15
OFFICE HOURS: Please feel free to visit with me before or after class. If you would prefer to schedule an appointment and/or leave me a message, please email. Email is the very best way to reach me. I will attempt to reply within 24 hours.

SERVICES FOR STUDENTS WITH DISABILITIES: “Americans with Disabilities Act (ADA) Accommodation: The University is committed to providing reasonable academic accommodation to students with disabilities. The Office of Services for Students with Disabilities provides university academic support services with special assistance to students with disabilities. Individuals with physical, perceptual, or learning disabilities as addressed by the Americans with Disabilities Act should contact Services for Students with Disabilities for information regarding accommodations. Please notify your instructor so that reasonable accommodation can be made. If you expect accommodation through the ADA, you must make a formal request through Services for Students with Disabilities. Tel (559) 278-2811.”

CHEATING, PLAGIARISM, AND COPYRIGHT: Copyright law 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 permissions 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.

Digital Campus course web sites contain material protected by copyrights held by the instructor, other individuals or institutions. Such material is used for 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 the 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 or distributed in class.

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 Schedule of Courses (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).
HONOR CODE: "Members of the CSU Fresno 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. You will be expected to sign a form agreeing to the above Honor Code.

COMPUTER/INTERNET ACCESS REQUIREMENT: 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 (http://www.csufresno.edu/ITS) or the University Bookstore. 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.” *

STATEMENT ON DISRUPTIVE CLASSROOM BEHAVIOR: 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 right 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.” *

• (Excerpts from Schedule of Courses and the University Catalog)

COUNSELOR EDUCATION PROGRAM POLICY ON THE USE OF ELECTRONIC DEVICES IN THE CLASSROOM (ADOPTED 12-11-07): Living in these modern times comes with unique challenges that, by their very nature, may degrade the learning environment, create a disrespectful environment for the professionalism of the instructor, and be a nuisance for all. As such, the department has adopted guidelines for appropriate use of electronic devices within the classroom.

Cell Phones: Students must put cell phones on “silent mode” (not "vibrate mode") upon entering the classroom, and all cell phone business must be handled on breaks. In some specific laboratory settings, the presence of even "silent" cell phones may interfere with electronic devices used to advance the learning process, and in such cases your instructor may require that you turn cell phones to the "off" mode. "Texting" during class is offensive and will not be tolerated. If you are "on call" for a mental health agency or some other urgent service, let your instructor know in advance of each class meeting that you have such responsibilities.

Computers: While computers are generally welcome in most classrooms (unless otherwise specified by the instructor), their use is strictly confined to direct educational support for the specific class being attended (note taking, seeking course-related material, etc.). The use of an open computer for activities such as instant messaging, chatting, social networking (myspace, facebook, etc.), shopping, bidding, surfing, e-mailing, etc., are strictly prohibited. iPods, iPads, iMP3 players, etc.: The use of such devices,
with the accompanying use of earphones, ear buds, etc., is strictly prohibited. Of course, assistive
devices of a similar nature are always welcome; the instructor should be apprised in advance of
their presence. Students who are in violation of this policy and have been previously warned are
considered to be in violation of the University Policy on Disruptive Classroom Behavior and will
be subject to disciplinary action.

SCHOOL’S THEME, MISSION AND VISION

School Theme:  “Making a Difference in a Diverse Society: Leadership for a
New Millennium.”

Vision:  The Kremen School of Education and Human Development is committed to
developing the knowledge, skills, and values for education leadership in a changing,
diverse and technologically complex society.

Mission:  The Mission of the School of Education and Human Development is to educate students
to become teachers, administrators, counselors, and educational specialists to provide for the
educational needs of children and adults, with special attention to diversity and equity.

PHILOSOPHICAL MODEL and KNOWLEDGE BASE

This course is a prerequisite for the graduate programs in Counselor Education. The course
introduces students to the theme of “making a difference in a diverse society” by focusing on the
foundation skills and concepts of counseling and their relevance to different client groups. The
model presented is that of reflective collaborative counselor, one who is sensitive to the subjective
reality of clients and who works in collaboration with families, schools, and communities to
achieve counseling goals. The course addresses the strengths and limitations of counseling theories
and practices as they apply to diverse populations, including those with disabilities and different
life-style orientations.

The knowledge base for the curriculum emphasizes four dimensions:
1) Philosophical and ideological, which exposes students to the historical and contemporary
theories of counseling and encourages students to integrate these into their own perspective and
personal life experience; 2) Cognitive and reflective, which exposes students to the principles and
techniques of counseling, especially the core clinical skills of empathy, respect, genuineness,
concreteness, immediacy, confrontation and self-disclosure, which are the building blocks of the
reflective counseling approach that need to be mastered for success in later course work; 3) Integration and application, which introduces students to the specific strategies required for
effective counseling interventions in a variety of settings and problem situations; and 4) Diversity, which highlights multicultural perspectives, strategies and issues in counseling.

If you have special needs as addressed by the American Disabilities act and need course
materials in alternative formats, please notify your instructor immediately. Reasonable effort will
be made to accommodate your special needs.

SafeAssignment

The campus utilizes the SafeAssignment plagiarism prevention screening service, and you
will be asked to submit written assignments to SafeAssignment accessed through Blackboard
(blackboard.csufresno.edu).

Your reflection paper must be submitted to SafeAssignment (accessed through Bb located
under Course Documents) and will be evaluated for plagiarism detection only and for no other
purpose. SafeAssignment will send an Originality Report for each submission to me and your
Originality Reports will be available for your viewing. Only you and I will have access to the
results. You may submit your paper more than once prior to the final submission date. Please note
that if you quote or cite a source, SafeAssignment will code the work as not original. I am aware of
this feature and can override those areas.
PREREQUISITE: COUN 174 is a prerequisite for all counseling majors. Students in the counseling program must have received their letter of acceptance to the program prior to taking this class.

COURSE DESCRIPTION: This 3-unit, lecture/lab course is designed to help you acquire the theoretical framework and skills to function appropriately as an entry-level counselor in a variety of settings. You will NOT emerge from the course as a polished psychotherapist, but you will be provided the basic tenets on which many outstanding therapists base their technique. Particular emphasis will be placed on learning and demonstrating the “core conditions” of counseling as defined by the person-centered movement. Course material will be presented using varied instructional methods, including lecture, small and large group discussion, case studies, demonstrations, role play, class exercises, and assigned reading.

OBJECTIVES: To the degree expected of an entry level counselor, the student will:

1. Demonstrate a practical understanding of essential interviewing and counseling skills so that the student is able to develop a therapeutic relationship, establish appropriate counseling goals, design intervention strategies, evaluate client outcome, and successfully terminate the counselor-client relationship. Studies will facilitate student self-awareness so that the counselor-client relationship is therapeutic and the counselor maintains appropriate professional boundaries. (CTC 27)
2. Review current literature on the nature of the helping relationship across various diverse client populations. (CTC 3, 21)
3. Actively participate in class activities, which include assuming the role of both counselor and client in lab practice sessions, which are consistently recorded and viewed by student for self-assessment. (CTC 8, 31)
4. Observe peers and offer critique on the appropriateness of their counseling behaviors. (CTC 16)
5. Strengthen critical thinking ability through practice in analyzing the implications of intrapersonal, interpersonal and contextual issues in counseling, including comparing and contrasting counseling techniques appropriate for various client populations, including multicultural and social equity populations. (CTC 3, 21)
6. Demonstrate the ability to apply current legal and ethical practices to the counseling relationship. Examine the ethical standards of the ACA and related entities, as well as the application of ethical and legal considerations in professional counseling to foster the ability to make well-reasoned ethical decisions that rely on reflection and result in professional action. (CTC 6, 18)
7. Examine counselor and consultant characteristics and behaviors that influence helping processes including age, gender, and ethnic differences, verbal and nonverbal behaviors, personal characteristics, and skills. Gain knowledge to increase ability to
work effectively with diverse populations and to recognize the importance of valuing cultural, linguistic, cognitive, and physiological diversity

8. Develop a means of self-assessment for evaluation of your counseling skills, and generally to develop the dispositional tendency to reflect on your skills and other aspects of your professional practice.

9. Examine the nature and effects of crises on individuals, and demonstrate knowledge of basic crises intervention techniques (CACREP II, G5g).

10. Learn about the importance of collaboration through development of supportive peer relationships. Become familiar with and develop an attitude of respect for the variety of professional paths of the students in the class.

11. Become acquainted with some of the opportunities for continuing professional growth to foster a disposition toward a commitment to life-long learning and professional development.

AREAS OF SPECIFIC MENTION:

1. **Introduce students to an understanding of the nature and needs of individuals at all developmental levels; theories of learning and personality development.** (CTC 2)

2. **Introduce a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions.** Students will be exposed to a rationale for selecting family and other systems theories as appropriate modalities for family assessment and counseling. (CTC 7, 11)

3. **Introduce professional identity** – studies that provide an understanding of all of the following aspects of professional functioning including history, roles, organizational structures, ethics, standards, and credentialing. (CTC 17, 18)

4. **Introduce professional organizations,** primarily ACA and CAMFT, including membership benefits, activities, services to members, and current emphases. (CTC 18)

5. **Advocacy processes** needed to address institutional and social barriers that impede access, equity, and success for clients. (CTC 23)

ASSIGNMENTS

**SKILLS DEVELOPMENT:** You will have the opportunity to practice the skills taught in role-play, classroom exercises, and one on one counseling practice. All students will serve both as counselor and client. This class is, essentially, an experiential process, and you will have to be involved and supportive of each other to maximize the professional growth opportunities for all. (CTC 31; CACREP II, G5c)

**ATTENDANCE:** In order to learn the skills and to demonstrate professional responsibility, you **MUST BE PRESENT AND ON TIME.** Being present and on time, and informing of any compelling reasons not to do so, is a key responsibility of counselors. For that reason, absences without a compelling reason, absences without prior notice to the instructor, or arriving late and leaving early will all incur deductions from the ethical/professional responsibility section of your grade. Your attendance at every class is expected. Please **CALL IN ADVANCE** to let me know should you have unavoidable circumstances that require you to miss a class. Leave messages at both phone numbers, 225-5860 and 266-9331. Appropriate closure is an important part of the counseling process, and an important part of this class. **You are expected to attend the final class meeting.**
PROFESSIONAL JOURNAL ARTICLE SUMMARY & CRITIQUE/REACTION: Students are expected to become familiar with journals that relate to counseling techniques and strategies for use with diverse populations. Students will turn in a journal article, along with a summary, critique of, and reaction to the article. The article must present research related to counseling techniques and strategies and EXACTLY follow the guidelines for topic, content and format as described on the sheet entitled “JOURNAL ARTICLE SUMMARY AND CRITIQUE/REACTION, COUN 200, Instructor: J. Church, GENERAL REQUIREMENTS” (included at the end of the syllabus). On the due date, the articles will be discussed in class. It is essential that you are prepared on the day the assignment is due. It must be received by the due date. If there are compelling reasons, the assignment will be accepted up to one week following the due date, but scores will be reduced by one full grade level (10%), e.g. a paper receiving a grade of 36 points (90%) will be reduced by 10% to 32 points (80%). The assignment will not be accepted later than one week following the deadline, and no credit for the assignment will be given. The due date is listed on the calendar in this syllabus.

GRADED HOMEWORK ASSIGNMENT: This assignment will focus on demonstration of cognitive ability to apply the skills. It will require responses to client statements using the core conditions, as well as a facility in the use of affective words. Again, for compelling reasons, the assignment will be accepted up to one week following the due date, but scores will be reduced by one full grade level (10%).

NON-GRADED HOMEWORK ASSIGNMENT: There will be a homework assignment which will not be graded. It is intended to facilitate your progress in developing your counseling skills. Therefore, completion of the assignment is considered part of your ethical/professional responsibility. Failure to complete or late completion of the assignment will affect your Professional/Ethical Responsibility grade. Late completion of the assignment, or completion more than one week late, will result in 4 points off in this area. Failure to complete the assignment will result in 12 points off.

PROFESSIONAL/ETHICAL RESPONSIBILITY: It is expected that you act at all times in a professionally responsible way. This includes attending class, being punctual and prepared, participating actively, completing assignments, showing respect for each other, etc. Given the nature of this class (i.e. the kind of intimacy that emerges in counseling relationships), all exchanges of personal information are to be kept in the strictest of professional confidence in accordance with the “Ethical Standards” of the American Counseling Association (ACA). This “ethics” document will be distributed and discussed early in the course. Class Ethical Guidelines are included in the syllabus. All guidelines must be followed to receive full credit in this area. Breaches of ACA Ethical Guidelines which have the potential of causing harm to others (e.g. a breach of confidentiality) will increase the weighting of the Professional/Ethical Responsibility area of your grade, and could result in a failing grade in this course.

TEXTBOOK:


ACCESSORIES: You will need to supply a blank Flash Drive for recording your practice counseling sessions. These are to be reviewed on a computer in a confidential setting and
self-evaluated following each of your counseling practice sessions. You will also need to supply a method of audio taping all of your sessions. CTC 31 Please have the flash drive and audio device available by the third week of class, and bring them to each subsequent class. To further assure confidentiality, all flash drive files and audio tapes must be destroyed by the end of the semester.

HANDOUTS/Written AssignMENTS: ALL handouts and written assignments ON BLACKBOARD should be downloaded, printed, and brought to class beginning the second week of class. They will be helpful to you for class discussions, exercises, and review for exams.

CALENDAR: A calendar for classes is attached. The dates presented thereon are to help us stay on task, and are subject to change in the event of extenuating circumstances. The exact date topics are covered and the exact format for each class may vary according to class need. However, I do expect to maintain the dates listed on the calendar for Exams 1 and 2. You will be informed ahead of time in the event of any necessary changes in due dates for assignments. The final meeting date for this class is listed on the calendar, along with the time of meeting.

EVALUATION: There will be two (2) exams during this course given on the dates listed on the calendar. These exams will be on content of counseling. The exams will require you to do two things: 1) demonstrate understanding of and develop your thoughts regarding selected topics/issues from the textbook and class discussions/handouts; and 2) demonstrate understanding of the core conditions by giving appropriate, effective written responses to selected client statements. Responses will be evaluated based upon level of empathy, the presence of other requested core conditions, and following directions for what not to include in responses.

Your counseling competence will be determined by a rating procedure designed to discriminate levels of counselor effectiveness, yet it is a subjective rating system. Since this is a “skills” oriented class, you will have ample opportunity to learn and practice your basic counseling skills. As in any skill building process, feedback is essential and will be frequent and ongoing. If, at any time, you feel unclear about how you are doing in this area, you are expected to contact me for additional feedback. Your active participation, including regular attendance, is the key to success in this area. The following scale will be used to evaluate students in this course:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two Exams @ 25% each</td>
<td>200 points</td>
</tr>
<tr>
<td>Journal Article Summary &amp; Critique/Review (10%)</td>
<td>40 points</td>
</tr>
<tr>
<td>Graded Homework Assignment (5%)</td>
<td>20 points</td>
</tr>
<tr>
<td>Counseling Competence (30%)*</td>
<td>120 points</td>
</tr>
<tr>
<td>Professional/Ethical Responsibility (5%)**</td>
<td>20 points</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>400 points (100%)</strong></td>
</tr>
</tbody>
</table>

*This is, for the most part, a function of professional judgment on the part of your instructor. Frequent feedback is essential to keep you feeling comfortable with this method of evaluation. Students are responsible for making an appointment to meet with your instructor for additional feedback if desired.

**This includes following ACA Ethical Guidelines, as well as the ethical guidelines for the class, including, but not limited to: maintaining confidentiality, respectful communication, regular attendance, participation, and completion of assignments. Usually this is no problem and will only be worth the 5%. Infractions resulting in personal/emotional injury, however, will increase the weighting; and up to 400 points could be deducted.
**Grading Scale:** A = 90-100%; B = 80-89.9%; C = 70-79.9%; D = 60-69.9%; F = below 60%. Students who make a grade of “C” or below may be asked to retake the course to gain the skills required for success in subsequent courses.

**SCHOOL THEME & VISION:** “Leadership for Diverse Communities” The Kremen School of Education and Human Development is a center for academic excellence and collaboration in the fields of education and counseling. Graduates will become community leaders who advocate for high standards and democratic values with attention to professional ethics and diversity.

**UNIVERSITY/DEPARTMENT POLICIES**

**STATEMENT ON SERVICES FOR STUDENTS WITH DISABILITIES:** “The University is committed to providing reasonable academic accommodation to students with disabilities. Services for Students with Disabilities provides university academic support services and specialized assistance to students with disabilities. Individuals with physical, perceptual, or learning disabilities as addressed by the Americans with Disabilities Act should contact Services for Students with Disabilities for information regarding accommodations.” (Madden Library 1049, 278-2811) Please notify your instructor immediately, so that reasonable accommodations for learning and evaluation can be made.

**STATEMENT ON CHEATING AND PLAGIARISM:** “The University has a written policy on cheating and plagiarism which includes specific steps that will be taken in the event that an incident of cheating or plagiarism is suspected or alleged. The full text of the document is available in the office of the Vice President for Student Affairs in the Joyal Administration Building, Room 262. University definitions of cheating and plagiarism may be found in the section on “Legal Notices” in the current ‘Schedule of Courses’.”

**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 (http://www.csufresno.edu/ITS/) or the University Bookstore. 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.”

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COPYRIGHT POLICY: Copyright laws and fair use policies protect the rights of those who have produced 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://www.csufresno.edu/library/libraryinformation/campus/copyright/copyrtpolicyfl.pdf. For copyright Questions and Answers:

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POLICY ON THE USE OF ELECTRONIC DEVICES IN THE CLASSROOM (Adopted by the Counselor Education Program, 12/11/07)

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policy and have been previously warned are considered to be in violation of the University Policy on Disruptive Classroom Behavior and will be subject to disciplinary action.

CLASS ETHICAL GUIDELINES

* All exchanges of personal information will be kept in the strictest of professional confidence in accordance with ACA Ethical Standards.

* Students and instructor will consistently show respect for others, including but not limited to communication of feedback regarding counseling practice sessions.

* Students and instructor will show professional responsibility by regular attendance. Students will advise instructor in advance should there be unavoidable circumstances, which prevent attendance.

* Students will demonstrate responsibility to self and others by active and supportive participation in all class activities.

* Students will meet class commitments to complete all assignments and examinations fully and on time.

* Students and instructor will be punctual and prepared for each class.

* Students will work within their level of competency. Should very sensitive issues arise for another student, students will not attempt to provide therapy services; rather, both students will call this to the attention of the instructor for consultation and possible referral for professional counseling.

* Students will be diligent in maintaining the confidentiality of recorded sessions. They must be transported safely, kept in a confidential place, viewed in a confidential setting, and destroyed by the end of the semester.
COUNSELING 200 CALENDAR, MONDAYS, FALL 2010

Schedule #73982/73983 * Instructor: Jacquelyn Church

NOTE: Assignments are listed on the date you are to begin them and should be completed by the following class.

AUGUST 23:
  Introductions/Getting to Know You/About this Course
  What is Counseling?
  ASSIGNMENT: Chapters 1 and 12

AUGUST 30:
  The Core Conditions – Lecture/Discussion
  Basic Listening Skills – Lecture/Practice
  Levels of Empathy – Lecture/Practice
  ASSIGNMENT: Chapters 2 & 3; Complete Core Conditions Assignment

SEPTEMBER 6:  Labor Day, No Class

SEPTEMBER 13: Core Conditions Assignment Due
  Recognizing Empathy: “Rogers Tape”
  Using Empathy, Practice
  Listening for the Message/Language as a Tool – Lecture Discussion
  Beginning & Ending a Session – Lecture/Discussion
  ASSIGNMENT: Complete Journal Article Assignment due next class

SEPTEMBER 20:
  Journal Article Summary/Critique/Reaction Due (See guidelines for specifics.)
  Small and Large Group Discussion of Articles
Orientation to Lab, and work in booths
ASSIGNMENT: Chapters 9 & 10; Read ACA Ethical Standards

SEPTEMBER 27:
Ethics – Lecture/Discussion, related Direct Interventions
Work in Booths
ASSIGNMENT: Chapters 5 & 11

OCTOBER 4:
Putting the Client in Charge of His/Her Own Life – Lecture/Discussion
The Core Conditions to Facilitate the Client Taking Charge – Lecture/Discussion
Work in Booths
ASSIGNMENT: Chapters 4 & 6

OCTOBER 11:
Immediacy & Personalizing
Brief Review for Exam next class
Work in Booths
ASSIGNMENT: Begin Graded Homework Assignment due 11/1.
Prepare for Exam #1 next class (Chaps. 1-6, 10-12; lecture material; ethics; skills responses).

OCTOBER 18:
EXAM #1 (Chapters 1-6, 9-12; lecture material; ethics; skills responses)

OCTOBER 25:
Debriefing of Exam
Immediacy and Personalizing Revisited
Perls Tape
Work in Booths
ASSIGNMENT: Chapter 16, Complete Graded Homework Assignment due next class

NOVEMBER 1:
Graded Homework Assignment Due
Anxiety Based Problems – Lecture/Discussion
Work in Booths
ASSIGNMENT: Chapter 15

NOVEMBER 8:
Crisis Intervention – Lecture/Demonstration
Work in Booths
ASSIGNMENT: Chapters 17 & 18

NOVEMBER 15:
Theory to support Practice – Lecture/Discussion
Research Findings/Direct Interventions
Work in Booths
ASSIGNMENT: Chapters 13 & 14

NOVEMBER 22:
Beginnings and Endings
The Core Conditions in Family Therapy – Video Clips
Work in Booths
ASSIGNMENT: Select session file to turn in to instructor next class, only if desired or requested

NOVEMBER 29:
Turn in session file for instructor to review one session, if desired or requested
Brief Review for Exam
The Nature and Importance of Closure
Work and closure in Booths
ASSIGNMENT: Prepare for Exam #2 next class (Chaps. 13-18, lecture material, skills responses, ethics)

DECEMBER 6:
Exam #2 (Chaps. 13-18, lecture material, skills responses, ethics)

DECEMBER 13:
FINAL CLASS MEETING, 8:00pm - Class Closure Exercises

COUN 200 SELECTED BIBLIOGRAPHY


**JOURNAL ARTICLE SUMMARY & CRITIQUE/REACTION**

**GENERAL REQUIREMENTS**

The article must relate to research on the EFFECTIVENESS OF A COUNSELING THEORY, MODALITY, OR SET OF TECHNIQUES OR STRATEGIES used with a SPECIFIC CLIENT POPULATION from the options listed below. In our class discussion we will compare and contrast counseling techniques appropriate for various client populations. To help focus the discussion, please use one of the following “specific populations”: ethnic/cultural group; age group; socioeconomic group; sexual orientation; or persons with physical or developmental challenges. Check with the instructor if you are uncertain whether or not the article of your choosing meets the criteria for “specific population” and/or other criteria described above.

The article must be from a professional journal 2000 to present. The article must relate to research as outlined above. Submit a copy of the complete article with your paper. Be sure the Name of the Journal, Volume #, Date, Page Numbers, and References at the end of the article are included.
Keep papers to the **3-page maximum, double spaced.** Please do not use smaller than 11-pitch font size. Your instructor has old-aged vision, and smaller type increases the length beyond that requested.

**AT THE TOP** of your paper, write **your name** and give the **standard APA reference** of the article submitted. The reference should follow APA format like in the following example:


**Clearly separate** each section listed below, **LABELING each section in your paper.**

### SPECIFIC CONTENT/SECTION REQUIREMENTS

A. **(15 POINTS) SUMMARY OF ARTICLE:** Please lift out of the article the most significant points the authors make, as well as summarizing findings/conclusions they present. Especially important are any suggestions made for use of counseling techniques. Please remember, if you use quotations from the journal article or any other source, you must put them in **quotation marks and follow the quote with the page number** it was on. If you do not, it is plagiarism, and will result in a significant reduction of score on the assignment and/or departmental or university actions.

B. **(2 POINTS) STRENGTHS AND WEAKNESSES of the research/article (not of the model/techniques presented):** Some examples of this might be: strength or weakness of sample sizes and research methods; weakness of presenting opinions as facts rather than backing them up with references; weakness of apparent bias; strength of clarity of organization and writing style; etc.

C. **(5 POINTS) REVELANCE TO YOUR COUNSELING:** Discuss the relevance of the information in the article to the counseling process (i.e., How will this information specifically help you in your future counseling?).

D. **(8 POINTS) RELEVANCE TO THE CORE CONDITONS:** Specifically discuss 4 different core conditions that are especially pertinent to the counseling strategies and/or specific population discussed in the article. Describe how each would be used and why it is important. Please be specific by discussing at least 4 different core conditions, not just the core conditions in general.

E. **(5 POINTS) PERSONAL INSIGHTS:** What did you learn **about yourself** from reading this article? Some examples might be: insights regarding cultural or values differences which might affect your counseling; insight regarding personal issues or biases which may need to be addressed in order not to interfere with your counseling effectiveness with this population.

### OTHER GRADING CRITERIA:
A portion of your grade is based on writing ability and following instructions for the paper. Points are assigned as follows:
- Writing ability (e.g. clarity of writing, grammar, spelling, etc.) **(4 POINTS)**
- Following instructions exactly **(1 POINT)**
HINTS FOR SHORTENING PAPERS:

1. Don’t repeat the name of article or authors in your text; they are already at the top of your first page.
2. Be succinct in presenting the points; don’t couch in unnecessary prefaces, etc.
3. Use colons followed by lists, rather than several sentences. For example, “The author notes 3 things to consider: developmental level, cultural background, and intelligence.” (Not, “The author notes three things to consider. The first is developmental level. The second is cultural background. The third is intelligence.”)
4. Since it is assumed all information and quotes come from this one article, you may diverge some from usual APA format. Quotations from the article must be put in quotation marks and cited, but citation only needs to indicate the page number of the quote. You do not need to also indicate the author(s) and year in your citation. You do not need to use APA citations for material summarized in your paper. It will be assumed that it is a summary of the article.

THIS ASSIGNMENT IS IN LIEU OF A MAJOR PAPER AND MUST DEMONSTRATE THE SAME QUALITY OF WRITING AS IS EXPECTED IN TERM PAPERS. Remember, failure to put quotes in quotation marks is plagiarism and may result in a failing grade for the assignment.
Leadership for Diverse Communities

Master Syllabus in Compliance with CTC Standards 2001

COUN 201: Seminar in Multicultural Aspects of Counseling

Course Description:
This course is designed to familiarize the graduate student in counseling with a set of concepts and ideas regarding the challenging fields of counseling and therapy with American minority, immigrant, and/or refugee groups. Familiarity with counseling theories and techniques is advantageous, as is familiarity with minority, immigrant, and/or refugee groups through coursework and/or real life or work experiences. Theories and methods of interpersonal communication across psycho-cultural, social, class, gender, language and other related demographic dimensions will be presented and explored as will current research methods, findings, and their implications, both theoretical and applied.

Prerequisites:
COUN 174

Course Objectives
This course is designed to help students learn the process for becoming culturally competent and for unlearning cultural encapsulation. Discussion and assignments are designed to systematically develop the counseling student’s knowledge, skills, and attitudes, which will enhance cross-cultural communication responsiveness and counseling abilities. In this light the following objectives are to be kept in mind:

1. **Become aware of your own cultural values, biases and ethnic identity.** The graduate student will explore personal attitudes, values and behaviors, as well as explore his/her own racial/cultural identity with respect to the culturally different client (CTC 3)

2. **Gather information and gain social/historical understanding regarding a selected non-mainstream, socio-cultural population in the United States.** The graduate student will gain knowledge of the varied social, historical, economic, political and psychological experiences of selected minority, immigrant and recent refugee groups in the United States of America. (CTC 2, 3, 23, 27)

3. **Apply counseling/psychological theory and data to cross cultural communication.** The graduate student will identify significant communication and relationship patterns that can impede or enhance the cross-cultural counseling interaction process. (CTC 2, 3, 11, 21)
4. **Review current literature** on methods and outcome studies in cross-cultural counseling and therapy (CTC 3)

5. **Apply strategies** for implementing culturally responsive counseling and therapeutic practices. (CTC 3, 27)

6. **Identify ethical and legal issues** relevant to counseling the culturally different (CTC 3, 6, 18)

**Relevant Learning Outcomes**

Upon successful completion students are expected to:

9. *Know the external* (i.e. social, historical, political, economic) *and internal* (i.e. psychological) factors that affect clients’/students’ ability to function effectively

10. *Apply multicultural counseling theory and research to their practice* with students, children and families in school, community college, university, public/private agencies as well as other educational and social service settings

11. *Implement culturally responsive strategies* when counseling, consulting with, or advising students children and families in school, community college, university, public/private agencies as well as other settings

**Required Readings**


Other readings to enhance the course content will be distributed

**Instructional Mode**

Format for presentation of material will include lectures, vignettes, small and large group discussion, guest speakers and experiential activities.

**Course Requirements (Assignments)**

1. **Two Quizzes**

   **Quiz 1** – chapters 1-5 (15 points)

   **Quiz 2** – chapters 6-10 (15 points)

   a. Each quiz will consist of 25 multiple choice and short-answer questions

   b. Quizzes will be given online and will be available for one week
2. **Major Paper - Immersion/Emersion Project** (35 points) (CTC8, 23, 31)

This is a three part assignment to be done with a classmate:

**Part 1: Data Collection and Analysis Summary (15 points)**

Pair with another student. Bi-weekly for one hour, both of you will meet with this person and get to know him/her. **This person is not a client but someone whose cultural background you are getting to know.**

**Content of paper**

Develop a set of interview questions using the following as a guide:

**Background of client**

a. Discuss the background of your informant.

b. Compare and contrast your own background with that of your informant.

c. Discuss two new things you learned from your informant.

d. Discuss two challenges you faced at all stages of your interaction with your informant (e.g. contacting your informant, miscommunication, etc.)

**Application of theories**

e. Apply theories addressed in class including those related to your specific client to what you learnt about your informant. Specifically, ask about the following: (a) affective and conceptual; (b) political; (c) identity development.

**Relevant Counseling practice**

f. Elaborate on the **skills and resources** a counselor might need to communicate effectively with someone of a background similar to that of your informant.

g. Discuss ways in which a counselor can **acquire the knowledge and skills to improve communication** with persons of a background similar to that of your informant. Specifically, incorporate practice focusing on the following: (a) practice of multicultural counseling/therapy (b) social justice counseling/therapy

**Part 2: Treatment Intervention (15 points)**

Choose a mental health issue related to the experiences of clients of a similar background to your interviewee. This issue should address school counseling, rehabilitation counseling, or marriage and family concerns depending on your program specialization.
Develop a treatment intervention based on the healthy aspects of your client’s cultural background.

Guidelines for this intervention are at the end of this handout

Part 3  Resource List (APA style) (5 points)

In addition to the treatment plan, provide a list of resources that will be helpful in understanding the experiences of the person you interviewed.

This list should include the following:
- Literature (books, journals, magazines, newsletters, poems, short stories)
- Personnel/organizations (churches, agencies, individuals)
- Audio-visual (films, videos, music)
- Electronic sites
- Non-electronic sites (museums)

Format
APA style
Must be typed (Times New Roman or Arial, font size 12), double-spaced, 1.5 inch margins and edited for grammar and spelling.
8 pages (including references)
Please use headings listed above. Paragraphs should be well developed. Poor grammar, sentence structure and spelling will lower your grade.

3. Presentation (10 points)

4. Final exam (25 points)
   a. This exam will consist of 50 multiple choice and short-answer questions
   b. It will be online and available during finals week (Dec 13-17)

Evaluation

<table>
<thead>
<tr>
<th></th>
<th>Pts</th>
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<tbody>
<tr>
<td>1. Quiz (chapters 1-5)</td>
<td>15</td>
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<tr>
<td>2. Quiz (chapters 6-10)</td>
<td>15</td>
</tr>
<tr>
<td>3. Major Paper - Immersion/Emersion Project</td>
<td>35</td>
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<tr>
<td>4. Presentation</td>
<td>10</td>
</tr>
<tr>
<td>5. Final Exam (chapters 11-26)</td>
<td>25</td>
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<tr>
<td>Total</td>
<td>100</td>
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</tbody>
</table>
School’s Theme, Vision and Mission

Theme: “Making a Difference in a Diverse Society: Leadership for a New Millennium.”

Vision: The School of Education and Human Development is committed to developing the knowledge, skills and values for education leadership in a changing, diverse and technologically complex society.

Mission: The Mission of the School of Education and Human Development is to educate students to become teachers, administrators, counselors, and educational specialists to provide for the educational needs of children and adults, with special attention to diversity and equity.

Philosophical Model and Knowledge Base

This course is a prerequisite for the graduate programs in Counselor Education. The course introduces students to the school theme by focusing on the foundation skills and concepts of counseling and their relevance to client group diversity. The model presented is that of the reflective, collaborative counselor and professional leader, one who is sensitive to the subjective reality of clients and who works with families, schools and communities to achieve individual, family, and community counseling goals. The course addresses the strengths and limitations of counseling theories and practices as they apply to diverse populations, including those with disabilities and different life-style orientations.

Policies

Attendance and Participation
Regular attendance and participation are expected. Attendance will be recorded at the beginning of each class. Late arrivals will be recorded as absent. If you arrive late it is your responsibility to inform the instructor at the end of class of your presence. Please contact me if you need to miss a session. If you fall behind in your studies or find that you are not doing as well as you expect on your assignments on any other aspect of your coursework, please feel free to talk with me.

Late Assignments
Assignments are due at the beginning of class. Late papers will automatically have the final score reduced by 5 points for each day that the assignment is late. No assignments will be accepted four days after the due date unless the instructor has been informed in advance of extenuating circumstances that may require assignments to be late.

Grading Policy
The university criteria, as outlined in the University Catalog, (pp.75-76) will be followed. Assignments will be graded according to the following scale:
Grade | Criteria
--- | ---
A=90-100% | “Excellent. Performance of the student has demonstrated the highest level of competence, showing sustained superiority in meeting all stated objectives and responsibilities, and exhibiting a very high degree of intellectual initiative.” In addition, writing is free of technical and stylistic errors.
B=80-89% | “Very Good. Performance of the students has demonstrated a high level of competence, showing sustained superiority in meeting all stated course objectives and responsibilities and exhibiting a high degree of intellectual initiative.” In addition, there are some technical and stylistic errors and/or organizational problems.
C=70-79% | “Satisfactory. Performance of the student has demonstrated a satisfactory level of competence, showing an adequate level of understanding of course objectives, responsibilities, and comprehension of course content.” In addition, there are a number of difficulties with technical, stylistic errors and/or organizational problems.
D=60-69% | “Unsatisfactory. Performance of the student has been unsatisfactory, showing inadequacy in meeting basic course objectives, responsibilities, and comprehension of course content.” In addition, there are serious difficulties with technical and stylistic errors and/or organizational problems.
F=below 60% | Fails to meet course objectives. Work at this level does not meet requirements for credit.

Papers will be evaluated according to content, effort, accuracy, and timeliness.

**Policy on the use of Electronic Devices in the Classroom**

Living in these modern times comes with unique challenges that, by their very nature, may degrade the learning environment, create a disrespectful environment for the professionalism of the instructor, and be a nuisance for all. As such, the program has adopted guidelines for appropriate use of electronic devices within the classroom. **Cell Phones:** Students must put cell phones on “silent mode” upon entering the classroom, and all cell phone business must be handled on breaks. In some specific laboratory settings, the presence of even “silent” cell phones may interfere with electronic devices used to advance the learning process, and in such cases your instructor may require that you turn cell phones to the "off" mode. "Texting" during class is offensive and will not be tolerated. If you are "on call" for a mental health agency or some other urgent service, let your instructor know in advance of each class meeting that you have such responsibilities. **Computers:** While computers are generally welcome in most classrooms (unless otherwise specified by the instructor), their use is strictly confined to direct educational support for the specific class being attended (note taking, seeking course-related material, etc.). The use of an open computer for activities such as instant messaging, chatting, social networking (myspace, facebook, etc.), shopping, bidding, surfing, e-mailing, etc., are strictly prohibited. **iPods, MP3 players, etc.:** The use of such devices, with the accompanying use of earphones, ear buds, etc., is strictly prohibited. Of course, assistive devices of a similar nature are always welcome; the instructor should be apprised in advance of their presence. Students who are in violation of this policy and have been previously warned are considered
to be in violation of the **University Policy on Disruptive Classroom Behavior** and will be subject to disciplinary action.

**University Policies**
Please click on the link and read very carefully
### Tentative Schedule of Classes

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.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Chapter</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/23</td>
<td>Course Orientation, Syllabus The multicultural journey to cultural competence: Personal Narratives</td>
<td>1</td>
<td>Complete readings before class Be prepared to share your own narratives</td>
</tr>
<tr>
<td>2</td>
<td>8/30</td>
<td>The Superordinate Nature of Multicultural Counseling and Psychotherapy</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>9/6</td>
<td>LABOR DAY</td>
<td></td>
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<tr>
<td>4</td>
<td>9/13</td>
<td>The Politics of Counseling and Psychotherapy Ethical guidelines in multicultural counseling</td>
<td>3</td>
<td>ACA Code of Ethics (B1; E5b; E5c; E6a; E6c; E8; F2b; F6b; F11a, b, c; G1g</td>
</tr>
<tr>
<td>5</td>
<td>9/20</td>
<td>Sociopolitical Considerations of Trust and Mistrust</td>
<td>4</td>
<td></td>
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<tr>
<td>6</td>
<td>9/27</td>
<td>Racial, Gender and Sexual Orientation Micro-aggressions: Implications for Counseling and Psychotherapy</td>
<td>5</td>
<td></td>
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<tr>
<td>7</td>
<td>10/4</td>
<td>Barriers to Effective Multicultural Counseling/ Therapy</td>
<td>6</td>
<td>Quiz – Chaps. 1-5 (15%)</td>
</tr>
<tr>
<td>8</td>
<td>10/11</td>
<td>Culturally Appropriate Intervention Strategies; Ethical considerations</td>
<td>7</td>
<td></td>
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<tr>
<td>9</td>
<td>10/18</td>
<td>Multicultural Family Counseling and Therapy</td>
<td>8</td>
<td></td>
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<tr>
<td>10</td>
<td>10/25</td>
<td>Non-Western and Indigenous Methods of Healing</td>
<td>9</td>
<td></td>
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<tr>
<td>11</td>
<td>11/1</td>
<td>Racial/Cultural Identity Development: Therapeutic Implications</td>
<td>10</td>
<td></td>
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<tr>
<td>12</td>
<td>11/8</td>
<td>White Racial Identity Development: Therapeutic Implications</td>
<td>11</td>
<td>Quiz – Chaps. 6-10 (15%)</td>
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<tr>
<td>13</td>
<td>11/15</td>
<td>Social Justice Counseling/Therapy</td>
<td>12</td>
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<td>14</td>
<td>11/22</td>
<td>Minority Group Therapists: Working with Majority and other Minority clients</td>
<td>13</td>
<td></td>
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<tr>
<td>15</td>
<td>11/29</td>
<td>Counseling and Therapy with Racial/Ethnic Minority Group Populations</td>
<td>14-20</td>
<td>Major Paper - Immersion/Emersion Project (35%) Due today Group Presentation (10%)</td>
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<tr>
<td>16</td>
<td>12/6</td>
<td>Counseling and Therapy with Racial/Ethnic Minority Group Populations</td>
<td>21-26</td>
<td>Group Presentation (10%)</td>
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<td>(last class)</td>
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<td>17</td>
<td>12/13</td>
<td>Final Exam Week</td>
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<td>Exam – Chaps 11-26 (25%)</td>
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### TOPIC PRESENTATION

### NAMES OF PRESENTERS

### DATE

### INTRODUCTION

<table>
<thead>
<tr>
<th>Question</th>
<th>Scale</th>
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<tbody>
<tr>
<td>Was there an effort to arouse interest?</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Was the outline helpful?</td>
<td>1 2 3 4 5</td>
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</table>

### PURPOSE

<table>
<thead>
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<tbody>
<tr>
<td>Was the purpose of the topic clearly stated?</td>
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</table>

### CONTENT

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Was the content substantial, well structured?</td>
<td>1 2 3 4 5</td>
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<tr>
<td>Was there evidence of research to support claims made?</td>
<td>1 2 3 4 5</td>
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### CONCLUSIONS

<table>
<thead>
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<tbody>
<tr>
<td>Were presenters’ responses to questions helpful?</td>
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<tr>
<td>Was the summary helpful?</td>
<td>1 2 3 4 5</td>
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</tbody>
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### VISUAL AND OTHER AIDS

<table>
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<tbody>
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<td>Were the aids appealing?</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Were the aids relevant to the topic?</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

### Other Suggestions for Improving Future Presentations

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

_________________________Evaluator (optional)
Guidelines for Treatment Intervention

- Choose a mental health or adjustment concern of a person from a background similar to the person whom you interviewed

- Briefly describe the client and the concern

- Develop a brief Treatment Plan (4-5 sessions) and include the following:

  Establishing the relationship
  1. How would you proceed to establish a relationship?

  Assessment and Rationale
  2. What kind of assessment techniques (standardized and/or non-standardized) would you use to acquire information about the client
  3. Provide a rationale for use of these assessment techniques. Relate rationale to the identified problem/s.
  4. What specific information would you want to collect?

  Treatment techniques
  5. Based on this information, which treatment technique/s would you use?
  6. Give a detailed account of this/these techniques and the theoretical basis for it.
     a. Day 1
     b. Day 2
     c. Day 3
     d. Day 4
     e. Day 5

  Goals and outcomes for counseling
  7. State your goals for counseling.
  8. In the brief time that you have with the client, state the behavior changes you expect to see.

  Preparing client and Procedures
  9. How would you prepare the client for this intervention?

  Problems anticipated and Solutions
  10. What are some problems you anticipate in the course of the treatment?
  11. How would you address these problems?

  Termination and follow-up
  12. How would you prepare the client for termination of counseling?
  13. How do you plan to follow up with your client?
2009 CACREP Standards relevant to multicultural counseling

2. SOCIAL AND CULTURAL DIVERSITY—studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural society, including all of the following:

   a. multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally;

   b. attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students’ understanding of self and culturally diverse clients;

   c. theories of multicultural counseling, identity development, and social justice;

   d. individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies;

   e. counselors’ roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body; and

   f. counselors’ roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.
COUN 202 SEMINAR IN GROUP PROCESS - 3 units
Master Syllabus in Compliance with CTC Standards 2001

PREREQUISITES: Have taken and passed Coun 200: Counseling Techniques

COURSE DESCRIPTION
This course is a combination of didactic and experiential activities. Students are exposed to various theories of group work, the basics of group process, and professional and ethical issues involved in group counseling. The goal of the course is to provide an integration of concepts and skills. This course is designed to ensure that students develop the following dispositions: reflection, critical thinking, professional ethics, valuing diversity, collaboration, and life-long learning in the area of group counseling.

REQUIRED TEXTS

RECOMMENDED TEXT
Group Exercise book

SUGGESTED TEXT

OBJECTIVES
1. The student will identify principles of group dynamics including group process components, developmental stage theories, group members’ roles and behaviors, and therapeutic factors of group work (CTC 9; CACREP IIa).
2. The student will describe group leadership styles and approaches including characteristics of various types of group leaders and leadership styles (CTC 9; IIb).
3. The student will describe theories of group counseling including commonalities, distinguishing characteristics, and pertinent research and literature (CTC 27; IIc).
4. The student will describe group counseling methods including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness (II; IIa, IIb, IIc).
5. The student will have direct experiences by participating as a group member in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term (CTC9; II).

6. The student will identify approaches used for other types of group work, including task groups, psychoeducational groups, and therapy groups. (CTC 9)
7. The student will identify how group counseling in a school setting helps students overcome barriers to learning (CTC 26).
8. The student will describe how core conditions and appropriate techniques are used to establish effective interpersonal communication within groups (CTC 9, 13, 21).
9. The student will do a search of the scholarly literature on conducting group counseling with a selected population and/or selected theory (CTC 3).
10. The student will identify approaches used in working with persons from varied social, ethnic, and cultural diversity groups, including people with disabilities (CTC 3, 9, 11, 13) and evaluate attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster understanding of self and culturally diverse clients (IIG2b &d).
11. The student will identify counselor and consultant characteristics and behaviors that influence helping processes including age, gender, and ethnic differences, verbal and nonverbal behaviors and personal characteristics, orientations, and skills.
12. The student will identify ethical and legal issues related to group work and the professional standards for group leaders.
13. The student will describe the standards from the Association for Specialists in Group Work (ASGW) of the American Counseling Association (ACA).
14. The student will participate in a group experience and will apply theory to practice and participate fully in the process of group work (CTC 9, 13).

EVALUATION

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Take Home Exam</td>
<td>300</td>
</tr>
<tr>
<td>Reflection Paper</td>
<td>300</td>
</tr>
<tr>
<td>Research Paper</td>
<td>300</td>
</tr>
<tr>
<td>Attendance and Participation *</td>
<td>100</td>
</tr>
<tr>
<td>Total Points</td>
<td>1000</td>
</tr>
</tbody>
</table>

* You must attend all classes and be on time for both segments of the class to get the full 100-points. After 2 absences, points will drop by 10 points for each absence. Tardiness will result in points taken off for participation as well. If you weren’t in the class, you didn’t participate. You will not pass the course if you miss 4 or more classes (whether excused or not) due to the in-class experiential component of the course.

ASSIGNMENTS

I. Blackboard (BB)
The course syllabus, lectures, some reading assignments (H/O) and all assignments will be on Blackboard. I will use Blackboard for announcements such as updates and cancellation of class or office hour when needed. It is up to you to make sure the most current information is on Blackboard. MAKE SURE YOU KNOW HOW TO USE BLACKBOARD. View the blackboard tutorial guide link I included in one of the announcements. Call the digital campus office if you need further guidance at 278-7000.

II. Chapter Readings/Class Participation
Since this class is a seminar class, it is imperative that you keep up with the readings. The lectures on blackboard summarize the main points and/or elaborate key points from the
textbook and other relevant sources. Class time will be spent discussing and elaborating on reading materials. Active participation is expected. (NCATE 1.2). If you’re not in class due to absence or tardiness, you will lose points for participation.

III. Group Research Paper
You will do a group research paper on either an aspect of group counseling or a particular theory of group counseling. Get into groups of 3 or 4 individuals from your program. Aspects include (for MFT and Rehabilitation students) but are not limited to: Group counseling with children/adolescents/the elderly; multicultural issues in counseling; group counseling for substance abusers, etc. **MFT Students** should gear their papers to the use of groups in the marriage, and family therapy field and **rehabilitation counseling students** should gear their papers to the use of groups in rehabilitation counseling. Theories include but are not limited to: psychoanalytic groups, humanistic groups, behavioral groups, etc. **Students in the M.S. Counseling and Student Services K-12, and Pupil Personnel Services Credential** will do a research paper on using groups with students (any age) in an educational setting to reduce barriers to learning (CTC 3, 26, NCATE 1.2, 1.5, 1.8).

The whole group turns in one research paper, but each of you is to write a reflection paper on the process of writing the group paper. How was the process from beginning to end? What ingredients are needed to complete a group paper? Which ingredients did your group have and which were missing? Which of these ingredients do you think might be needed in a group counseling session and why? Were there any conflicts and why?

Your grade reflects the quality, completeness, and promptness of your assignments. The Research paper should be in formal writing and include the following.

- **Must be** in APA format (including Title Page with Running Header, Abstract, Body of Paper, and References.) Be sure to check the current APA Publication Manual for examples of how an APA paper looks like. It is to be free of spelling and grammatical errors. You should use headings (APA style) to divide sections of the paper.
- **Research Paper** should be double-spaced, 12 point type.
- Please make sure I approve of your research topics.
- MAKE SURE YOU UNDERSTAND WHAT CONSTITUTES PLAGIARISM. (I will spend some time in class going over this.) PLAGIARISM WILL RESULT IN A ZERO FOR THE ASSIGNMENT AND AS A GRADUATE STUDENT YOU CAN BE EXPELLED FROM THE PROGRAM.

IV. Take Home Exam
This is an open book, open note take home written exam. Exam will be given a week before it’s due. Each student should complete his/her exam individually and adhere to the university’s honor code and cheating and plagiarism policies.

V. Reflection Paper
*Examine personal awareness and reactions to readings, class discussions, and activities with respect to insights about oneself:*
Summarize your reactions to the class group experience. CTC 3, CTC 26 (These are the groups held during the second part of class.) You will answer the following questions using both personal experience and concepts from text and class lecture:

- What did you learn about yourself from participating in this group?
- What specific attitudes and behaviors could either help or hinder you as a group leader?
- Review your personal goals that you identified at the first session and assess the degree to which you have met these goals. Where might you want to go from here?
- What are some of your potential countertransference issues that may have surfaced? Think of countertransference broadly, such as feelings that may have come but were NOT expressed. How come?
- What are some specific skills that you acquired that will be useful to you as a group leader? How about as a group member?
- What did you learn about group process (i.e. the stages) from participating in this group?
- How would you describe the personality of your group?
- Anything else that you have learned from this experience that will help you in leading a group in the future?
- What stages did your group go through? What turning points characterized your group?

Course Schedule

The class will be divided into three sections. a) Discussion of readings and techniques—roughly during 1st 1.5 hour, b) Group Experience—2nd hour, and c) Processing of Group Experience—3rd hour. All students will be a part of a self-growth group/process analysis group. You will also lead at least one of the group sessions. This self-growth group is for you to gain experience as a group participant. It is vital for anyone who intends to lead a group to also know what it’s like to be in a group. You are expected to participate and to share as much of yourself as feels comfortable. The more you know about yourself intrapersonally and interpersonally, the better a counselor you will be. THIS IS NOT A THERAPY GROUP ALTHOUGH IT CAN BE THERAPEUTIC. STUDENTS WILL CHOOSE GOALS TO WORK ON SUCH AS STRESS REDUCTION, BE MORE ASSERTIVE, ETC. THE CLASS WILL BE DIVIDED INTO 2-3 GROUPS. The instructor and teaching assistance(s) will be observing and supervising these groups. (CTC 9, 26)

Note: Lectures and Blackboard (BB) readings will be on Blackboard. Lectures will be posted in “Lecture” tab and readings (H/O) will be in the “Course Document” tab.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Required Readings/Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/27</td>
<td>Syllabus/Basics Techniques</td>
<td>-Blackboard (BB): Basic Techniques &amp; H/01</td>
</tr>
<tr>
<td></td>
<td>* Group1: Forming groups and setting goals</td>
<td></td>
</tr>
<tr>
<td></td>
<td>*Sign up for group paper</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Chapter(s)</td>
</tr>
<tr>
<td>--------</td>
<td>----------------------------------------------------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>2/3</td>
<td>Types of Group Theories</td>
<td>Ch.1</td>
</tr>
<tr>
<td></td>
<td>*Group2</td>
<td>BB: Rogerian and Cognitive Behavioral Groups</td>
</tr>
<tr>
<td>2/10</td>
<td>The Group Counselor</td>
<td>Ch.2</td>
</tr>
<tr>
<td></td>
<td>*Group3</td>
<td></td>
</tr>
<tr>
<td>2/17</td>
<td>Screening/Pregroup/Forming Group</td>
<td>Ch. 4</td>
</tr>
<tr>
<td></td>
<td>Initial Stages/Norms</td>
<td>Ch. 5</td>
</tr>
<tr>
<td></td>
<td>*Group4</td>
<td>BB: H/02, 3, 4</td>
</tr>
<tr>
<td>2/24</td>
<td>Here &amp; Now Focus DVD on initial stage</td>
<td>Ch. 5 continues;</td>
</tr>
<tr>
<td></td>
<td>*Group5</td>
<td></td>
</tr>
<tr>
<td>3/3</td>
<td>Ethics/Legal/Plagiarism</td>
<td>Ch.3</td>
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<tr>
<td></td>
<td>*Group6</td>
<td>BB: ASGW Link ACA Ethics Code H/O 10, 11, 14</td>
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<tr>
<td>3/10</td>
<td>Transition Stage /DVD</td>
<td>Ch.6</td>
</tr>
<tr>
<td></td>
<td>*Group7</td>
<td>BB: H/05,6,7</td>
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<tr>
<td></td>
<td><strong>Research Paper Due</strong></td>
<td></td>
</tr>
<tr>
<td>3/17</td>
<td>Working Stage &amp; DVD on Working Stage (1st Program on DVD)</td>
<td>Ch.7</td>
</tr>
<tr>
<td></td>
<td>*Group 8</td>
<td>BB: H/O5,8</td>
</tr>
<tr>
<td>3/24</td>
<td>Final Stages/ DVD on final stage</td>
<td>Ch.8</td>
</tr>
<tr>
<td></td>
<td>*Group9</td>
<td>BB: H/O5,9</td>
</tr>
<tr>
<td>3/31</td>
<td>Spring Break—No Class</td>
<td>No class</td>
</tr>
<tr>
<td>4/7</td>
<td>DVD on Final Stage Dealing with Difficult behaviors (Challenges Facing Group Leaders)</td>
<td>Exam Given Out on blackboard</td>
</tr>
<tr>
<td></td>
<td>*Group 10</td>
<td></td>
</tr>
<tr>
<td>4/14</td>
<td>Activities on Blackboard</td>
<td>No Class</td>
</tr>
<tr>
<td>4/21</td>
<td>Groups for Children</td>
<td>Ch.9</td>
</tr>
<tr>
<td></td>
<td>*Group11</td>
<td>Exam Due</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ch. 10</td>
</tr>
<tr>
<td>5/5</td>
<td>Groups for Adults</td>
<td>Ch. 11</td>
</tr>
<tr>
<td></td>
<td>*Group13: Discuss termination</td>
<td></td>
</tr>
<tr>
<td>5/12</td>
<td>Groups for Elderly Class Eval.</td>
<td>Ch. 12</td>
</tr>
</tbody>
</table>
The above schedule and procedures for this course are subject to change in the event of extenuating circumstances.

Important note on assignments:
All papers/assignments are due at the beginning of class or at the time specified (see attached calendar). Late papers/exams/assignments will automatically have the final score reduced by one letter grade for each day (not class meeting) that the paper is late. No papers will be accepted 4 days after the due date without prior permission from the professor. In case of emergencies, the professor should be contacted as soon as possible to discuss alternative arrangements. Please note, computer and work related difficulties are not considered personal emergencies: Plan accordingly!!

Students with Disabilities: If you have special needs as addressed by the Americans with Disabilities Act (ADA) and need course materials in alternative formats, notify your course instructor immediately. Reasonable efforts will be made to accommodate your special needs. Documentation of recommendations for accommodations from the Student Services Office should be submitted by the end of the second week of class to allow the instructor reasonable time to make accommodations. 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 in Madden Library 1049 (278-2811).

Policy on Cheating and Plagiarism: Cheating and plagiarism will not be tolerated. Students are responsible for familiarizing themselves with University policies regarding cheating and plagiarism, which are stated in the current University catalogue. Additionally, student should refer to the Ethics Codes of the ACA, CAMFT, and AAMFT for ethical guidelines regarding plagiarism. For a definition and examples of plagiarism, students can refer to the APA Publication Manual.

Honor Code
Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities. You should:
- Understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
- Neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
- Take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

For more details, please review the 2008-2009 University General Catalog, page 20 for a more detailed text related to the Honor Code.
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 (http://www.csufresno.edu/ITS/) or the University Bookstore. 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: "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 and 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."

Policy on the use of Electronic Devices in the Classroom (Adopted by the Counselor Education Program, 12-11-07): Living in these modern times comes with unique challenges that, by their very nature, may degrade the learning environment, create a disrespectful environment for the professionalism of the instructor, and be a nuisance for all. As such, the department has adopted guidelines for appropriate use of electronic devices within the classroom. **Cell Phones:** Students must put cell phones on "silent mode" (**not** "vibrate mode") upon entering the classroom, and all cell phone business must be handled on breaks. In some specific laboratory settings, the presence of even "silent" cell phones may interfere with electronic devices used to advance the learning process, and in such cases your instructor may require that you turn cell phones to the "off" mode. "Texting" during class is offensive and will not be tolerated. If you are "on call" for a mental health agency or some other urgent service, let your instructor know in advance of each class meeting that you have such responsibilities. **Computers:** While computers are generally welcome in most classrooms (unless otherwise specified by the instructor), their use is strictly confined to direct educational support for the specific class being attended (note taking, seeking course-related material, etc.). The use of an open computer for activities such as instant messaging, chatting, social networking (myspace, facebook, etc.), shopping, bidding, surfing, e-mailing, etc., are strictly prohibited. **iPods, MP3 players, etc.:** The use of such devices, with the accompanying use of earphones, ear buds, etc., is strictly prohibited. Of course, assistive devices of a similar nature are always welcome; the instructor should be apprised in advance of their presence. Students who are in violation of this policy and have been previously warned are considered to be in violation of the University Policy on Disruptive Classroom Behavior and will be subject to disciplinary action.
### School of Education and Human Development

<table>
<thead>
<tr>
<th>Theme</th>
<th>Making a Difference in a Diverse Society: Leadership for a New Millennium</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vision</td>
<td>The School of Education and Human Development is committed to developing the knowledge, skills, and values for education leadership in a changing, diverse, and technologically complex society.</td>
</tr>
<tr>
<td>Mission</td>
<td>The mission of the School of Education and Human Development is to educate students to become teachers, administrators, counselors, and educational specialists to provide for the educational needs of children and adults, with special attention to diversity and equity.</td>
</tr>
</tbody>
</table>

**Selected References:**


COURSE OUTLINE

California State University – Fresno
Seminar in Assessment and Counseling
(COUN 203) – 3 units

Master Syllabus in Compliance with CTC Standards 2001

PREREQUISITES:

Pre-requisites for COUN 203: Complete one of the following courses, ERA 153, PSYCH 143, 144, SWRK 176(171), PH 202, DS 123 with a C grade. Course open to post-baccalaureate students only.

WHAT YOU WILL NEED TO PURCHASE FOR THIS COURSE:

The required reading will be discussed during class. Handouts will be distributed during presentation of topics.


COURSE GOALS AND PRIMARY LEARNING OUTCOMES (OBJECTIVES):

The course is designed to help students:

1) Identify the effect of cultural factors and ethnic factors upon academic assessment and achievement. (CTC 3, 5, 11, 23; CACREP IIG7f)
2) Compare and contrast group testing, state mandated testing and other large scale assessment programs as they apply to academic, career, and personal counseling. (CTC 17)
3) Students will be able to describe methods and theories related to emotional, intellectual, and physical characteristics of typical and atypical pupils, including limited English proficient students. (CTC 2, 5, 11, 25; CACREP IIG7f)
4) Apply ethical, legal, and professional standards using testing instruments. (CTC 18; CACREP IIG7g)
5) Identify appropriate research methods and procedures used to carry out investigations in educational and psychological settings. (CTC 30; CACREP IIG7b)
6) Develop an awareness of assessment procedures as part of the process of early identification of learning problems.
7) Students are able to interpret test results to individual clients, parents, teachers, administrators, and other interested parties. (CTC 2, 27, 30)

Understand basic concepts of standardized and nonstandardized testing and other assessment techniques, including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and
inventory methods, psychological testing, and behavioral observations (CACREP IIIG7b)

**EXAMINATIONS AND**

**Assignment:**

Candidates will be given **laboratory experience with the following test instrument**: Hopkins Verbal Learning Test (CTC 4)

Candidates’ understanding of the whole situation involving a person is demonstrated through their write up of **a psychological report which includes interpretation**. (CTC 8)

Candidates are required to meet with a peer in class to gather background information, behavior of the peer during testing, test results, summary, and conclusion, and then compile **a psychological report** on the peer (CTC 31)

**Topics**

**Historical perspectives in assessment**

**Types of educational and psychological appraisal** (CTC 4)

**Types of assessment used in these major areas**: school, rehabilitation counseling, MFCC (marriage and family counseling) settings, and clinical settings

**Validity**: Content, construct, and concurrent and predictive criterion types

**Reliability**: Four major methods

**Major appraisal methods** including: environmental, individual tests and inventory methods, behavioral observations, and computer assisted methods

**Measures of central tendency and standard scores**, scales of measurement, variability, and correlations

**Ethical and legal considerations** for use of assessment data

**Cultural diversity and critical pedagogy**

**Communicating test results** to individual clients, parents, teachers, administrators, and other interested parties (CTC 30)

**Theoretical Bases for Assessment**, including Learning Styles and Developmental Stages of Children (CTC 19)
MAJOR ASSIGNMENTS:

Students will be evaluated for their class participation, written assignments and performance on examinations. Points for the course can be accumulated in the following manner:

- Midterm examination: 100 points
- Final examination: 100 points
- Project report: 100 points
- Total possible points: 300 points

Evaluation criteria:

- 270 – 300 points: Excellent
- 240 – 269 points: Satisfactory
- 200 – 239 points: Marginal
- Below 200 points: No credit

Extra credit points will be assigned at a value agreed upon prior to completion of any assignment.

Course examination:

Two examinations – Midterm (10-21-10) and Final (12-16-10) will be given. Each exam will be comprehensive in nature over the materials covered in the book and in class from the previous exam and will equal 100 points. The exams will be multiple choice and/or vignette diagnosing and fill-in responses. Students unable to take the exam on the designated date must make arrangements with the instructor.

Lectures:

Lectures will be related to the readings, but will not follow them exactly. I will often include information in lecture that is not in the book and when it is important, it will appear on tests. In other words, make sure you listen to the lectures and do the readings. Anything in either is “fair game” for a test. In accordance with University policy, roll will be taken each week.

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. Since this is a 3-unit class, you should expect to study an average of 6 hours outside of class each week. Some students may
need more outside study time and some less.

For free tutoring on campus, contact the Learning Center in the Peters Building Annex Trailers (phone 278-3052 or visit www.csufresno.edu/learningcenter).

Subject to Change

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.

COURSE POLICIES & SAFETY ISSUES:

Plagiarism Detection. The campus subscribes to the Turnitin.com plagiarism prevention service, and you will need to submit written assignments to Turnitin.com. Your work will be used by Turnitin.com for plagiarism detection and for no other purpose. The student may indicate in writing to the instructor that he/she refuses to participate in the Turnitin.com process, in which case the instructor can use other electronic means to verify the originality of their work. Turnitin.com Originality Reports WILL NOT be available for your viewing.

UNIVERSITY POLICIES:

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f) take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

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 (http://www.csufresno.edu/ITS/) or the University Bookstore. 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."

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**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://www.csufresno.edu/library/libraryinformation/campus/copyright/copyrtpolicyfull.pdf

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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: (subject to change)

<table>
<thead>
<tr>
<th>WEEK 1</th>
<th>Aug 26</th>
<th>Introduction. Course syllabus. Overview of course requirements. Issues related to assessment and the use and misuse of appraisal procedures and outcomes.</th>
<th>Syllabus Whiston: Ch 1 Observe and assess</th>
</tr>
</thead>
<tbody>
<tr>
<td>WEEK 2</td>
<td>Sept 2</td>
<td>Go over assignment. Current issues in assessment and testing. Basic Assessment Whiston: Ch 1 &amp; 2</td>
<td>Whiston: Ch 1 &amp; 2</td>
</tr>
<tr>
<td>WEEK 3</td>
<td>Sept 9</td>
<td>Measurement Concepts: Reliability Whiston: Ch 3</td>
<td>Whiston: Ch 3</td>
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<tr>
<td>WEEK 4</td>
<td>Sept 16</td>
<td>Measurement Concepts: Validity</td>
<td>Whiston: Ch 4</td>
</tr>
<tr>
<td>WEEK 5</td>
<td>Sept 23</td>
<td>Assessment of diverse populations. Multicultural context. Individuals with disabilities</td>
<td>Whiston: Ch 15</td>
</tr>
<tr>
<td>WEEK 6</td>
<td>Sept 30</td>
<td>Test selection considerations. Usefulness of tests in clinical/academic settings. Selecting assessment and test instruments. Interpreting test results</td>
<td>Whiston: Ch 5</td>
</tr>
<tr>
<td>WEEK 7</td>
<td>Oct 7</td>
<td>Initial assessment. MSE. Intake interview</td>
<td>Whiston: Ch 6</td>
</tr>
<tr>
<td>WEEK 8</td>
<td>Oct 14</td>
<td>Achievement and Aptitude. Discuss midterm.</td>
<td>Whiston: Ch 8</td>
</tr>
<tr>
<td>WEEK 9</td>
<td>Oct 21</td>
<td>Midterm exam</td>
<td></td>
</tr>
<tr>
<td>WEEK 10</td>
<td>Oct 28</td>
<td>Intelligence and abilities testing: What are we measuring? Clinical uses of Wechsler Scales WAIS-IV presentation</td>
<td>Whiston: Ch 7</td>
</tr>
<tr>
<td>WEEK 11</td>
<td>Nov 4</td>
<td>Measuring personality. The Onion Model. Psychological and personality inventories</td>
<td>Whiston: Ch 10</td>
</tr>
<tr>
<td>WEEK 12</td>
<td>Nov 11</td>
<td>No class - Veteran’s Day</td>
<td></td>
</tr>
<tr>
<td>WEEK 13</td>
<td>Nov 18</td>
<td>Marriage and Family Counseling Issues in diagnosis</td>
<td>Whiston: Ch 11 Whiston: Ch 12</td>
</tr>
<tr>
<td>WEEK 14</td>
<td>Nov 25</td>
<td>No class – Thanksgiving</td>
<td></td>
</tr>
<tr>
<td>WEEK 15</td>
<td>Dec 2</td>
<td><strong>Last day of Class</strong> Ethics and legal issues Review/prepare for final and <strong>Project Report Due</strong></td>
<td>Whiston: Ch 14</td>
</tr>
<tr>
<td>WEEK 16</td>
<td>Dec 9 and 10</td>
<td><strong>No Class</strong> FACULTY CONSULTATION DAYS</td>
<td></td>
</tr>
<tr>
<td>WEEK 17</td>
<td>Dec 16</td>
<td><strong>FINAL EXAM</strong></td>
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</table>
Counseling Through the Lifespan COUN 206 ~ 3 units  
California State University Fresno Fall, 2010  
Master Syllabus in Compliance with CTC Standards 2001

Course Description

Explores developmental issues and life events from infancy through old age and their effect upon individual, couples and family relationships. The impact of gender, race, ethnicity, class and sexual orientation on developmental process is explored.

Departmental Objectives for Counseling 206:  
This course is designed to enable students to do the following:

1. Understand and discuss the theories and counseling process relative to various developmental stages for both individuals and families across the lifespan. (CTC 21)

2. Understand theories of learning and personality development.

3. Understand the relationships between the biological (including neurobiological), psychological, familial, and sociological (including community wellness and resilience models; contemporary family systems; premarital, parenting, & relationship enhancement models; and family life-cycle) components of human and family development.

4. Identify the limitations of traditional developmental models with respect to ethnic, cultural, and special populations (including people with exceptional abilities and disabilities). (CTC 6, 18)

5. Become better acquainted with research literature regarding development and be able to engage in discussions regarding normal and dysfunctional behavior on this basis. (CTC 2, 11, 23, 30)

6. Identify the effects of family dynamics, family life cycle events, and socioeconomic factors within a developmental and multicultural framework. (CTC 2, 3, 5, 7, 11, 27)

7. Address issues of crisis, trauma, & disaster recovery as they pertain to development
8. Address issues of addiction (including intervention and treatment) as they pertain to development.

9. Apply principles and concepts presented in class to personal development.

10. Apply ethical principles and concepts to developmental counseling. (CTC 6, 18)

**Required Texts**


**Course Requirements (Assignments)**

- Thorough reading and analysis of all assignments
- Class participation & attendance
  - Thoughtful participation in class discussions
  - It is expected that you will have read the readings for the week and come prepared to discuss them.
  - Come prepared to class to discuss the cases at the end of each chapter and be able to identify the relevant Lifespan or Counseling issues.
  - Since there will be considerable in-class learning experiences, attendance is vital. Two or more absences will result in incremental grade reduction. Credit will be given for classes attended in full.
  - If there is a serious health crisis or other emergency that will require your missing class, please contact me.
  - Refer to the Scoring rubric for Class Participation on Blackboard.
- 3 written assignments. (CTC 29, 31)

General formats for each assignment will be provided. All written assignments need to be graduate level quality.

1. Observation of a child and write-up.
2. Interview with an adolescent and write up
3. Life Events Interview and Write-up with an individual who is at least 50 years old

- Due dates for assignments are listed on the course outline. After that time, they are considered late and will result in the loss of a 10 percentage points for each week the assignment is late.

- 2 exams on the text, lecture and presentation information, with objective and essay items.
- Class presentation
In groups of 4 or 5 students prepare a presentation on a topic related to course content. Presentations should allow 10 minutes for each student and will be the last 3 weeks of class.

- Present the class clear and accurate information, that is the result of your in-depth research on your selected topic.
- Present material so it engages students in thinking about the relevant developmental issues and how that would be relevant for counseling.
- Present information and supplemental materials [like handouts] to assist students in understanding the material more completely and helping them answering test questions on your topic area.
- If you use Internet resources, make sure they are credible.
- Just a reminder, your presentation needs to incorporate various research information and be written by you.
- Make your presentation as interesting and relevant as possible.
- Submit 2 multiple choice questions requiring critical thinking about your subject area. One of these questions might be included in the final exam.
- By 9/16/10 submit your proposed topic and your plan for presenting it to the class.
- By 10/14/10 submit your finalized topic outline and group membership & list of references.

Evaluation of the class presentation will be based on

<table>
<thead>
<tr>
<th>Quality &amp; comprehensiveness of the information provided</th>
<th>60 %</th>
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<tbody>
<tr>
<td>Organization and clarity of the presentation</td>
<td>20 %</td>
</tr>
<tr>
<td>Quality of supplemental materials</td>
<td>10 %</td>
</tr>
<tr>
<td>Involvement or level of interest for class members</td>
<td>10 %</td>
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Basis for Course Evaluation

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<tr>
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<tbody>
<tr>
<td>Test 1</td>
<td>20%</td>
</tr>
<tr>
<td>Test 2</td>
<td>20%</td>
</tr>
<tr>
<td>Class Presentation</td>
<td>20%</td>
</tr>
<tr>
<td>Written Assignments</td>
<td>30%</td>
</tr>
<tr>
<td>Class participation</td>
<td>10%</td>
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Course Schedule

<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
<th>Course</th>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Topics for Lecture &amp; Discussion*</td>
<td>Assignment Due</td>
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</tr>
<tr>
<td>8/26</td>
<td>Introduction Models of Lifespan Development</td>
<td>Check every week with Blackboard for announcements, class outlines &amp; study guides <a href="http://blackboard.csufresno.edu">http://blackboard.csufresno.edu</a>. Use your CSUF login &amp; password.</td>
</tr>
<tr>
<td>9/2</td>
<td>Major Issues in Development Epigenesis Prenatal considerations</td>
<td>Broderick ~ Chapters 1 &amp; 2</td>
</tr>
<tr>
<td>9/9</td>
<td>Brain Development Cognitive Devp &amp; Theories of Learning Language Development Emotion, Attachment &amp; the Brain</td>
<td>Broderick ~ Chapters 3 &amp; 4</td>
</tr>
<tr>
<td>9/16</td>
<td>Attachment Emerging Self, Personality Devp Socialization Parenting Models</td>
<td>Broderick ~ Chapter 5 Due ~ Proposed Topic Selection for Presentation</td>
</tr>
<tr>
<td>9/23</td>
<td>Middle Childhood Cognitive &amp; Social Self-Efficacy &amp; Resilience</td>
<td>Broderick ~ Chapters 6 &amp; 7 Due ~ Paper #1</td>
</tr>
<tr>
<td>9/30</td>
<td>Gender Identity Peer Relationships</td>
<td>Broderick ~ Chapter 8</td>
</tr>
<tr>
<td>10/7</td>
<td>Test I ~ Chapters 1-8</td>
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<tr>
<td>10/14</td>
<td>Adolescence Cognitive &amp; Emotional Devp Addictions, High Risk Behaviors</td>
<td>Broderick ~ Chapters 9 &amp; 10 Due ~ Final Topic Outline &amp; Group List</td>
</tr>
<tr>
<td>10/21</td>
<td>Adolescence Young Adults ~ Work</td>
<td>Broderick ~ Chapters 11 &amp; 12</td>
</tr>
<tr>
<td>10/28</td>
<td>Relationships – establishing, maintaining, dissolution Middle Adulthood Living Well – stress, trauma &amp; coping</td>
<td>Broderick ~ Chapter 13 &amp; 14 Due ~ Paper #2</td>
</tr>
<tr>
<td>11/4</td>
<td>Late Adulthood, Aging Brain Death &amp; Dying Presentations</td>
<td>Broderick ~ Chapter 15</td>
</tr>
<tr>
<td>11/11</td>
<td>Veteran’s Day - Campus Closed</td>
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<tr>
<td>11/18</td>
<td>Presentations</td>
<td>Due ~ Paper #3</td>
</tr>
<tr>
<td>11/25</td>
<td>Thanksgiving - Campus Closed</td>
<td></td>
</tr>
<tr>
<td>12/2</td>
<td>Presentations</td>
<td></td>
</tr>
<tr>
<td>12/16</td>
<td>Test II – Chapters 9-15</td>
<td>1:15 – 3:15</td>
</tr>
</tbody>
</table>
**Course Methods**
Lecture, class & small group discussion, video analysis, student presentations

**Communications & Assistance**
The best way to contact me is via email. [alewis@csufresno.edu](mailto:alewis@csufresno.edu) Put COUN 206 in subject line.
If you need any special assistance or accommodation, please contact me early in the semester.
If you are having trouble understanding the material or with any of the assignments please contact me as soon as possible. Alternatives are very limited late in the semester

**Subject to Change**
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.

**University Notices**
Course Description
This course offers supervised counseling experiences for students to develop skills in building counseling relationships by applying theories of counseling in sessions with volunteer clients. Students will identify counselor and consultant characteristics and behaviors that influence helping processes including age, gender, and ethnic differences, verbal and nonverbal behaviors and personal characteristics, orientations, and skills. Students will develop an understanding of essential interviewing and counseling skills so that the student is able to develop a therapeutic relationship, establish appropriate counseling goals, design intervention strategies, evaluate client outcome, and successfully terminate the counselor-client relationship. Students will receive feedback regarding their counseling skills from the instructor, student interns and peers. Furthermore, students will practice supervisory skills by providing constructive and respectful feedback to peers. This process will facilitate student self-awareness so that the counselor-client relationship is therapeutic and the counselor maintains appropriate professional boundaries. Ethical/legal aspects of counseling practice will be addressed. There will be two hours of seminar and four hours of lab practice every week. The seminar will cover issues that may enhance or compromise therapeutic alliance and/or counseling skills. Lab activities will include conducting individual counseling sessions, observing peers, reviewing audio and videotaped sessions and case consultation.

Course Objectives (Learning Outcomes):
1. Students will apply theory to practice in a counseling relationship with clients from diverse backgrounds including ethnic, cultural and life-style differences.
   a. Students will increase their sensitivity to the needs of special populations.
   b. Students will be able to integrate this sensitivity with their personal counseling style. (CTC 3)
2. Students will engage in a personal assessment of attitudes and behaviors that both strengthen and undermine their therapeutic alliance with clients and will initiate the necessary corrective action.
3. Students will understand and apply the legal and ethical principles that govern the counseling profession as prescribed by the ACA and related entities.
4. Students will recognize and apply the core-conditions of a therapeutic relationship with clients and peers.
5. Students will recognize and seek consultation (with instructor) when confronted with “crisis”, "safety," "legal" and "ethical" issues presented by their client(s).
6. Students will submit case write-ups that are clear, accurate and deemed to be appropriate by the instructor.

Required Textbooks:
Each student must purchase a COUN 208 Practicum Handbook.
Each student must have his/her counseling techniques text used in Coun 200. Each student must have a copy of the ACA ethical guidelines.

During the semester there may be publications made available to you that are particularly relevant to skill development and ethics. You will be provided hard copies or a reference to the sources.

**Prerequisites**
This course is open to classified master's degree and PPS students only. Enrollment in 200-series courses is limited to those who have met graduate degree program admission requirements. Students must have successfully completed COUN 200 before enrolling in this class.

**Course Requirements**
For detailed guidelines, refer to the Handbook for Practicum in Counseling.

1) **Attendance**
The experiential nature of the class makes attendance very important. If your absence is unavoidable, you must notify the instructor and contact your client(s) prior to class.

2) **Do not miss appointments** with clients. It is extremely important that you do not miss appointments. If your absence is unavoidable, you are responsible to contact your client in a timely manner and notify your instructor.

Assignments 3-6 complies with CTC 3, 4, 8, 31

3) **Direct counseling:**
Each student will be required to function as counselors in a minimum of sixteen 40-minute sessions that are taped and critiqued.

4) **Observation and critiques:**
Each student will be required to observe and critique a minimum of 20 counseling sessions of peers. After the observation, the observer and counselor should plan to meet for at least 10 minutes to exchange both verbal and written feedback.

5) **Group discussion:**
Students will participate in group discussion about issues that may enhance or compromise therapeutic relationship and/or counseling skills.

6) **Documentation and record:**
Students will maintain a Progress Folder which includes: case write-ups, progress notes, typescripts, activity log, counselor evaluation reports, observation rating forms, legal documents such as client application for counseling, and release forms. At the end of the semester, all documentation and record will be submitted to the
7) **Taping Sessions:**
All counseling sessions will be audiotaped and a minimum of two sessions will be videotaped. Students should purchase a memory device to download recorded sessions. Students are responsible for deleting all files at the end of the semester.

8) **Professional behavior:**
Students will maintain a strict degree of confidentiality as outlined in the ACA Code of ethics. Client problems and strategies will NEVER leave the confines of the laboratory or other designated areas of discussion.

9) **Liability insurance:**
Students must furnish proof of liability insurance coverage to the instructor.

10) **Web-enhanced class:**
This is a web-enhanced class. Students are required to use Blackboard to download documents for use in this class.

11) **Keeping copies of all submitted work:**
Students are required to keep a copy of all submitted work or returned work until grades are posted.

**Grading**

1. **Counseling competency (70 points)**
Counseling competence includes the demonstration of the following behaviors: structuring the initial session with clients in a relaxed, confident, and organized manner; conveying the core conditions (empathy, respect, warmth, genuineness, concreteness, self-disclosure, confrontation, immediacy); appropriate movement through stages of counseling process (clarification of the problem, understanding and goal setting, facilitating action); appropriate structuring of the closing of a session; appropriate termination of the counseling relationship; good time management, and use of silence; identifying countertransference and transference issues. The skills described above should be evident for students to receive Grade B or above.

   63-70 points: Grade A level of competency refers to a consistent demonstration of core conditions at or above level 4 on the Carkhuff scale.
   63-70 points: Grade B level of competency refers to a consistent demonstration of core conditions at level 3 on the Carkhuff scale.

   Consistency refers to the demonstration of a certain level of skills throughout each session and from session to session.

2. **Group participation (15 points)**
Group participation refers to students contributing to class discussion by raising questions or concerns, sharing personal feelings and ideas, giving feedback to peers, respecting different opinions, allowing peers an opportunity to talk, contributing to a positive, mutually supportive class atmosphere.

13.5-15 points: Students who demonstrate such qualities in almost every group meeting.
12-13 points: Students who demonstrate the above-mentioned qualities regularly.
10.5-11.5 points: Students who seldom demonstrate the above-mentioned qualities.

3. **Documentation and record (15 points)**
Documentation should use writing style at a professional level. All written work should be submitted according to schedule, and proofed for spelling, grammar, and punctuation. Written work with frequent errors in language and/or insufficient account of counseling sessions will be returned for revision. For revised work, the final points will be an average of points given to the original submission and the revised submission. Overall points for documentation for course grade will be the average points of all submitted work.

<table>
<thead>
<tr>
<th>Language</th>
<th>0-2 points</th>
<th>3-4 points</th>
<th>5 points</th>
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<tbody>
<tr>
<td>Frequent errors in spelling, grammar, sentence structure that make reading difficult and interfere with comprehensibility</td>
<td>Minor errors which do not interfere with comprehensibility</td>
<td>Essentially error free in terms of mechanics.</td>
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</table>

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<tr>
<th>Content</th>
<th>6-7 points</th>
<th>8-9 points</th>
<th>10 points</th>
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<tbody>
<tr>
<td>Description of counseling sessions covering basic information required</td>
<td>Thorough account of counseling sessions with some insightful reflection</td>
<td>Thorough account of counseling sessions with much insightful reflection</td>
<td></td>
</tr>
</tbody>
</table>

4. **Professional/ethical behavior**
Professional/ethical conduct includes but is not limited to: full attendance at class, not being late or leaving early, professional attire, and adherence to ethical and legal principles of the counseling profession.

**Professionalism is the bedrock for successful course completion and successful work with clients.** In order to earn a passing grade, students must complete the course assignments AND operate at the professional level described above. If you are experiencing difficulties, it is your responsibility to arrange a meeting. If you are asked to meet with the instructor, it is your responsibility to schedule an appointment with the instructor.
If a student is found to be demonstrating unethical/unprofessional behavior, immediate corrective action must take place. If inappropriate behaviors persist, the student will be removed from class with a failure grade.

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>90 points &amp; above</td>
</tr>
<tr>
<td>B</td>
<td>80-89 points</td>
</tr>
<tr>
<td>C</td>
<td>70-79 points</td>
</tr>
<tr>
<td>D</td>
<td>60-69 points</td>
</tr>
<tr>
<td>F</td>
<td>59 points &amp; below</td>
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Students will receive feedback from the instructor on an ongoing basis and also at mid-term and final evaluations. Anyone receiving a C or below will be asked to repeat this Practicum, after appropriate remedial actions are taken.

### Kremen School of Education and Human Development

Leadership for diverse communities

The Kremen School of Education and Human Development is a center for academic excellence and collaboration in the fields of education and counseling. Graduates will become community leaders who advocate for high standards and democratic values with attention to professional ethics and diversity. Integration of educational technology and performance assessment is essential to all programs.

The mission of the Kremen School of Education and Human Development is the recruitment and development of ethically informed leaders for classroom teaching, education administration, counseling, and higher education. Our mission is realized through a framework of teaching, scholarship, and service that addresses regional, state, national, and international perspectives.

### CTC Standards

This course develops and assesses candidates for the PPS-School Counseling Credential in accordance with the following CTC Standards:

CTC #3: This course provides experiences directed toward the improvement of candidate’s ability to communicate with clients of all ethnic, racial and cultural diversity groups and be involved in the necessary activities toward solution of identified problems.

CTC #4 and # 31: The abilities of candidates to assess a client, the counseling process, and themselves as counselors are developed in this course through a series of activities: providing individual counseling, observing and critiquing of peers in counseling, critiquing of tapes, writing reflection journals, and writing reports and progress notes on counseling sessions.

CTC # 6 & 18: Students will understand the professional code of ethics of the American Counseling Association and be able to incorporate those ethical standards into the counselor’s behavior.

CTC #8: Candidates are given supervised, on-campus counseling experiences with selected clients. While candidates work on developing their counseling skills, they are also helped to gain understanding.
of how their own self concept and issues may influence their counseling competence. This is accomplished through receiving feedback from instructors and peers, reviewing tapes of their counseling sessions, and maintaining a personal journal throughout the semester. These journals are designed to help candidates gain insight into themselves and what personal characteristics facilitate and/or hinder their counseling abilities. Candidates write reports summarizing their assessment and understanding of the clients’ self concept, world view, nature of problems, and decision-making behaviors.

CTC 17, 18: Professional identity is developed through conducting counseling services in the capacity of a counselor and reflecting on their practices.

NCATE 1.6 Professional Dispositions:
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.

Course Policies
For information on the University's policy, refer to the Schedule of Courses or the University Catalog (Policies and Regulations) or visit http://www.csufresno.edu/academics/policies_forms/instruction/RequiredSyllabusPolicyStatements.htm

Changes: 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.

Tape-recording: No tape-recording of lecture without prior permission.

Visitors: Students should not bring visitors or guests without prior permission.

Policy on the use of Electronic Devices in the Classroom (Adopted by the Counselor Education Program, 12-11-07): Living in these modern times comes with unique challenges that, by their very nature, may degrade the learning environment, create a disrespectful environment for the professionalism of the instructor, and be a nuisance for all. As such, the department has adopted guidelines for appropriate use of electronic devices within the classroom. Cell Phones: Students must put cell phones on “silent mode” upon entering the classroom, and all cell phone business must be handled on breaks. In some specific laboratory settings, the presence of even "silent" cell phones may interfere with electronic devices used to advance the learning process, and in such cases
your instructor may require that you turn cell phones to the "off" mode. "Texting" during class is offensive and will not be tolerated. If you are "on call" for a mental health agency or some other urgent service, let your instructor know in advance of each class meeting that you have such responsibilities. **Computers:** While computers are generally welcome in most classrooms (unless otherwise specified by the instructor), their use is strictly confined to direct educational support for the specific class being attended (note taking, seeking course-related material, etc.). The use of an open computer for activities such as instant messaging, chatting, social networking (myspace, facebook, etc.), shopping, bidding, surfing, e-mailing, etc., are strictly prohibited. **iPods, MP3 players, etc.:** The use of such devices, with the accompanying use of earphones, ear buds, etc., is strictly prohibited. Of course, assistive devices of a similar nature are always welcome; the instructor should be apprised in advance of their presence. Students who are in violation of this policy and have been previously warned are considered to be in violation of the **University Policy on Disruptive Classroom Behavior** and will be subject to disciplinary action.

**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 in the University Center Room 5 (278-2811).

**Honor Code:** “Members of the CSU Fresno 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 (http://www.csufresno.edu/ITS/) or the University Bookstore. 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:** "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 and 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."

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For copyright Questions & Answers:


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Suggested Readings


Tentative Course Schedule

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.

**Fall 2009**

<table>
<thead>
<tr>
<th>Date</th>
<th>Remarks</th>
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<td>Mon, Aug 24</td>
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<tr>
<td>Wed, Aug 26</td>
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<td>Wed, Sep 2</td>
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<td>Mon, Sep 7</td>
<td>HOLIDAY – Labor Day</td>
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<td>Wed, Sep 9</td>
<td>Counseling sessions begin</td>
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<td>Mon, Sep 28</td>
<td>Typescript Due</td>
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<td>Wed, Sep 30</td>
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<td>Mon, Oct 12</td>
<td>Mid-term Evaluation</td>
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<td>Wed, Oct 28</td>
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<tr>
<td>Mon, Nov 2</td>
<td>Alternative assignment will be given in lieu of class attendance</td>
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<td>Wed, Nov 4</td>
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<td>Mon, Nov 9</td>
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<td>Wed, Nov 11</td>
<td>HOLIDAY – Veteran’s Day</td>
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<td>Mon, Nov 16</td>
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<td>Mon, Nov 23</td>
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<td>Wed, Nov 25</td>
<td>HOLIDAY – Thanksgiving Recess</td>
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<td>Mon, Nov 30</td>
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<td>Wed, Dec 2</td>
<td>Last day of counseling sessions</td>
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<tr>
<td>Mon, Dec 7</td>
<td>All documentation due</td>
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<tr>
<td>Wed, Dec 9</td>
<td>Last Day of class</td>
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Leadership for Diverse Communities

Master Syllabus in Compliance with CTC Standards 2001

COUN 220: Seminar in Career Development Theory

Course Description:

Examination of career development theories and research for their implications in understanding career development generally and career counseling specifically

Required for: MS. Marriage and Family Therapy; MS. Counseling and Student Services; Pupil Personnel Services Credential

Required for: Graduate Writing Requirement

Prerequisites: Although there are no prerequisites required or recommended for this course, COUN 203 would be an asset.

3. GENERAL COURSE DESCRIPTION

   a. Organization of the course
      This is a three-unit seminar course involving readings, discussions (on the Discussion Board in Blackboard), standardized assessments, individual assignments, a role play activity, and site visits.

   b. Method of instruction
      All course materials will be on Blackboard. If you are having difficulties using Blackboard, please contact the Digital Campus http://www.csufresno.edu/digitalcampus/ or me for assistance.

      Typically, each unit would require you to do the following:
      i. Complete the assigned reading/s (2 hours)
      ii. Complete the assignment/s using the Discussion Board where required.
      iii. For those assignments to be submitted, please refer to the instructions for each unit. These instructions are listed under Syllabus, Course Documents and Assignments in Blackboard.

   c. Brief summary of activities (Details of all assignments are given under the section ‘Detailed description of course assignments’ on p.7)

      - Discussion Leadership
        Each week, two/three students will be expected to lead individual discussions in class on some aspect of the topic for that week.
      - Quiz – 25 multiple choice questions (online)
• Assessment Review and Role Play
Each student will have the opportunity to complete a career assessment (the Self-Directed Search) and counsel a client using information from his/her summary code.

• Final Paper And Presentation
This assignment will require you to:
(a) Research a career related issue
(b) Develop a brief intervention for the targeted group you have chosen to research.
This assignment fulfills the Graduate Writing Requirement (GWR) for students in the MS counseling program only.
Required for Advancement to Candidacy.

• Final exam - 40 multiple-choice questions (online)

d. Curriculum material in digital format
Notes and other relevant material will be in Word and Power Point. You will be provided with relevant websites (check External Links in Blackboard periodically) to expand your knowledge of the course content.

e. Computer technology and accessibility
Each student is expected to have access to a computer and more importantly ensure that your software is compatible with mine. Currently, I am using Microsoft XP. This can be purchased from the University at a minimum cost. It is also important that you are familiar with the technology in order to utilize Blackboard effectively. If you have any questions or concerns regarding the suitability of your software please contact the Digital Campus (http://www.csufresno.edu/digitalcampus/) for assistance.

LEARNING OUTCOMES, READINGS, EVALUATION

a. Learning outcomes (Objectives)
The student will:
1. Compare and contrast major career development and decision making theories (CTC 20, 23, 27)
2. Identify social, economic and political trends that affect career development services in business, industry, education, agency, and private settings (CTC 20)
3. Relate career development counseling and cultural value systems to diverse populations and groups (Re-entry students, racial, ethnic and gender minorities, disabled and gay/lesbian clients) (CTC 3, 20, 23)
4. Develop an historical/philosophical perspective on the career counseling field (CTC 20)
5. Describe effective techniques for providing educational counseling to students and their families about academic and career decisions. (CTC 2, 19, 20, 23)
6. Identify appropriate research and evaluation methods in career development and counseling (CTC 20)

7. Apply ethical and legal procedures when using career development theory and counseling (CTC 6, 18, 20)

8. Examine career counseling strategies and methods (CTC 20)

9. Identify the variety of computer-based and non-computer based resources in the field of career development and counseling (CTC 20, 23)

10. Identify and become knowledgeable of the various assessment instruments and techniques used in the career counseling field (CTC 4, 20)

11. Prepare pupils for a range of options and opportunities after high school including the completion of a college and university education (CTC 19)

12. Develop and evaluate a career development program or intervention targeted to a specific population such as elementary and high school students (CTC 20)

13. Review the reliability, validity and usefulness of various standardized and non-standardized tests in the field of career counseling

14. Help clients understand and apply assessment results to career decision making

b. Required Readings


Recommended Readings

Other Readings
Periodically, you will be referred to readings from journals and other sources.

c. Evaluation
1. Discussion Leadership..................................................20%
2. Quiz.................................................................10%
3. Assessment Review and Role play .................20%
4. Final Paper ..........................................................35%
5. Final exam.........................................................15%

Total.........100%

5. DETAILED DESCRIPTION OF COURSE ASSIGNMENTS

Following is a detailed description of the assignments that must be completed in order to fulfill the requirements for successful completion of the course. There are five requirements:
a. Discussion Leadership and class participation (20%)

Beginning the week of September 26th, two or three students will be expected to lead individual discussions on the topic for that week. From the list of topics in the course schedule, each student will:

i. Select a journal article that is relevant to some aspect of the topic as it relates to a particular target group with whom you plan to work. (School counseling candidates must focus on an issue and intervention geared towards schools.)

ii. Summarize (1 page) the purpose, method/s and results/findings discussed in the article.

iii. Identify one intervention/recommendation discussed by the author/s of the article.

iv. Discuss the relevance of this intervention/recommendation to a particular group that you are interested in working with in the future.

v. Invite feedback from the class by posting 2 questions in the Discussion Board related to the relevance of the recommendation for your chosen target group. In addition, the discussion leader must respond periodically (at least 4 times) to students’ postings.

vi. A one page overview (ii, iii, iv) of your article and the reference must be emailed to all students and the instructor the week before the discussion.

THIS ACTIVITY MAY BE DEVELOPED FURTHER FOR YOUR FINAL PAPER

Class participation

The rest of the class is expected to participate in this discussion. I will co-facilitate. All students are expected to participate meaningfully in all of the forums. Since this class is online, flexibility is a major component and students have the option of choosing dates and times when they wish to log on. However, all students must participate in the forums each week.

b. Quiz (10%)

This quiz will be administered online and will consist of 25 multiple choice questions. The questions will cover content from Chapter 1-6. This is a 50-minute quiz which will be available from Sunday, October 10 to Saturday, October 16 at 11:00pm.

c. Assessment Review and Role Play (20%)

Purpose:
To provide an opportunity to counsel a client in order to help him/her interpret and apply his/her code on the Self Directed Search.

Procedure:
This review will take place after you have completed Unit 6 – Chapter 5 - Holland’s theory of types as well as the Self Directed Search (SDS)*. Choose a client/partner.
from among your classmates for the purpose of reviewing his/her SDS results. Each person will take turns in playing the part of counselor and client. In your audio-taped interview and written review,

CTC 31

you are expected to do the following:

c. **Explain** your client’s **SDS summary code** (What does it mean?)

d. **Review** with your client a preliminary **list of congruent occupations** (Use the Occupations Finder -you will get this with the SDS- for this information).

e. Ask your client to choose three occupations that interest him/her and have him/her **research these three occupations**. Use O’NET www.onetcenter.org or any other classification system (we will discuss some of these before you do the assignment) to get information on these occupations.

f. **Explain** to your client the **topics of differentiation, congruence, consistency and identity** as they relate to his/her summary code. (These concepts will be discussed in Holland’s theory – Chapter Four - prior to completing the assignment)

The interview with your partner should last between 20-25 minutes and should be **audio-taped**. CTC 31

**Do not turn in the audiotape**

* These materials (SDS) will be available at the CSER office (ED 350). I will send an email to let you know when they can be collected.

**Instructions for completing and submitting**

You are expected to submit:

- A **transcript** of the audio-taped interview (5%)
- A **written summary** (3-4 pages) of the meeting with your client (15%).

  Note: the summary is not the transcript but rather the client’s report using the headings listed above (a-d).

  o Please mail or put transcript and summary in an envelope in the drop box outside my office (ED 443).

**d. Final Paper and Presentation (35%)**

In 6-8 pages:
i. Clearly state a current career issue that interests you. **(MUST BE CAREER RELATED).**

   ii. Identify a particular group to whom this issue is most relevant **(K-12/PPS students must address an issue that relates to the needs of elementary and high school students; Higher Education students must focus on the post-secondary population; MFT students can choose any of these populations or another that you are likely to encounter in your practice).**

iii. Locate and read current literature (at least 3 different sources and within the past 6 years) that relates to your chosen topic.

A. Introduction
   Give the background and rationale for your chosen issue and show how it is relevant to your target group. (**3 %)**
   This would include:
   - Briefly stating what has been said about your issue as it relates to your particular target group
   - Briefly stating why you chose to research this issue and target group

B. Purpose, methods (**5%**)
   Discuss three (3) studies that have been conducted on your issue as it relates to your chosen target group.
   This would include:
   - Stating the purpose of each study
   - Discussing the method/s used in each study

C. Findings (**5%**)
   Discuss the findings/results of each study

D. Recommendations (**5%**)
   Discuss one recommendation made by the authors for each study
   - What does/do the author/s recommend should be done to address the issue?

E. Application (**15%**)
   Using one or all of the recommendations, develop a brief intervention that you would use in your practice to address the issue as it relates to your target group.
   - Summarize (in paragraph form) the objectives and content of this workshop in this part of your paper. (See Appendix I for tips).

F. A list of **three** current references **(APA format)** (**2%**)

e. **Final Exam (15%)**
   This exam will be administered **online** and will consist of **40 multiple choice questions.**
   The questions will cover content from Chapter 7-15.
This is a 1.5 hour exam which will be available from Friday, December 10 to Wednesday, December 15 at 11:00pm.

6. REQUIRED STUDENT PARTICIPATION

a. Completing, Submitting and Returning Assignments

Completing
Where indicated, use headings to divide sections. Typed (Times New Roman or Arial, font size 12), double-spaced, 1 inch margins, and edited for grammar and spelling. I encourage you to seek guidance from the Learning Resource Center. There are also several writing courses offered by various departments across campus. Refer to the APA Publication Manual 6th edition and to the APA website (check under External Links in Blackboard) for assistance in citing references.

Submitting
Students will submit assignments either by regular mail or place them in an envelope in the slots outside ED 443. Keep copies of all assignments submitted.

Returning
Assignments will be returned either by mail or left in a confidential and secure place in ED 420. If you want your assignments mailed to you, please provide a self-addressed stamped envelope.

b. Assigned Readings and Discussion Board

Course Content
One of the features of the course on Blackboard is that it allows students and instructor to engage in discussion on course content. Each week questions will be posted either by the instructor or by students or both. All students are expected to respond to these questions as you would in a regular class discussion. Although two or three students will be responsible for leading the discussion each week beginning September 26th, all students are encouraged to pose their own questions or thoughts about the topic covered that week.

Course Procedures
Students must use the Discussion Board for questions related to the general course procedures (submitting assignments, deadlines, role play activity or other course related concerns). In doing so, other students who have the same concerns can have access to the responses.
Students are advised to check the Discussion Board to see if their questions (content or procedures) have already been asked before posing their questions.

Students are expected to adhere to acceptable standards of communication expected as if in a regular class. The document, Core Rules of Netiquette, provides guidelines. Go to ‘External Links’ in Blackboard and click on the link: The Core Rules of Netiquette – http://www.albion.com/netiquette/corerules.htm for information regarding online communication (in this case, the Discussion Board)

The university policy regarding ‘Disruptive Classroom Behavior also applies to use of the Discussion Board

c. Addressing Personal and Course Material questions

Personal
Questions of a personal nature would be addressed during office hours or by email or voicemail. Office hours are also available by appointment (see information for contacting the instructor on the first page of this syllabus). The instructor will respond to emails during on-campus office hours Tue. 2-7 pm, or by appointment. All emergency concerns should be sent by voicemail.

Course material
Questions regarding course material and requirements will be addressed in Unit One of the Discussion Board. The instructor will respond to all postings for the Discussion Leadership once a week on Tuesday evenings.

d. Participation

Regular participation is mandatory. This will be monitored through participation in discussion boards and group activities. If you fall behind or find that you are not doing as well as you expect on your assignments or any other aspect of your coursework, please communicate with me before it becomes a crisis.

Important!!
Be current with the readings.

7. POLICY STATEMENTS

a. Late Assignments
Assignments are due by 7:00pm on the Monday of the week the assignment is stated in the course schedule. Late papers will automatically have the final score reduced by .5 level/grade (5 points) for each day that the assignment is late. No assignments will be accepted four days after the due date unless the instructor has been informed in advance of extenuating circumstances that may require assignments to be late.
b. Grading Policy
The university criteria, as outlined in the University Catalog will be followed. Assignments will be graded according to the following scale:
Please pay particular attention to statements in bold italics

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<th>Grade</th>
<th>Criteria</th>
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<tr>
<td>A=90-100%</td>
<td>“Excellent. Performance of the student has demonstrated the highest level of competence, showing sustained superiority in meeting all stated objectives and responsibilities, and exhibiting a very high degree of intellectual initiative.” In addition, writing is free of technical and stylistic errors.</td>
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<tr>
<td>B=80-89%</td>
<td>“Very Good. Performance of the students has demonstrated a high level of competence, showing sustained superiority in meeting all stated course objectives and responsibilities and exhibiting a high degree of intellectual initiative.” In addition, there are some technical and stylistic errors and/or organizational problems.</td>
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<tr>
<td>C=70-79%</td>
<td>“Satisfactory. Performance of the student has demonstrated a satisfactory level of competence, showing an adequate level of understanding of course objectives, responsibilities, and comprehension of course content.” In addition, there are a number of difficulties with technical, stylistic errors and/or organizational problems.</td>
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<tr>
<td>D=60-69%</td>
<td>“Unsatisfactory. Performance of the student has been unsatisfactory, showing inadequacy in meeting basic course objectives, responsibilities, and comprehension of course content.” In addition, there are serious difficulties with technical and stylistic errors and/or organizational problems.</td>
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<tr>
<td>F=below 60%</td>
<td>Fails to meet course objectives. Work at this level does not meet requirements for credit.</td>
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Papers will be evaluated for content, effort, accuracy, and timeliness.

University Policies
Please click on the link and read very carefully
http://www.csufresno.edu/academics/documents/RequiredSyllabusPolicyStatements.doc

Policy on the use of Electronic Devices in the Classroom
Living in these modern times comes with unique challenges that, by their very nature, may degrade the learning environment, create a disrespectful environment for the professionalism of the instructor, and be a nuisance for all. As such, the program has adopted guidelines for appropriate use of electronic devices within the classroom. **Cell Phones:** Students must put cell phones on “silent mode” upon entering the classroom, and all cell phone business must be handled on breaks. In some specific laboratory settings, the presence of even "silent" cell phones may interfere with electronic devices used to advance the learning process, and in such cases your instructor may require that you turn cell phones to the "off" mode. "Texting" during class is offensive and will not be tolerated. If you are "on call" for a mental health agency or some other urgent service, let your instructor know in advance of each class meeting that you have such responsibilities. **Computers:** While computers are generally welcome in most classrooms (unless otherwise specified by the instructor), their use is strictly confined to direct educational support for the specific class being attended (note taking, seeking course-related material, etc.). The use of an open computer for activities such as instant messaging, chatting, social networking (myspace, facebook, twitter etc.), shopping, bidding, surfing, e-mailing, etc., are strictly prohibited. **iPods, MP3 players, etc.:** The use of such devices, with the accompanying use of earphones, ear buds, etc., is strictly prohibited. Of course, assistive devices of a similar nature are always welcome; the instructor should be apprised in advance of their presence. Students who are in violation of this policy and have been previously warned are considered to be in violation of the **University Policy on Disruptive Classroom Behavior** and will be subject to disciplinary action.

**Make up Policy for Planned and Unplanned Absences**

In the case of an unplanned student absence, papers, tests, and/or homework assignments due during the time the student is absent may be made up only if the student contacts the instructor as soon as practicable after the absence occurs and works out a plan. In case of authorized absences due to university-sponsored activities, students should expect to submit their work to the instructor on or before the due date, or as arranged with the instructor. This includes papers, tests, and /or homework assignments. See grading policy in syllabus for additional information

8. **APPENDIX I - Tips for the Application/Presentation Part of your Paper**

   Procedure:
   In discussing your application/presentation you should cover the following:

   - **Rationale**
     Who is the target group and why is the intervention you chose necessary for this group?

   **Goal and Learning Objectives** *(BE REALISTIC)*
• What is the **overall change** you want your clients to make?
State the objectives for your strategy (what **new knowledge**, **attitudes** and **skills** do you want your target group to have at the end of your intervention?).

• **Strategy to meet these objectives**
How will you help clients acquire the new knowledge, attitudes and skills in order to achieve the goal?

• **Evaluation of your intervention**
How would you know whether your intervention is working?

**Instructions for completing and submitting the paper (see below)**
You are expected to submit:
• 6-8 pages (not including your Power point presentation and references)
• Mail (not email) or place outside ED 443.

Also, refer to the document ‘**Tips for writing the final paper**’ which you will find by clicking on the Syllabus link in Blackboard

**School’s Theme, Mission and Vision**

**Theme:**
**“Making a Difference in a Diverse Society: Leadership for a New Millennium.”**

**Vision:**
The School of Education and Human Development is committed to developing the knowledge, skills and values for education leadership in a changing, diverse and technologically complex society.

**Mission:**
The Mission of the School of Education and Human Development is to educate students to become teachers, administrators, counselors, and educational specialists to provide for the educational needs of children and adults, with special attention to diversity and equity.
### Tentative Course Schedule

This syllabus and schedule are subject to change in the event of extenuating circumstances. It is the student’s responsibility to check on announcements (go to the Announcements page in BB) periodically.

<table>
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<tr>
<th>Week of</th>
<th>Units</th>
<th>Topic</th>
<th>Reading/s or Assignment/s</th>
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<tbody>
<tr>
<td>8/22</td>
<td>1</td>
<td>Course Orientation, Syllabus, Introduction to Blackboard, Posting of Personal Information.</td>
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<tr>
<td>9/5</td>
<td>3</td>
<td>Trait and Factor Theory</td>
<td>Ch.2</td>
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<td>9/12</td>
<td>4</td>
<td>Occupations: Information and Theory</td>
<td>Ch.3</td>
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<td>9/19</td>
<td>5</td>
<td>Work Adjustment Theory</td>
<td>Ch.4</td>
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<td>9/26</td>
<td>6</td>
<td>Holland’s Theory of Types</td>
<td>Ch.5 Discussion leadership begins (20%)</td>
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<td>10/3</td>
<td>7</td>
<td>Myers Briggs</td>
<td>Ch.6</td>
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<tr>
<td>10/10</td>
<td>8</td>
<td>Career Development in Childhood</td>
<td>Ch.7 Quiz (Chs.1-6) – online - 10%</td>
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<tr>
<td>10/17</td>
<td>9</td>
<td>Adolescent Career Development</td>
<td>Ch.8 Assessment Review (20%) Due Mon October 18</td>
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<td>10/24</td>
<td>10</td>
<td>Late Adolescent and Adult Career Development</td>
<td>Ch.9</td>
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<td>10/31</td>
<td>11</td>
<td>Adult Career Crises and Transitions</td>
<td>Ch. 10</td>
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<td>11/7</td>
<td>12</td>
<td>Constructivist and Narrative Approaches to Career Development</td>
<td>Ch. 11</td>
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<td>11/14</td>
<td>13</td>
<td>Relational Approaches to Career Development</td>
<td>Ch.12</td>
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<td>11/21</td>
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<td>THANKSGIVING RECESS</td>
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<tr>
<td>11/28</td>
<td>14</td>
<td>Krumboltz’s Social Learning Theory Social Cognitive Career Theory</td>
<td>Ch 13 Ch 14 Discussion leadership ends Major Paper (35%) Due Mon Nov. 29</td>
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<tr>
<td>12/5</td>
<td>16</td>
<td>Career Decision Making Approaches Theoretical Integration</td>
<td>Ch.15 CTI Ch. 16</td>
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<td>12/12</td>
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<td>FINAL EXAM WEEK</td>
<td>Exam (Chs.7-15) - online (15%)</td>
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Leadership for Diverse Communities

Seminar in Therapeutic Methods with Children, Adolescents, and Their Families
COUNS 233 (3 Credit Hours)

Master Syllabus in Compliance with CTC Standards 2001

**Recommended Prerequisites:** Coun 206 (Lifespan Development); and Coun 230 (Theories of Marriage and Family Therapy).

**Course Description and Objectives:** In this course students will:

1. **CTC 2, 5, 7, 9, 11, 14, 25:** Develop theoretical foundations and clinical skills for working with children, adolescents, and their families. This course focuses on strength-based systemic and play therapy models for working with children and their families. Course material highlights approaches that emphasize improving family relationships and focus on child/family strengths and resiliencies. Child and family developmental theories are reviewed. Specific clinical issues are addressed; these include divorce/remarriage, child abuse, ADD/ADHD, depression, conduct disorders, gang involvement, and parental/social relationships.

2. **CTC 8:** Be exposed to child and adolescent assessment from psychosocial, medical, educational, and familial aspects. They are engaged in analysis of live and theoretical case study and also direct observation of children.

3. **CTC 29, 31:** Have an opportunity to observe and interact with children in the university Early Education Center or other locations (and be able to demonstrate specific skills taught in the course).

4. **CTC 30:** Further explore their preferred approach to child/adolescent therapy, demonstrates the ability to select models or techniques appropriate to families’ presenting problems, and know how to write in APA format.

5. **CTC 9:** Give presentations on safety issues and needs of witness, victims and perpetrators of violence.

6. Understands family development and the life cycle, sociology of the family, family phenomenology, contemporary families, family wellness, families and culture, aging and family issues, family violence, and related family concerns.

**Assignments**

**Quiz:**
The quiz will consist of 10 multiple choice questions stemming from the materials from the course (readings and lectures) up to that point. It will be given at the beginning of the class and will be approximately 30 minutes long. Lecture will follow. Please bring a scantron and pencil for the quiz.
Child Abuse Exam/Midterm:
The Midterm exam consists of responding to a clinical vignette regarding child abuse in essay format. The professor will provide three clinical vignettes and you will be required to respond to one (out of three) clinical vignettes in a coherent essay. You will be expected to demonstrate competency with the relevant Child and Play Therapy theories and approaches taught to that point in the course. The entire class period will be devoted to the midterm; you will be free to leave upon completion of the midterm. Please bring paper and a pen/pencil for the midterm.

Group Presentation: CTC 9
The group theory presentation will ask you to examine in depth issues related to children/adolescence where issues of violence are present in their lives. Each group will focus on some different aspect of children and violence. The six areas of group presentations are: Children and physical abuse, children and sexual abuse, children and neglect/emotional abuse, adolescents and gang involvement, adolescents and date rape, minors and their parents' domestic violence. Each group presentation should last 20 minutes.

Child Interview/Role Play:
You will be required to do a 20-minute interview with a child using techniques you learn from play therapy (e.g. puppet interviewing, art therapy, Theraplay®, story-telling, etc.). The interview will be conducted at Fresno Family Counseling Center with the faculty and other class members viewing your session through digital feedback monitors at that site. You are free to bring in a child of your choice (a relative, one of your children, etc.), but if you do not have contact with an available child one will be provided for you. Although you will not be conducting an actual child therapy session, it is expected that you be able to play with and develop a rapport with a child while demonstrating the techniques and skills acquired from the course. During each class session, play therapy techniques will be introduced and demonstrated in preparation for this assignment. Come to class prepared to play!

Techniques/Games:
You will be expected to sign up for and present one technique or game from the Kaduson & Schaefer (1997) book 101 Favorite Play Therapy Techniques to the whole class during the semester (if there are extra spots/time slots available extra credit opportunities may exist). There will be designated sections of the book to choose from for the available dates. Please coordinate with other students who sign up for the same date so that duplication of techniques/games does not occur. You will be expected to provide the materials and/or supplies for the technique yourself. You can choose to involve the whole class, role play in front of the class, or simply demonstrate the activity as would be most appropriate for the technique. Remember, approximately 5 or 6 technique presentations need to occur on the designated dates, so please keep the presentations timely.
Below are listed the general descriptions of the assignments for this course. Specific instructions and directions regarding each item will be given to the students at the appropriate time during the course. Late work will not be accepted. The percentages are as follows:

**Assignments:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>%</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quiz</td>
<td>20%</td>
<td>9/7/10</td>
</tr>
<tr>
<td>Child Abuse Exam/Midterm</td>
<td>20%</td>
<td>9/21/10</td>
</tr>
<tr>
<td>Group Presentation</td>
<td>10%</td>
<td>10/30/10</td>
</tr>
<tr>
<td>Child Interview/Role Play</td>
<td>30%</td>
<td>12/7/10</td>
</tr>
<tr>
<td>Techniques/Games</td>
<td>10%</td>
<td><em>en passim</em></td>
</tr>
<tr>
<td>Attendance, Readings &amp; Class Participation</td>
<td>10%</td>
<td><em>en passim</em></td>
</tr>
</tbody>
</table>

Overall grades will be determined as follows:
A=90%-100%; B=80%-89%; C=70%-79%; D=60%-69%; F=59% and below.

* Schedule is a flexible guide or approximation. Changes may occur.

**Schedule**:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/24/10</td>
<td>Course Introduction/Let the Play Begin!</td>
<td>Syllabus</td>
</tr>
<tr>
<td></td>
<td>Common Childhood Disorders (Overview)</td>
<td></td>
</tr>
<tr>
<td>8/31/10</td>
<td>History &amp; Overview of Play Therapy Models</td>
<td>C: Ch.1-2</td>
</tr>
<tr>
<td></td>
<td>ADHD</td>
<td>K&amp;M Ch. 1-2 (Bailey: 12)</td>
</tr>
<tr>
<td></td>
<td>Techniques/Games</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Recommended</em></td>
<td></td>
</tr>
<tr>
<td>9/7/10</td>
<td>Quiz</td>
<td>101: Section 1 or 2</td>
</tr>
<tr>
<td>9/14/10</td>
<td>Infant-Preschool Mental Health</td>
<td>(Zeanah: Recommended)</td>
</tr>
<tr>
<td>9/21/10</td>
<td>Psychoanalytic Play therapies (including Adlerian and Jungian)</td>
<td>C: 3-5 (Skim)</td>
</tr>
<tr>
<td></td>
<td>Eating/Elimination Disorders</td>
<td>K&amp;M Ch. 4&amp;7</td>
</tr>
<tr>
<td></td>
<td>Techniques and Games</td>
<td>101: Section 2 or 3</td>
</tr>
<tr>
<td>9/28/10</td>
<td>Client Centered Play Therapy</td>
<td>C: Ch. 6 (Landreth: Recommended)</td>
</tr>
<tr>
<td></td>
<td>Excerpts from <em>Hook</em></td>
<td>101: Section 2 or 3</td>
</tr>
<tr>
<td></td>
<td>Techniques and Games</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Notes</td>
</tr>
<tr>
<td>--------</td>
<td>-----------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| 10/5/10| Theraplay®                                                            | Reactive Attachment Disorder  
Theraplay®  
Reactive Attachment Disorder  
(Jernberg & Booth: Recommended)  
K&M Ch. 16 |
| 10/12/10| More Theraplay®                                                       | (Jernberg & Booth: Recommended)                                        |
| 10/19/10| Quiz                                                                 | Study!  
Child Abuse  
Anxiety Disorders  
(Recommended)  
K&M Ch. 6  
(Bailey: 8)  
Techniques and Games  
101: Section 6 or 8 |
| 10/26/10| Filial Therapy/Ecosystemic Play therapy                              | Depression (Mood Disorders)  
Techniques and Games  
C: 11-12  
K&M Ch.5(Bailey: 9 Recommended)  
101: Section 7 |
| 11/2/10| Midterm                                                               | Study!                                                                                |
| 11/9/10| Children of Divorce (including DV)                                    | Readings Provided by Professor on  
Puppets/Story-telling/Family Play Therapy  
Techniques and Games  
101: Section 5 |
| 11/16/10| Adolescents                                                          | Oppositional Behavior/Conduct Disorder/Gangs  
Techniques and Games  
Keim article (Bailey: Ch. 11 – On)  
101: Section 4 |
| 11/23/10| Group Presentations                                                   | DUE: Group Presentation |
| 11/30/10| Child Interviews/Role Plays                                           | DUE: Child Interviews/Role Plays |
| 12/7/10| Conclusion; Student Evaluations                                       |                                                                                   |

**Texts:**

Required:


Recommended:


**Highly Recommended

**Attendance, Participation, & Readings:**
Attendance at all class sessions is expected. Excused absences under the university’s policies for excused absences will be honored. Please call or notify the professor in advance of an excused absence. Unexcused absences will adversely affect your grade. Each unexcused absence will cost 3 percentage points from your grade. After three unexcused absences, you will not be able to complete the course. Additionally, you are expected to come to each class session with questions and comments from the materials. Vocal participation from everyone is expected. Such participation should reflect that you have read the material and are prepared to participate.

**Policy on the use of Electronic Devices in the Classroom (Adopted by the Counselor Education Program, 12-11-07):**
Living in these modern times comes with unique challenges that, by their very nature, may degrade the learning environment, create a disrespectful environment for the professionalism of the instructor, and be a nuisance for all. As such, the department has adopted guidelines for appropriate use of electronic devices within the classroom. **Cell Phones:** Students must put cell phones on “silent mode” (not "vibrate mode") - though in Dr. Weir’s classes vibrate mode is acceptable if a student is “on call” or has other emergency needs) upon entering the classroom, and all cell phone business must be handled on breaks. In some specific laboratory settings, the presence of even "silent" cell phones may interfere with electronic devices used to advance the learning process, and in such cases your instructor may require that you turn cell phones to the "off" mode. "Texting" during class is offensive and will not be tolerated. If you are "on call" for a mental health agency or some other urgent service, let your instructor know in advance of each class meeting that you have such responsibilities. **Computers:** While computers are generally welcome in most classrooms (unless otherwise specified by the instructor), their use is strictly confined to direct educational support for the specific class being attended (note taking, seeking course-related material, etc.). The use of an open computer for activities such as instant messaging, chatting, social networking (myspace, facebook, etc.),
shopping, bidding, surfing, e-mailing, etc., are strictly prohibited. **iPods, MP3 players, etc.:** The use of such devices, with the accompanying use of earphones, ear buds, etc., is strictly prohibited. Of course, assistive devices of a similar nature are always welcome; the instructor should be apprised in advance of their presence. Students who are in violation of this policy and have been previously warned are considered to be in violation of the **University Policy on Disruptive Classroom Behavior** and will be subject to disciplinary action.

**Classroom Conduct:**
It is expected that the classroom will be a safe place for learning and the free sharing of intellectual pursuits. Additionally, common courtesy is required so that **everyone** may participate and enjoy the scholarly pursuit of the educational endeavors of the course. Disruptive behavior will not be tolerated and the university policy regarding classroom conduct will be followed.

**Writing Format:**
It is expected that all written work will contain appropriate grammar, spelling, punctuation, and format in APA style. Normal fonts and margins should be applied. Assistance with writing is available at the writing center located on the first floor of the Education Building or in the English Department (278-2553). Additionally, students must avoid cheating and plagiarism. The consequences for plagiarism (either a direct quote or paraphrase that is plagiarized) may include failing the course and/or disciplinary action (e.g. probation; suspension; and/or dismissal from the class, program, or CSUF).

**Disability Accommodations:**
Reasonable accommodations are available for students who have documented disabilities. Please notify the instructor during the first week of class of any accommodations needed for the course. Late notification may cause the requested accommodations to be unavailable. All accommodations must be approved through the University’s Services for Students with Disabilities – 278-2811.

**Candidate Professional Dispositions**
The Kremen School of Education and Human Development professional education unit fosters the development of the following professional dispositions among our candidates. Candidates increasingly reflect these dispositions in their work with students, families, and communities.
<table>
<thead>
<tr>
<th><strong>Reflection</strong></th>
<th>Candidates develop the dispositional tendency to reflect on their professional practice. We support the development of this disposition by having candidates regularly reflect on their learning and on their practice.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Critical thinking</strong></td>
<td>Candidates analyze situational contexts, resulting in more informed decision-making. We provide our candidates practice analyzing the implications of intrapersonal, interpersonal and contextual issues in educational settings.</td>
</tr>
<tr>
<td><strong>Professional ethics</strong></td>
<td>Candidates learn to make well-reasoned ethical judgments. We foster this disposition by teaching ethical decision-making that relies on reflection and results in professional action.</td>
</tr>
<tr>
<td><strong>Valuing diversity</strong></td>
<td>Candidates are able to work effectively with diverse populations and recognize the importance of valuing of cultural, linguistic, cognitive, and physiological diversity. We promote this disposition through experiences in educational settings with diverse populations and opportunities to discuss, observe, and reflect on the benefits of valuing diversity.</td>
</tr>
<tr>
<td><strong>Collaboration</strong></td>
<td>Candidates learn and practice the skills of collaboration in their classes and in their fieldwork. Furthermore, we model collaboration in our work with one another and with the larger educational community.</td>
</tr>
<tr>
<td><strong>Life-long learning</strong></td>
<td>Candidates demonstrate a commitment to life-long learning about their profession and beyond. We foster this disposition through pre-professional experiences that bring the candidate into the profession in meaningful ways and by acquainting them with opportunities for continuing professional growth.</td>
</tr>
</tbody>
</table>

**SCHOOL’S THEME, MISSION AND VISION**

**Theme:** “Making a Difference in a Diverse Society: Leadership for a New Millennium.”

**Vision:** The School of Education and Human Development is committed to developing the knowledge, skills and values for education leadership in a changing, diverse and technologically complex society.

**Mission:** The Mission of the School of Education and Human Development is to educate students to become teachers, administrators, counselors, and
educational specialists to provide for the educational needs of children and adults, with special attention to diversity and equity.

**Suggested Readings:**

Suggested Readings from the end of chapters in the Nichols and Schwartz text.


Title: Counseling 240: Seminar in Counseling of Exceptional Children and their Parents

Master Syllabus in Compliance with CTC Standards 2001

Required Text:

Required Materials:
A three-hole binder and stationery supplies to make a Family Resource Binder for a family with a child that has exceptional needs.

Course Description:
Theories and techniques in working with parents of exceptional children; emphasis placed on individual and group counseling skills with parents; direct contact with families, case study, and current legislation. (2 seminar, 2 lab hours) (There are no prerequisites.)

Expected Outcomes (Objectives)
The student will:
1. provide documentation of competence in collaborative activities, including knowledge of available resources, networking, and negotiation skills, with families, educational and other professionals and paraprofessionals. (CTC-7, 13, 22, 27)
2. collect data from families to guide collaboration that will support the academic and social/emotional progress of students. (CTC-2, 3, 5, 11, 21, 24)
3. read, discuss, and apply (when applicable) research and policy pertinent to working with families and others in a collaborative process. (CTC-6, 18)
4. demonstrate awareness of the various transitional challenges to students with special needs and their families, and knowledge as to how to work sensitively and effectively with them during these periods. (CTC-2, 3, 5, 7)
5. clearly communicate assessment information and its implications for general education classroom teachers, parents, and other professionals. (CTC-4, 23)
6. develop and demonstrate strategies for forming family partnerships and possess effective communication skills for working with families, including conflict management
7. demonstrate the ability to work knowledgeably, effectively, and sensitively with families whose culture and/or language differs from his or her own. (CTC-3, 4, 7)
8. plan and present a meeting for families based on prior needs assessment. (CTC-4)

The above student outcomes exemplify in practice the broad goals of the KSOEHD as set out in the Knowledge Base, itself a compendium of the following four major dimensions.

- The Philosophical and Ideological Dimension
- The Cognitive and Reflective Dimension
- The Integration and Application of Knowledge Dimension
- The Diversity Dimension.

Course Expectations
Attendance and Participation: The Counseling faculty place great importance on attendance, promptness, and staying until the end of class, as these are professional expectations. More than two absences, or repeated late arrivals or early departures, may result in a lowered grade. It is your responsibility to contact the professor to discuss what, if anything can be done to maintain your desired grade.

- Please keep audible communication devices (cell phones and pagers) turned off during class. These devices distract others from the focus of the class session. However, in the event of an emergency, please answer.
- Visitors in the class are only allowed with advanced permission by the instructor.
- Please keep laptops turned off during class. Class encompasses student interaction, group work and opens discussions.

Assignments: Each student is responsible for the successful completion of the required standards demonstrated through the completion of assignments by the designated due date.

- Assignments received after the due date will be marked one grade lower per class session of lateness.
- Assignments should be typewritten or word-processed, double spaced, and in 12 point simple fonts.

University Policies: Please refer to the below web site:
http://www.csufresno.edu/academic/policies_forms/instruction/RequiredSyllabusPolicyStatements.htm

ASSIGNMENTS
CTC 2, 3, 4, 5, 6, 7, 11, 13, 18, 21, 22, 23, 27, 30, 31

FAMILY PARTNERSHIP PROJECT:
- a. Meet a family four times for 1 hour each time.
- b. First meeting: Complete the Parent Interview Report and obtain and review the records (if provided by the family).
- c. Second meeting: Meet and discuss action plan possibilities – your ideas, family’s ideas of the kind of help they would like, and decide on the next steps.
- d. Third meeting: Implement plan. Determine informational needs that might be addressed at the last meeting. Address termination issues.
- e. Last meeting: Go over what has been accomplished. Answer any questions. Provide family with the resource binder.

FAMILY INTERVIEW REPORT: Total Points: 50
During the first meeting with your partnering family, you will try to understand the family and write up a summary of the information you’ve gathered. The summary should be approximately five pages typewritten (double-spaced) and handed in by the due date on the schedule.

FAMILY MEETING JOURNAL SHEETS: Total Points: 3 x 15 = 45
Documentation of each of your meetings with your partnering family will be completed in a specific format. Complete one for each week you meet with the family. (The format is provided to you in the Guide to the Family Partnership Project handout).

FAMILY RESOURCE BINDER: Total Points: 150
The final product of your family partnership project will be a resource binder. This binder will provide the family with an organized body of information that you have gathered and tailored to their particular needs. You may choose to put this Binder together by yourself or with the family. The binder could include but is not limited to the following (* indicates mandatory items):

- a. child’s records
- b. relevant internet sites*
c. relevant written materials*: general parenting issues (e.g., positive discipline, ways to encourage children, bedwetting) and parenting issues specific to child’s exceptional needs (e.g., impact on families, nature of disability)
d. pamphlets or other information from relevant community agencies
e. names of appropriate books*, including children’s books and where they can be obtained (e.g., address of the nearest public library)
f. relevant support groups*
g. names, phone numbers and email addresses of key educational personnel* (highlight key names)
h. work samples, photos of child
i. resources available through the school district* (e.g., after-school tutoring programs)
j. opportunities for recreation, hobbies, social experiences*
k. relevant laws and policies*
l. information helpful for meeting urgent needs of family other than child’s needs (e.g., employment, financial aid)
m. business cards of relevant professionals
n. any other information, materials, items of help and meaning to the family

When you submit the Family Resource Binder for grading, insert the following: Parent Interview Form, Family Resource Meeting Journal Sheets, a statement regarding why you are including specific materials in the Family Resource Binder.

READINGS: Total Points: 75
Readings from the textbook are assigned for each topic. It is expected that each student will have read the materials and will be able to contribute to class discussions. Additional readings may be assigned during this course.
Students will complete five chapter reviews: Submit a one-page, single-spaced review on assigned chapters of the textbook. Identify any six crucial concepts from the chapter(s) that you will apply to your practice with families that have children with exceptional needs.

CLASS PRESENTATION: 75
Students will make a 45 to 50 minutes group presentation on one of the following special needs. The presentation will include a three-page fact sheet on the assessment and diagnosis, etiology, treatment/intervention of choice with three internet sites and one local agency that address needs arising from the special needs, types of services available from schools. Students are required to cite references from at least one of each of the following categories: book, journal article, internet, and interview with a school personnel member. The presentation will be evaluated by the instructor who will be given a binder (from the group) that covers their topic on the night of presentation.
"Topics include the following:
1. Reading Disorder (Dyslexia)
2. Autism
3. Conduct Disorder
4. Mental Retardation
5. Emotional Disturbance
6. Pervasive Developmental Disorder
7. Mood/Anxiety Disorder
8. Depression
9. Oppositional Defiant Disorder
10. BiPolar Disorder

FINAL REFLECTION PAPER: Total Points: 50
Write a five-page (double-spaced) paper that addresses the following questions:
 a. What have you learned about families whose children have special needs?
 b. What have you learned about yourself from this class and your Family Partnership Project?
 c. What was most difficult for you in completing the Partnership Project?
 d. If you had it to do over again, would you change anything and, if so, what?
e. What was of most value to you in terms of your future work?
f. Do you have any suggestions for improving this assignment?

ATTENDANCE and PARTICIPATION: Total Points: 55

<table>
<thead>
<tr>
<th>Attendance</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>All classes attended:</td>
<td>Excellent: 55 pts</td>
</tr>
<tr>
<td>One class missed:</td>
<td>Good: 50 pts</td>
</tr>
<tr>
<td>Two classes missed:</td>
<td>Fair: 45 pts</td>
</tr>
<tr>
<td>Three classes missed:</td>
<td>Poor: 40 pts</td>
</tr>
</tbody>
</table>

Two late arrivals or two early departures of more than fifteen minutes will count as one absence. Students missing more than three classes may receive one grade lower than the overall grade achieved for this course. Students are responsible for initiating a meeting with the instructor to address attendance problems. If you are absent from class, it is your responsibility to ensure that any assignments that are due are turned in, check to see if there were any announcements, and obtain notes/handouts from a classmate.

POINTS DISTRIBUTION:

<table>
<thead>
<tr>
<th>Course Activity</th>
<th>Maximum Pts.</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family Resource Binder</td>
<td>150</td>
<td>30</td>
</tr>
<tr>
<td>Chapter Review 5x15</td>
<td>75</td>
<td>15</td>
</tr>
<tr>
<td>Class presentation</td>
<td>75</td>
<td>15</td>
</tr>
<tr>
<td>Family Interview Report</td>
<td>50</td>
<td>10</td>
</tr>
<tr>
<td>Family Meeting Journal (3 x 15)</td>
<td>45</td>
<td>9</td>
</tr>
<tr>
<td>Final Reflection Paper</td>
<td>50</td>
<td>10</td>
</tr>
<tr>
<td>Attendance</td>
<td>55</td>
<td>11</td>
</tr>
<tr>
<td>Total</td>
<td>500</td>
<td>100</td>
</tr>
</tbody>
</table>

COURSE GRADING:

A = 450 - 500 (90 -100 %); B = 400 - 449 (80 % -89%); C = 350 - 399 (70-79%); D = 300 - 349 (60-69%); F = 0 - 299 (0-59%)

GRADING RUBRICS:

Family interview report, family meeting journal, chapter review and final reflection paper will be graded according to the following scale:

<table>
<thead>
<tr>
<th>Max Pts 15</th>
<th>Max Pts 50</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>13-15</td>
<td>45-50</td>
<td>Excellent content; free of technical and stylistic errors; well organized discussion.</td>
</tr>
<tr>
<td>10-12</td>
<td>40-44</td>
<td>Good content; some technical and stylistic errors; well organized discussion.</td>
</tr>
<tr>
<td>7-9</td>
<td>35-39</td>
<td>Fair content; a number of difficulties with technical, stylistic, and organizational aspects of paper</td>
</tr>
<tr>
<td>5-6</td>
<td>30-34</td>
<td>Serious difficulties with content and a number of difficulties with technical, stylistic, and organizational aspects of paper.</td>
</tr>
<tr>
<td>2-4</td>
<td>25-29</td>
<td>Significant difficulties with content and a number of difficulties with technical, stylistic, and organizational aspects of paper.</td>
</tr>
</tbody>
</table>

The Family Resource Binder will be graded according to the following scale:

| Points | Description |
|--------|-------------|-------------|
|        |             |             |
Excellent organization of Family Resource Binder. Strong evidence of effort in gathering Binder materials, including many optional items in the Family Resource Binder.

Good organization of Family Resource Binder. Good evidence of effort in gathering Binder materials, including some optional items in the Family Resource Binder.

Fair organization of the Family Resource Binder. Mandatory items are included in the Family Resource Binder.

Serious difficulties with content and organization of the Family Resource Binder.

Significant difficulties with content and organization of the Family Resource Binder.

**Group presentation will be evaluated according to the following:**

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>67-75</td>
<td>Excellent organization of information. Strong evidence of effort in gathering information, including pertinent information and quality resources, professional quality in the presentation of information in handouts, knowledgeable of materials, competent responses to questions raised by peers. Binder of covered topic provided to instructor.</td>
</tr>
<tr>
<td>60-66</td>
<td>Good organization of information. Good evidence of effort in gathering information, good quality in the presentation of information in handouts, familiar with materials, good responses to questions raised by peers.</td>
</tr>
<tr>
<td>52-59</td>
<td>Fair organization of information. Some effort in gathering information, fair quality in the presentation of Information in handouts, some familiarity with materials, fair responses to questions raised by peers.</td>
</tr>
<tr>
<td>45-51</td>
<td>Serious difficulties with content and organization of the presentation.</td>
</tr>
<tr>
<td>0-44</td>
<td>Significant difficulties with content and organization of the presentation.</td>
</tr>
</tbody>
</table>

**Extenuating situations**

Any request for alternative arrangements to fulfill any course requirements due to extenuating situations must be made before the due dates in writing or via conversation with instructor.

**Course Schedule**

Changes in the schedule will be announced in class. Students are responsible for checking announcements with their peers when they are absent from class.

**Group Presentations** during class address characteristics of specific disabilities, assessment, and diagnosis, treatment of choice, resources, and school services.

Class discussions during the class meetings at CSU, Fresno address issues including, but not limited to the following: needs of the entire family, family strengths, system, and dynamics, diversity, professional-family relationships, family-community relationships, parallel relationships, the process of seeking and using outside assistance, collective efficacy, professionals’ perspectives of families and vice versa.

**CONFIDENTIALITY** is to be exercised at all times, whether in the classroom or when interacting with your families.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/26/10</td>
<td>Introductions and Orientation to Class</td>
<td>Handouts</td>
<td>Development of Groups</td>
</tr>
<tr>
<td></td>
<td>Discussion of the Family Partnership Project</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9/2/10</td>
<td>Defining a Special Needs Child</td>
<td>Handouts Chapters 1, 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Overview of the Family Partnership Project</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Family Support Services in the Schools : Hist Perspectives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9/9/10</td>
<td><strong>Emotional, social, and relational aspects of support for children</strong></td>
<td>Chps. 3, 4, 5</td>
<td>Chapter Review 1 (on chapters 1 &amp; 2)</td>
</tr>
<tr>
<td></td>
<td>with special needs and their parents and siblings</td>
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<td></td>
<td>Supports for Siblings</td>
<td></td>
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<tr>
<td></td>
<td>Providing Coping &amp; Stress Supports for Families</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9/16/10</td>
<td>Characteristics of Specific Disabilities and their Impact on</td>
<td>Open Discussion</td>
<td>Chapter Review 2 (on chapters 3, 4 &amp; 5)</td>
</tr>
<tr>
<td></td>
<td>Families; Misunderstood Minds</td>
<td>&amp; Handout</td>
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<td>Cultural and Language Differences/Cultural Aspects of Dis.</td>
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<tr>
<td>9/23/10</td>
<td>Relationship-Focused Intervention; Attachment Issues</td>
<td>Power Pt Presentation</td>
<td><em>(1st meeting with family)</em></td>
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<td></td>
<td><strong>Assessing of Family’s Total Reality of Strengths and Needs</strong></td>
<td>Guest Speaker</td>
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<tr>
<td>9/30/10</td>
<td>Collaboration and Partnership</td>
<td>Chapters 6, 7</td>
<td>Chapter Review 3 (on chapters 6 &amp; 7)</td>
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<td></td>
<td>(School Support Services) Community Support Services</td>
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<td></td>
<td>for Parents &amp; Families</td>
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<td></td>
<td><strong>Group presentation: Mood/Anxiety Disorder</strong></td>
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<tr>
<td>10/7/10</td>
<td>Fostering Effective Parent &amp; Family Educational Advocacy</td>
<td>Chapter 8 Role Play(s)</td>
<td>Chapter Review 4 (on chapter 8)</td>
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<td>Conflict Management</td>
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<td><strong>Group presentation: Mental Retardation</strong></td>
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<tr>
<td>10/14/10</td>
<td><strong>Group presentation: Conduct Disorder</strong></td>
<td>Binders ? &amp; Answers</td>
<td><em>(2nd meeting with family)</em></td>
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<td><strong>Group presentation: Depression</strong></td>
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<tr>
<td>10/21/10</td>
<td>Designing &amp; Implementing Positive Behavioral Interventions</td>
<td>Chapter 9</td>
<td>Family Meeting <strong>Journal 1</strong></td>
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<td><strong>Group presentation: Reading Disorder (Dyslexia)</strong></td>
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<tr>
<td>10/28/10</td>
<td>Legal Safeguards/IEP’s</td>
<td>Guest Speaker</td>
<td><strong>Begin Review of Family Resource Binder(s)</strong></td>
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<td><strong>Group presentation: Emotional Disturbance</strong></td>
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<tr>
<td>11/4/10</td>
<td>Academic Intervention Programs/Psychosocial Aspects of Dev.</td>
<td>Chapters 10 &amp; 11</td>
<td>Chapter Review 5 (on chapters 9, 10 &amp; 11)</td>
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<td>Support Serv to Assist Parents &amp; Families in Transition Planning &amp;</td>
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<td><em>(3rd meeting with family)</em></td>
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<td>Programming</td>
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<td><strong>Group presentation: Pervasive Developmental Disorder</strong></td>
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<tr>
<td>11/11/10</td>
<td><strong>NO CLASS - Veterans Holiday</strong></td>
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<tr>
<td>11/18/10</td>
<td>Family Stories Illustrating School-Based Support Learning Disabilities</td>
<td>Chapter 12</td>
<td>Family Meeting <strong>Journal 3</strong></td>
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<td><strong>Group presentation: Autism</strong></td>
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<td><strong>Group presentation: BiPolar Disorder</strong></td>
<td>Binders ? &amp; Answers</td>
<td>Cont’d Review of Family Resource Binder(s)</td>
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<tr>
<td>11/25/09</td>
<td><strong>NO CLASS - Thanksgiving Holiday</strong></td>
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<tr>
<td>12/2/10</td>
<td>Oral Report on Family Partnership Project</td>
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<td><strong>Final Reflection Paper</strong></td>
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<td>Integration of learning experiences</td>
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<td>Con’t Binder Review</td>
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<td><strong>Group presentation: Oppositional Defiant Disorder</strong></td>
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<tr>
<td>12/9/10</td>
<td><strong>Pre-Final Preparation</strong></td>
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<td>Instructor CONSULTATION Class</td>
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<td>Remaining Binders will be reviewed.</td>
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<tr>
<td>12/16/10</td>
<td>Final Exam Day</td>
<td>All outstanding work must be submitted by 8:00 p.m., in order to receive a grade.</td>
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Department of Counseling, Special Education, and Rehabilitation, CSU, Fresno
COUN 241: Seminar in Organization of Counseling Services (3 Units)

Master Syllabus in Compliance with CTC Standards 2001

Required text


Course description
Coun 241 will focus on the organization, administration, and evaluation of school counseling programs. The model selected for offering this course is adopted from the SOEHD program, Making a Difference – Professional Leaders for Advanced Programs. This model centers on the service provider as a Reflective Collaborative Counselor who is sensitive to the subjective reality of clients with whom assessments are applied as a method of evaluation and possible change.

Course objectives
Students successfully completing of this course, will be:
1. Familiar with major philosophical and theoretical approaches to coordinating and supervision of counseling programs at elementary, middle, and high school levels. (CTC 4, 12, 17, 21, 22, 23, 27, 28)
2. Able to discuss the role of the counselor as it relates to students, teachers, parents, administrators, and the community. (CTC 17, 18)
3. Able to identify ways a counselor provides counseling services to students including individual counseling, classroom guidance, responsive support services. (CTC 5, 13, 17, 19, 23, 24)
4. Able to review school counseling budgeting procedures, methods used in counseling programs, and methods of evaluating school counseling programs Through approved research procedures. (CTC 4, 12, 17, 22, 28)
5. Familiar with ways of coordinating and developing counseling services in a school setting including how school professionals work together, increasing counseling services to pupils, working with paraprofessionals and volunteers in program planning; including daily tasks such as scheduling, bus supervision, and yard duty. (CTC 13, 16, 22, 26, 27, 28)
6. Able to develop and implement plans directed at affecting school climate by bringing about change in an organization or with an individual(s) within an organization. (CTC 4, 8, 9, 22, 23, 28)
7. Aware of leadership skills in organizations, and administrative aspects of school counseling services. (CTC 12, 22, 28)
8. Familiar with relevant laws pertaining to students in a school setting, including compliance for PPS programs. (CTC 6, 17, 18)
9. Familiar with legal aspects affecting school counseling programs as stated in the California Education Code along with guidelines for implementing the laws. (CTC 17, 27)

10. Able to promote the use of ethical standards & procedures in working with pupils who come from different socio-economic, racial, and cultural backgrounds. (CTC 3, 6, 18)

Course requirements (Assignments)

1. Participation (100 points) (NCATE 1.6): Attendance, promptness, and active participation are essential to this class. I do expect students to come prepared to actively discuss the assigned readings. I also expect students to arrive on time and to contact me in advance if they will be absent. Five (5) points will be deducted for each absence. Students missing more than 20 minutes of class will be considered “absent.”

2. Exams (2 exams, 100 points for each): 3/09 & 5/18 (NCATE 1.2, 1.5, 1.8, 4)
We will have two (2) exams. They will be a comprehensive essay exams covering class material and assigned readings. The exams will be designed to allow you to demonstrate your learning through analyses, syntheses, and evaluation of course materials. You will receive the questions approximately 2 weeks before each exam in order to adequately prepare.

3. Visitation report (50 points): 2/16 (CTC 18, 26, 28; NCATE 1.6)
Visit with a school counselor and submit a 5 page written report including the following items:
   3.1 describe the person
      a. title, educational background
      b. date of visit
      c. how long in the position
      d. how long in the field of education
   3.2 describe the job, include:
      a. daily/weekly tasks
      b. types of paperwork
      c. types of meetings that they attend
   3.3 describe their greatest challenges
   3.4 describe their greatest sources of joy
   3.5 would they recommend entering the field?
   3.6 how did you feel before and after your visit?

4. Professional portfolio (50 points): 5/04 (CTC 17; NCATE 1.6)
Each student will organize information related to educational/counseling experiences and achievements. Your portfolio must contain 1) your resume, 2) counseling/education/leadership philosophy, and 3) diplomas, certificates of completion/participation and then may include: awards, papers, projects completed in courses thus far, pictures, etc.

6. Individual literature review paper (100 points): 4/20 (CTC 17, 29; NCATE 1.2, 1.5, 4)
Your paper is an opportunity to research a school counseling issue
a. Papers should review literature on 1) school counseling programs, or 2) school counselor roles, leadership, and skills, and critically analyze, synthesize, and evaluate them. You should be able to make your own conclusion based on literature review.

b. This paper is intended to be helpful in your professional development. Write about a topic that draws your professional interest, and is directly related to course content.

c. The paper will be a minimum of 10 pages of text, double-spaced typed, APA style & format. Use at least seven (7) articles published in refereed journals.

d. Please edit for grammar and spelling.

e. I will be pleased to review drafts of your paper up until 11/02. This is an un-graded “relaxed review”. Always attach your previous draft to your current submission. Edit in my comments before resubmitting.

7. Group presentation (50 points): 3/23 - 4/27 (CTC 17; NCATE 1.5, 1.8, 4)
Each group of students will prepare a classroom guidance program for K-12 students and give a presentation to the class. The class may role play K-12 students. Each member will significantly contribute to the preparation and presentation. On the day of the presentation, each group will provide a presentation outline to each member of the class. The outline should provide objectives (specific information, behaviors and skills to be learned), instructional activities (activities with instructions and materials needed), and evaluation (strategy for assessing outcomes). You may use your creativity and freedom regarding the presentation style and format. The presentation will take 1 hour. Each presentation will receive evaluation from peers, self, and instructor.

Course topics
The following topics will be addressed in the course: (CTC 14, 17, 22, 25, 26, 28)
1. Components of comprehensive school counseling programs.
2. Ideas & strategies to integrate school counseling with the overall school mission.
3. The relationship of the counselor to teachers, administrators, and the community.
4. The challenge of paperwork in the counseling.
5. Scheduling courses and making schedule changes for students.
6. How counselors identify and work with the curriculum in schools.
7. Working with students in a crisis.
8. Working with exceptional students in the school setting.
10. Working with at-risk students.
11. Working with students who are the victims of violence
12. The use of individual and group counseling.
13. Maintenance of National Standards in a counseling program
14. Related topics will be welcomed throughout our discussion and reading.
Knowledge Base

The knowledge base adopted by the SOEHD includes the four dimensions of 1) philosophical and ideological; 2) cognitive and reflective; 3) integration and application; 4) Diversity; and 5) leadership and administrative.

1. Philosophical and ideological: The objective for many school counselors is to maximize the potential of each child involved in an educational setting. School counselors are supported through the American School Counselor Association (ASCA) a national organization which offers professional development opportunities, telecommunications and a distribution of professional journals and newsletters. A basic philosophy of the school counselor is to make certain that a comprehensive guidance program is available for the needs of students. The ideal counselor will be well versed in counseling, consulting, coordinating & appraising services for students, parents, and teachers. The ideal counselor will also be an information & referral source for career development, life planning, and recognition of current life issues.

2. Cognitive and Reflective: The cognitive portion of this course focuses on the student becoming knowledgeable with regard to the functions of the school counselor both form a theoretical as well as a practical, creative approach. The reflective part of the course will support the need for relationships with educators and leaders in the community at large. These relationships will include all levels of education from kindergarten through the high school graduate. One aspect of the school counselor is to be able to listen to others and to be able to reflect back to the client those views which are openly expressed. In the school counseling profession the issue of the reflective point of view is an important cornerstone of success.

3. Integration and Application: Materials presented in this course will provide the means for the counselor to be able to begin to integrate services provided by the school to the students, teachers, parents as well as the community at large. The school counselor needs to be able to integrate those services in such a manner so as to be able to represent many diverse groups of people. Materials will be used to present the role and function of a school counselor from the elementary to the high school level. The application of these materials will consist of the methods and means used to portray a comprehensive guidance program for school development. The application of materials will assist the counselor in being able to be cognizant of historical issues, current trends, and anticipated future scenarios. It is recognized in the offering of this course that traditional functions may be challenged and the application of new ideas and new materials may become the cornerstone of this course. Ethical and legal standards will be discussed throughout the course.

4. Cultural Diversity in Organization of Counseling Services: A major theme established through the SOEHD for course offerings have been the idea of "Making a Diverse Society". This theme has been incorporated throughout this course to demonstrate the recognition of diversity associated with the development of youth in America. The American School Counseling Association recognizes that cultural diversities contain important factors deserving increased awareness and understanding on the part of all
professional personnel in counseling. This course is designed to take into account the diversity of culture in the schools of California and to assure that students and clients of culturally diverse backgrounds will receive services and opportunities that will promote maximum development. The recognition of children emerging from many different backgrounds will be recognized and followed as a part of the total course and will not be limited to just one chapter or one lecture. Whatever is presented and discussed will have as its base, diversity.

5. **CTC 26 Leadership development in the Counseling profession**: Increasingly, school counselors are being asked and expected to provide leadership on the school campus. In parent-teacher conferences, I.E.P.’s, workshops, inservices, and Student Assistance Programs, to name a few, school counselors are being relied upon to assume the role of leader. As a result, effective leadership principles, qualities, and styles (i.e., initiative, public speaking, leading groups, listening skills, problem solving, planning, resource acquisition and management) are discussed, and applied in activities throughout the course.

6. **CTC 28 Administrative role in school counseling**: As the challenges of counseling in public schools increase, the administrative responsibilities that counselors are being required to handle are also increasing. The management of resources, human and capital, has long been an administrative role in organizations. Increasingly, due to the large amount of resources available to the helping professions, school counselors are being required to become administratively competent. Competence in researching and managing resources that enable clients to solve problems is a requisite skill for school counselors. Resources ranging from public and private grant funding for program development, mental and social health programs, local, regional, and national laws relating to counseling must be managed to provide preventative counseling services. Through readings and activities, this class will keep abreast of the far-reaching aspects of the administrative role of school counselors.

**Modes of instruction**
The following modes of instruction will be utilized:
1. Lecture and discussion
2. Small group discussion/activity
3. Large group discussion/activity
4. Role playing
5. Student presentation
6. Multimedia, as appropriate
7. Guest speaker, as available

**Evaluation**: Grades will be distributed according to the following scale and will be based on the course requirements that follow:

- 90% and above = A
- 80% - less than 90% = B
- 70% - less than 80% = C
Criteria............................................................Total Points

<table>
<thead>
<tr>
<th>Participation</th>
<th>100 points</th>
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<tbody>
<tr>
<td>Examinations</td>
<td>200 points (100 points for each exam)</td>
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<tr>
<td>Visitation report</td>
<td>50 points</td>
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<td>Professional Portfolio</td>
<td>50 points</td>
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<tr>
<td>Individual literature review paper</td>
<td>100 points</td>
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<td>Group presentation</td>
<td>50 points</td>
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Total............................................................550 points

Late work will have 10% deducted from the total possible score for each day (not class meeting). No papers will be accepted 4 days after the due date without prior permission from the instructor. In case of urgent personal emergencies, the instructor should be contacted as soon as possible to discuss alternative arrangements. Please note, computer and work related difficulties are not considered personal emergencies: Plan accordingly!!

Course organization
The Organization of Counseling Services is divided into two major sections:

a) Text readings in elementary and middle school counseling and
b) Article reviews related to school counseling, student achievement, leadership, program evaluation, and national standards for school counseling.

CLASS SCHEDULE

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic(s)</th>
<th>Readings</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>Jan 19</td>
<td>Introduction</td>
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<td>Jan 26</td>
<td>School counseling program</td>
<td>Ch. 1, 2</td>
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<td></td>
<td>School counselor’s role and identity</td>
<td>Sears &amp; Granello</td>
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<td>Historical and current trends</td>
<td>Praisley &amp; McMahon</td>
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<td>Myrick</td>
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<tr>
<td>Feb 2</td>
<td>National standards and model for school counseling programs</td>
<td>Dahir</td>
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<tr>
<td></td>
<td></td>
<td><a href="http://schoolcounselor.org">http://schoolcounselor.org</a></td>
<td>(school counselors &amp; members → ASCA national model)</td>
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<tr>
<td>Feb 9</td>
<td>Developing school counseling programs</td>
<td>Ch. 3</td>
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<td>Feb 16</td>
<td>Essential services</td>
<td>Ch. 4, 5</td>
<td>Visitation report</td>
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<td>Discussion: visitation report</td>
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<td>Individual lit. rev. paper topic</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Ch.</td>
<td>Authors</td>
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<td>Feb 23</td>
<td>Essential services</td>
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<td>Mar 2</td>
<td>Working with diverse population</td>
<td>6</td>
<td>Hobson &amp; Kanitz</td>
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<td>Milsom</td>
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<td>Mar 9</td>
<td>Working with diverse population</td>
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<td><strong>Mid term exam</strong></td>
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<td>Mar 16</td>
<td>Crisis intervention</td>
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<td>Mar 23</td>
<td>Special issues in school counseling</td>
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<td><strong>Group 1 presentation</strong></td>
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<td>Mar 30</td>
<td>Special issues in school counseling</td>
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<td><strong>Group 2 presentation</strong></td>
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<td>Apr 6</td>
<td>Special issues in school counseling</td>
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<td><strong>Group 3 presentation</strong></td>
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<td>Apr 13</td>
<td>Spring break</td>
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<td>Apr 20</td>
<td>Staff relations and family involvement</td>
<td>9, 10</td>
<td>Davis &amp; Garrett</td>
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<td>Discussion: lit. rev. paper</td>
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<td>Murphy, DeEsch, &amp; Strein</td>
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<td>Apr 27</td>
<td>Ethics &amp; legal issues</td>
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<td>Glosoff &amp; Pate</td>
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<td>Discussion: portfolio review</td>
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<td>Isaacs</td>
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<td><strong>Group 5 presentation</strong></td>
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<td>Mitchell, Disque, &amp; Robertson</td>
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<td>Remley &amp; Huey</td>
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<td>May 4</td>
<td>Ethics &amp; legal issues</td>
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<td>Self-care and development</td>
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<tr>
<td>May 18</td>
<td>Final exam</td>
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**GENERAL UNIVERSITY POLICIES**

**Cheating and Plagiarism**
“The university has written policy on cheating and plagiarism which includes specific steps that will be taken in the event that an incident of cheating or plagiarism is suspected or alleged. The full text of the document is available in the office of the Vice-President for Student Affairs in the Joyal Administration Building, room 262.” If you have any questions regarding actions that include cheating or plagiarism, you may consult this instructor.

**Services for Students with Differing Abilities**

“The university is committed to providing reasonable academic accommodation to students with disabilities.” Please notify this instructor if you require any special modification of instruction.

**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 (http://www.csufresno.edu/ITS/) or the University Bookstore. 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**

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 and 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.

**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.**

**Readings:** available on electronic reserve at [www.lib.csufresno.edu/ereserves](http://www.lib.csufresno.edu/ereserves)


Prerequisites
COUN 174 and 200 or equivalent. Emphasis on current theory and methods of parent education, pupil advocacy, and consulting. Examination of current models in each area including ethical standards, legal concepts, and professional responsibility.

Required text
Doughtry, Michael (2009), *Psychological Consultation And Collaboration In Schools And Community Settings*(5th ed.). Brooks/Cole, Carnegie Learning
Doughtry, Michael (2009), Casebook; *Psychological Consultation And Collaboration In Schools And Community Settings*(5th ed.). Brooks/Cole, Carnegie Learning
(I will provide articles)

Recommended text
The ASCA National Model For School Counseling Standards Programs (2nd Edition-2005)

Course Description and topics
This course will review current theories and methods in the field of psychological consultation. While reviewing theories and methods in psychological consultation, attention will be placed on parent education and pupil advocacy including ethical standards, legal concepts, professional responsibilities, and the National Model for School Counseling Programs. Specific topics will include:

1. Introduction, definition, and history of consulting.
2. Consultation and the National Standards for Counseling
3. Issues related to the theoretical and applied aspects of consultation.
5. The stages and processes of consultation.
7. Mental health consultation.
8. Behavioral approaches to consultation.
9. Organizational change through consultation.
10. Consultation with parents.
11. Consultation with teachers.

Course objectives
Students who successfully complete this course will be able to demonstrate the following:

1. Develop methods of working with school staff and parents, which include planned prevention programs to help alleviate school failure and promote ways
of increasing pupil successes in K-12 school settings. CTC 4, 8, 10, 13, 17, 19, 21, 23, 27, 28

2. Develop and apply methods of consultation services to include conflict resolution, team consultation procedures, and classroom management skills for teachers, school discipline models and strategies for teachers. CTC 2, 5, 9, 10, 13, 14, 21, 24, 26

3. Provide methods of consulting with schools and develop appropriate consultation models with teachers, administrators, and parents through the utilization of counseling methods. CTC 2, 7, 10, 16, 26, 27, 30

4. Investigate procedures for developing methods to be used in formulating pupil advocacy programs. CTC 4, 6, 7, 10, 12, 18, 26, 27, 30

5. Design and apply appropriate parent education program for specific population group. CTC 2, 4, 10, 24, 27

6. Recognize and apply appropriate legal concepts and legal procedures in working with consultees. CTC 6, 10, 18

7. Pursue professional development in consultation and apply concepts to both public and private sectors. CTC 10, 18

8. Identify the cultural issues in developing and applying methods of consultation services. CTC 3, 10

Course Requirements (Assignments)

1. Reading assignments: Complete textbook readings from the chapters assigned in the tentative schedule.

2. Class attendance: The attendance of class will be recognized as a part of the course grade since class participation is an integral part of a consulting and parent education course. (see attached guidelines)

3. Review of three journal articles: Each student will select three current articles for review for the class. Article One on consulting; Article Two on parent education; and Article Three on child advocacy. (see attached guidelines) CTC 7, 22, 30

4. Interview a consultant and make a report to the class: Each student will be asked to make a personal visit to a consultant, a parent educator or a child advocacy expert and make an oral report to the class plus write a single spaced, typed interview of the visit. (see attached guidelines) CTC 19, 23

5. Group presentation: Each student will be assigned to a group in the class. Theoretically, the group will act as consultants and the rest of the class will become the consultees. This will encourage you to develop a workshop type of presentation, which will provide an atmosphere of learning for the consultees. The setting from which you present may represent public or private organizations; workshop materials will be prepared in advance for the consultees. The workshop will take 1.5 to 2 hours. (see attached guidelines).

6. Professional Development: Each candidate will attend a school counseling (or related) conference, workshop or in-service. Students will provide the agenda and submit a one-page summary of their professional development experience. CTC 18
7. **Course examinations**: Two course examinations will be given during the course; students will be responsible for text materials, and course handouts. The midterm exam will consist of objective questions related to specific course objectives (from text assignments and class presentations). The final exam will present the student with two vignettes. In one vignette, the student will be required to design and apply an appropriate parent education program for a specific population group. In the second vignette, the student will be required to develop a specific method for working with school staff and parents around a program to alleviate school failure and increase pupil success. Students may use the Consultant Interview as a source of information for this requirement. CTC 19, 28

**Guidelines to complete course requirements**

1. **Review of journal articles**: Use the following: (75 pts.).
   a. include the full name of the journal.
   b. include the full name of the article along with the author(s).
   c. publication date of the journal, along with the volume number.
   d. submit a double-spaced, one page, write up of the article.
   e. cover: purpose of the article, how data was gathered and then present a summary of the results, including conclusions reached by the author(s).
   f. write comments giving your opinion(s) of the article.
   g. determine how the issue is being handled in another country – **Global Perspective**
   h. use APA format, proofread before submission.
   i. attach a copy of the article to your review

Each review will be assessed according to the following: (max. pts 25 @ article)

Include items a, b, c mentioned above.: Poor    Fair    Good    Excellent (max. pts: 5)  
Article purpose & summary: Poor    Fair    Good    Excellent (max. pts: 10)  
Personal comments: Poor    Fair    Good    Excellent (max. pts: 10)  

4. **Attendance**: (max. pts 75)
   All classes attended: 100 %  
   One class missed: 95 %  
   Two classes missed: 90 %  
   Three classes missed: 80 %  
   More than three classes missed: 70 %  
   Two late arrivals of more than ten minutes will count as one absence.

5. **Consultant interview** (75 pts): Submit a double-spaced, two-page summary of your interview. The interview will address the following area: what programs and strategies does the consultant employ when working with school staff and parents to alleviate school failure and increase pupil success? The interview will include the following questions:
   a. What specific programs and strategies are used by the consultant?
b. What does the consultant see as the biggest problem(s) facing counselors in working with school staff, parents and students?
c. What strategies does the consultant employ to overcome these problems?

The interview will be assessed according to the following: (max. pts 75)

<table>
<thead>
<tr>
<th>Name of the interviewee:</th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Excellent (max. pts: 5)</th>
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</thead>
<tbody>
<tr>
<td>Position/district/grade level served:</td>
<td>Poor</td>
<td>Fair</td>
<td>Good</td>
<td>Excellent (max. pts: 5)</td>
</tr>
<tr>
<td>Summary of answers to the questions:</td>
<td>Poor</td>
<td>Fair</td>
<td>Good</td>
<td>Excellent (max. pts: 40)</td>
</tr>
<tr>
<td>Personal comments:</td>
<td>Poor</td>
<td>Fair</td>
<td>Good</td>
<td>Excellent (max. pts: 25)</td>
</tr>
</tbody>
</table>

6. **Group presentation** (150 pts): CTC 10, 21, 29 Each group must develop and present a consultation model for working with teachers, parents or administrators in one of the following areas (groups may create a different scenario with the instructor’s permission):

   a. A planned prevention/intervention program, i.e. drug abuse prevention, school dropout prevention, intervention with at-risk students, positive alternatives to gangbanging, increasing school success for elementary, middle, or secondary school students.

   b. You are invited to lead the faculty and staff of a local elementary school through a conflict resolution session.

   c. Prepare and present a classroom management plan, which might include such issues as a planned discipline program, classroom management skills, the classroom as a group, conflict resolution, and/or problem solving.

   d. Develop a consultation model for working with teachers, parents or administrators.

   e. Develop a consultation model for student advocacy.

   f. You are asked to give a workshop on avoiding “burn out”.

   g. Develop a parent education model based on the theory of your choice.

   h. Teach multiculturalism to students.

   i. Design and implement a peer counseling/helping program.

   j. Student Study Teams.

   k. Strategies to motivate high school students.

   l. Adolescent mental health.

   m. Gang awareness and intervention.

   n. School to work.

   o. Effects of trauma on the learning and development of children.

   p. Ways to develop effective relationships among teachers, staff, families and others within a multicultural and multi-linguistic context

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Guidelines for your presentation: work together; avoid lecturing; action; have prepared materials; have fun; be creative; select a model and stay with it; make it replicable (by others); link your journal articles; plan ahead; borrow from others; cite your reference.

Group presentation will be evaluated according to the following:

<table>
<thead>
<tr>
<th>QUALITY</th>
<th>C</th>
<th>B</th>
<th>A</th>
</tr>
</thead>
<tbody>
<tr>
<td>ORGANIZATION</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>USE OF VISUAL AIDES</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>
7. **Professional Development** (100 points): Each student will attend a school counseling (or related) conference, workshop or in-service. Students will provide the agenda and submit a one-page summary of their professional development experience.

8. **Examinations** (250 points): First examination (100 points), Final examination (150 points)  
   (See page four for examination specifics)

### Course grading

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
<th>Percent of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journal Articles (3)</td>
<td>75</td>
<td>10</td>
</tr>
<tr>
<td>Class Attendances</td>
<td>75</td>
<td>10</td>
</tr>
<tr>
<td>Consultant Interview</td>
<td>75</td>
<td>10</td>
</tr>
<tr>
<td>Group Presentation</td>
<td>150</td>
<td>21</td>
</tr>
<tr>
<td>Professional Development</td>
<td>100</td>
<td>14</td>
</tr>
<tr>
<td>First Examination</td>
<td>100</td>
<td>14</td>
</tr>
<tr>
<td>Final Examination</td>
<td>150</td>
<td>21</td>
</tr>
<tr>
<td>Total</td>
<td>725</td>
<td>100</td>
</tr>
</tbody>
</table>

Letter grades will be based on the accumulated points listed in the following:

- **A**: 652-725 (90% and above)
- **B**: 580-651 (80% - 89%)
- **C**: 507-579 (70% - 79%)

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**Counseling 242 - Fall 2010 - Tentative Course Schedule**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics CTC 9, 10, 28, 30</th>
<th>Reading Assignment</th>
<th>Due</th>
<th>Student / Group</th>
</tr>
</thead>
</table>
| 8/24  | • Introduction to course & materials: a) syllabus  
          b) class requirements c) introduction to topics  
          d) group assignment and discussions  
          • National Counseling Standards |                    |                         |                 |
| 8/31  | • Introduction and Overview  
          • National Standards Activity/Data Points | Part I Ch. 1       | Journal article 1 on Consulting |                 |
| 9/7   | • Consultants, Consultees, and Collaborators  
          • Participation Activity | Ch. 2               |                         |                 |
| 9/14  | **Stages of Consultation** – Entry Participation Activity | Part II, Ch. 3     |                         |                 |
| 9/21  | • Stages of Consultation – Diagnosis  
          • Participation Activity | Part II, Ch. 4     |                         |                 |
| 9/28  | • Implementation Stage  
          • Participation Activity | Ch. 5               |                         |                 |
<table>
<thead>
<tr>
<th>Date</th>
<th>Activities</th>
<th>Associated Chapters and Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/5</td>
<td>- Disengagement Stage Participation Activity</td>
<td>Ch. 6</td>
</tr>
</tbody>
</table>
| 10/12  | - Ethical, Professional, and Legal Issues Participation Activity             | Ch. 7  
  - Consultant Interview: written report, classmate share |
| 10/19  | - Organizational Issues Participation Activity                                | Ch. 8  
  - Mid-term Review Participation Activity         
  - Journal article 2  
    Parent Education  |
| 10/26  | - Mid-term Examination NCATE 1.2, 1.5                                        |                                |
| 11/2   | - Mental Health Consultation and Collaboration Consulting Group Presentation | Ch. 9  
  - NCATE 1.6                                      |
| 11/9   | - Behavioral Consultation Consulting Group Presentation                      | Ch. 10  
  - Handouts fr. Groups  
  - Professional Development Conference/ workshop report |
| 11/16  | - Organizational Consultation and Collaboration Consulting Group Presentation | Ch. 11  
  - Handouts fr. Groups  
  - CTC 9, 28                                      |
| 11/23  | - No Class                                                                   |                                |
| 11/30  | - School-Based Consultation/Collaboration Consulting Group Presentation     | Ch. 12  
  - Handouts fr. Groups  
  - Journal Article 3  
    Child Advocacy  
    NCATE 1.8                                      |
| 12/7   | - Final Review                  
  - Potluck                                      |                                |
| 12/14  | - Final Exam 8pm-10pm (applying a consultation model to a vignette) NCATE 1.6, 1.8 | Final exam                      |

**Course organization**

This course will be offered in the following clusters:

1. Review major issues in consultation.
2. Stages and processes, as well as evaluation, in the practice of consultation.
3. Reviewing the mental health model as well as the behavioral approaches
4. Consultation related to student advocacy.
5. Consultation with parents.
6. Consultation with teachers.

**Methods of instruction**

The following instructional methods will be utilized as appropriate:

1. Lecture and discussion.
2. Small group activities.
3. Case studies.
4. Student presentations.
5. Written materials from outside sources.

Knowledge base for course

The knowledge base for this course contains the following four components:

1. Philosophical and ideological: The major philosophical component lies in clinical consultation, an approach used since the middle of the 19th century. Pioneering work by Caplan (1970) and early contributions from Lewin (1951), behavioral models (Bergan, 1977), and community psychology (Mannino & Shore, 1975; 1985) have shaped the current field. Ideally, it is believed that a person or a group can benefit from the input of a consultant when problems arise and solutions are needed to solve the problem. The way in which a person works with one person or a group of persons will enable action and/or permit positive change to emerge.

2. Cognitive and reflective: The functions of the consultant, which were initially derived from the clinical model, became much more active with the input of the behavioral approaches. The behavioral approaches assisted the identified problem(s) to become part of the cognitive domain. Since, from a social-learning perspective, it is recognized that problems are learned, it is not necessary to employ traditional psychodynamic labels, furthermore, it is also recognized that a person or group can make an effort to become aware of and change a set of triggering conditions, which can contribute to a forum for positive transformation. The reflective model will be emphasized in this consultation course. The model is collaborative and cooperative and depends largely on the listening skills of the consultant.

3. Integration and application: During the past years research in the fields of parent education, pupil advocacy, and consultation have proven to be fruitful in providing a method for integrating information from a variety of conditions and for the examination of various applied models. The term consultation is defined in several ways depending on the set of specific conditions. Consultation is viewed as being separate and distinct from advice giving, supervision, therapy, counseling, teaching, and organizational development differences are recognized between internal and external consultants. Research has provided useful interpretation for three consultative interventions: primary, secondary, and tertiary. There are now direct and indirect interventions and guidelines for the consultant and for the consultee.

4. Diversity: The American Counseling Association recognizes cultural diversities as important factors deserving increased awareness and understanding on the part of all professional personnel in counseling. Consultants who are involved in cross cultural settings will need to consider that cultural differences between the consultant and the consultee may produce some barriers to the successful operation of the process and act accordingly.

Course Policies
1. 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.

2. Please turn off your pagers, cellular phones, and other electronic devices during the whole class period.

3. No tape-recording of lecture without prior permission.

4. Students should not bring children, visitors or guests without prior permission.

5. All papers, projects, and exams are due at the beginning of class or at the time specified (see attached calendar). Late papers will automatically have the final score reduced by one point for each day (not class meeting) that the paper is late. No papers will be accepted 4 days after the due date without prior permission from the instructor. In case of urgent personal emergencies, the instructor should be contacted as soon as possible to discuss alternative arrangements. Please note, computer and work related difficulties are not considered personal emergencies: Plan accordingly!!

6. **Writing Instructions**: Writing is an important skill for counselors to develop. Through writing, counselors will communicate their ideas to other professionals and clients, document the efficacy of their work to outside agencies, and present new ideas to further their practice. In addition, many of the communication skills used in writing are also used when communicating verbally and non-verbally with clients in the counseling setting. Therefore, students are expected to produce well-written, graduate-level papers and will be graded in accordance with this expectation. All writing submitted to the professor should be a final draft, free of spelling, grammatical, stylistic, and typographical errors. Students are expected to use a concise and professional writing style (see APA Publication Manual). Students are encouraged to allow ample time for writing, keeping in mind the frequency of computer glitches. Students who would like extra assistance with their writing skills should contact the Writing Center in the English Department (278-2553).

7. **Computer use**: “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 workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services or the University Bookstore. 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. The University maintains a limited number of workstations in various labs to facilitate this access.
It proves the means to allow students access from their home environment to University computing and network resources and to the Internet” (CSU, Fresno, Schedule of Courses, Spring 2004, p.17).

8. Students will abide by the University's policy regarding cheating and plagiarism. For details, please refer to the Schedule of Courses (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

9. 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 in Madden Library 1049 (278-2811).

10. For free tutoring services on campus, contact the Learning Center in the Peters Building Annex Trailers (phone 278-3052 or visit www.csfresno.edu/learningcenter).

**Honor Code**

"Members of the CSU Fresno 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.
COUN 249

FIELD PRACTICE IN SCHOOL COUNSELING

Master Syllabus in Compliance with CTC Standards 2001

School Theme:
Making a difference in a diverse society: Leadership for a new millennium.

Professional Dispositions:
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.

Required Texts:

Each student must have a copy of the ACA ethical guidelines.

Field Practice Requirements for the PPS Credential:
The field practice requirements have been established through the California Teaching Commission and CSU Fresno. There is a 600 clock hour requirement for the PPS credential and 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 as follows:

Students will complete 600 clock hours by enrolling in two 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.

Course Description:
200 hours of supervised practice in school setting plus either another 100 hours in that same setting or 100 hours in a setting other than a public school for each fieldwork placement. 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.
**Students will be required:**
a) to hold a VALID TEACHING CREDENTIAL or a CERTIFICATE OF CLEARANCE or a SUBSTITUTE TEACHING CREDENTIAL.
b) to carry professional liability insurance,
c) to have successfully completed COUN 208 with a “B” or better
d) to 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).
e) to keep a copy of all submitted and returned assignments until grades are posted.

Students must provide copies of a Certificate of Clearance or its equivalent and professional liability insurance by the second week of the semester. If not, students may be administratively dropped from this course.

**Cultural Diversity in Field Practice:**
Up to one hundred fifty (150) hours of the 600 hours shall be devoted to issues of diversity. 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.

**Course Objectives:**
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

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 4:** 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 10:** Apply skills of consulting with parents and teachers in an approved school setting CTC 7, 10

**Objective 11:** Demonstrate knowledge of supervision and mentoring models. CTC 16, 22

**Objective 12:** Demonstrate skill in program development and evaluation. CTC 22

**Objective 13:** Demonstrate skill in implementing prevention programs. CTC 22
Topics of the Course:
The course includes the following topics:
1. types of problems which confront school children in a changing world
2. covering guidelines for the Comprehensive Guidance Program
3. working with parents in school settings as a consultant
4. working with teachers in school settings as a consultant
5. working with office staff and administrators in school settings
6. understanding role statements and job descriptions of school counselors
7. meeting all requirements for the PPS Credential Program
8. working with professionals in school settings
9. planning curriculum, classroom management, discipline and behavior change programs with teachers and students in school settings
10. mentoring and supervision
11. developing, implementing and evaluating prevention programs.
12. case study reviews for children in school settings
Others topics may be included that are relevant to students enrolled in the course.

Modes of Instruction:
The following modes of instruction will be available in the course.
1. lecture and discussion
2. small and large group activity
3. student presentations
5. role playing
6. consultation

Methods of Evaluation:
The student will be required to complete and submit the following material:

Assignment

First Field Placement

4. Site Binder: CTC 28 Collect the following information from your school site and present in class:
a. organization chart, personnel at the counseling center,
b. Academic Performance Index (API),
c. demographics of the student population (including ethnicity, gender, and socio-economic status),
d. counseling programs and activities currently offered,
e. job descriptions of school counselors,
f. assessment instruments to evaluate the counseling program, CTC 17
g. after school programs and community resources available on campus or in the neighborhood.

The following activities are designed to apply information covered in the text, Counseling in schools: Essential services and comprehensive programs (4th Ed.).

5. CTC – 17, 18 Chapter 1, The School Counseling Profession: This chapter addresses the professional identity of school counselor.
a. Interview a school counselor at your school site:
b. Describe how this person develops his/her professional identity as a school counselor.

6. CTC 17, 18 Chapter 2, The School Counselor: This chapter covers the following areas: defining school counseling, varying roles of school counselors, preparation of school counselors, technology and the School Counselor and Credentials of School Counselors.
   a. Compare and contrast the job descriptions and duties of school counselors at your placement with the description of the school counselor in this chapter.

7. Chapter 11, Professional ethics and legal issues: This chapter covers the following areas: ethical standards for school counselors, nature of law, and legal issues for school counselors.
   a. Make a binder collecting the policies and procedures used at your school site pertaining to the legal and ethical issues described in this chapter.

8. CTC 17, 28 Chapter 3, Comprehensive School Counseling Programs: Consult with your field supervisor and relevant school personnel.
   a. Identify if a comprehensive school counseling plan is in place.
   b. If yes, describe and assess their plan and if no, describe how you will develop a comprehensive school plan at your school site.

9. CTC 17, 28 Chapter 5, Developing a Program: Follow the guidelines of the chapter on planning, organizing, implementing, and evaluating.
   a. Describe how you will develop one prevention program at your school site

The following activities are designed to apply the information covered in the text, *Making Schools Safe for Students*

10. CTC 9 Chapter 10 in Creating a S.A.F.E. Team:
    a. Detail the composition and action plan of the S.A.F.E. Team in your placement, and how the team evaluates its action plan.

Second Field Placement

11. Site Binder: Collect the following information from your school site:
    a. organization chart, personnel at the counseling center,
    b. API,
    c. demographics of the student population (including ethnicity, gender, and socio-economic status),
    d. counseling programs and activities currently offered,
    e. job descriptions of school counselors,
    f. assessment instruments to evaluate the counseling program,
    g. after school programs and community resources available on campus or in the neighborhood.

The following activities are designed to apply information covered in the text, *Counseling in schools: Essential services and comprehensive programs* (4th Ed.).

12. Chapter 6, Individual Counseling and Group procedures:
    • Document your experience with individual counseling in your case study.
Evaluation of the group counseling programs available at your school site. CTC 26

13. **Chapter 7, Collaboration and Consultation:** Identify one student that you work with at your school site and
   a. Describe how you collaborate and consult with parents, teachers, principals, nurses, psychologists, social workers, and community agencies to help a particular student improve in his/her learning experiences.

14. **Chapter 8, Student Appraisal:** Describe your assessment of a student including the following activities:
   a. reading the student’s test results,
   b. observing the student in class,
   c. interviewing parents and teachers,
   d. attending meetings concerning this student such as IEP or SST.

15. **Chapter 9, Educational Planning and Career Development:**
   a. Describe the process when you work with a student to develop his/her educational planning and career development using the examples of case study of this chapter.

16. **CTC 17 Chapter 10, Evaluation of a School Counseling Program:**
   a. Evaluate the counseling program at your school that addresses: guidance curriculum, individual planning, responsive services, system support.

The following activities are designed to apply the information covered in the text, *Making Schools Safe for Students*

17. **CTC 9 Chapter 15, Emergency Management Assessment Checklist:**
   a. Describe how well each element of a Comprehensive Safety Plan is implemented in your field placement and make suggestions on what is needed to improve the existing plan.

**Mandatory activities for field work:**
   c. Undergo orientation to the PPS program at your placement
   d. Identify the gifted, retarded, and emotional child with adjustment difficulties CTC 5, 19, 23, 29
   e. Identify children with ability in art, music, reading, arithmetic and other academic areas CTC 5, 19, 23, 29
   f. Identify at risk students who may be potential drop-outs CTC 5, 19, 23, 29
   g. Participate in student assessment in collaboration with other school personnel
   h. Help students adjust to the school environment CTC 19
   i. Work with students who have developed emotional and/or behavioral problems
   j. Work with students who have difficulties with learning
   k. Work with students who may be potential drop-outs
   l. Help a student set up a study plan at home/ school CTC 7, 24
   m. Help a child adjust to peers/ parents/ teachers CTC 5, 7, 24
   n. Provide counseling or guidance for students in small groups
   o. Perform individual counseling or guidance with students
   p. Prepare behavior modification programs for students CTC 24, 29
q. Review scholarship possibilities with student (mainly in secondary schools) CTC 19
r. Develop career opportunities for students (mainly in secondary schools) CTC 19
s. Review plans for attending college (mainly in secondary schools) CTC 19, 23
t. Consult with a teacher regarding a particular student CTC 24
u. Observe a class
v. Make referrals to appropriate community agencies CTC 25
w. Consult with parents at school, or through phone, or home visit CTC 7, 24
x. Visit a PTA meeting in the district CTC 7
y. Participate on a Student Study Team as a counselor CTC 19, 23, 26
z. Participate on a curriculum study committee CTC 26
aa. Attend regular staff meetings CTC 26
bb. Work with or develop counseling programs such as peer counseling/helping programs CTC 29
c. Participate in mentoring programs
cc. Help evaluate the PPS program CTC 29
dd. Conduct in-service program for teachers/staff/parents CTC 7, 24, 29
e. Participate in mentoring programs
ff. Participate in or establish a crisis counseling center CTC 29
gg. Perform activities devoted to issues of diversity (minimum 150 hours) CTC 31
hh. Become familiar with data and information systems on student learning and achievement CTC 15
ii. Become familiar with the use of school technologies for information access, teaching and learning
jj. Become familiar with the process of developing a master schedule

Case Study – CTC 23, 29

Students are required to submit a case study write-up and make a verbal presentation in class.

The case study write-up includes the following:

d. A brief and concise summary of the family history and current situation addressing the following areas: ethnic, socio-economic, linguistic background, family dynamics, strengths and challenges.
e. Assessment: Identify how these problems affect your student’s learning, academic achievement, and school behaviors; identify your student’s interest and strengths and things that can motivate your student’s learning.
f. Counselor Recommendations: Address what specific recommendations you can make as an advocate for this student; and what you can do to advocate for this student.

CASE STUDY FORMAT Updated: January, 2004

(Confidential – Not For Professional Use)
The following is a model of a case study which will be used for your case study requirement in the course. Please make changes relevant to your own case and event.

Date of Report: _______________

1. Student Data:

Student Name: (last) ______________ (first) __________ (initial) ______
Date of Birth: _______________ Chronological Age: _______
School: ____________________ Grade Level: ____________

2. Family Data:

Mother: ______________________ Occupation: __________________________
Father: ______________________ Occupation: __________________________
Legal Guardian(s): ______________________________________________________
Siblings and ages: _______________, _______________, ________________,
_____________________, _______________, _______________

3. Student Family Background:

3.1 Within approximately 3 to 4 paragraphs offer a brief and concise summary of the family history and current situation.

Family background should include the following areas:
- Ethnic, socio-economic, linguistic background
- Family dynamics
- Strengths and challenges

4. Assessment:

4.1 Within approximately 1 to 2 paragraphs present the specific problem(s) that you and your student have agreed to work on and strengths in your student.

- Identify the specific problems.
- Identify how these problems affect your student’s learning, academic achievement, and school behaviors.
Identify your student’s interest and strengths and things that can motivate your student’s learning.

Include what you have done to assess the problems, CTC 29 for example:
- consultation with parents, teachers, other school personnel and/or administrators,
- review of your student’s school records and other assessment reports,
- direct observation of your student in class or on campus,
- attendance at IEP or SST meetings for your student.

5. Theoretical Orientation:

5.1 Within approximately 1 to 2 paragraphs present the theoretical orientation(s) that will be guiding your intervention.

6. Goals:

6.1 Within approximately 1 to 2 paragraphs state the goals for this student intervention.

7. Counselor Intervention:

7.1 Within approximately 1 paragraph cite your specific (measurable) counseling intervention activities.

7.2 Within approximately 1 paragraph cite the expected outcomes.

Consider which of the following areas are most appropriate and feasible in your intervention activities:
- crisis intervention
- individual counseling/guidance
- group counseling/guidance
- consultation with parents, teachers, other school personnel and/or administrators
- referral to onsite or community programs.

CTC 26, 29

8. Outcome(s):

8.1 Describe what happened that was directly or indirectly related to your intervention activities with this student.

8.2 Compare the expected outcomes with what really happened.
Your outcomes should be consistent with your goals. Also, identify what effect your intervention has on your student’s learning, academic achievement, and school behaviors.

9. Counselor Recommendations:

9.1 What specific recommendations can you make as an advocate for this student?
9.10 What will you do to advocate for this student?

10. Counselor Comments:

10.1 What did you learn as you prepared to work with this student?
10.2 What did you learn during your work with this student?
10.3 What did you learn after working with this student?

CLASS MEETING:
Meeting Time: 6-8 p.m.; Place: ED 354

<table>
<thead>
<tr>
<th>Meeting</th>
<th>Dates of Meeting</th>
<th>First Placement</th>
<th>Second Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meeting 1</td>
<td>9/1</td>
<td>Introduction</td>
<td></td>
</tr>
<tr>
<td>Meeting 2</td>
<td>9/22</td>
<td>Schmidt, Chapter 1</td>
<td>Schmidt, Chapter 6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Site Binder due in class</td>
<td>Site Binder due in class</td>
</tr>
<tr>
<td>Meeting 3</td>
<td>10/13</td>
<td>Schmidt, Chapter 2</td>
<td>Schmidt, Chapter 7</td>
</tr>
<tr>
<td>Meeting 4</td>
<td>10/27</td>
<td>Schmidt, Chapter 11; [Bring binder to class; no posting]</td>
<td>Schmidt, Chapter 8</td>
</tr>
<tr>
<td>Meeting 5</td>
<td>11/3</td>
<td>Schmidt, Chapter 3</td>
<td>Schmidt, Chapter 9</td>
</tr>
<tr>
<td>Meeting 6</td>
<td>11/17</td>
<td>Schmidt, Chapter 5</td>
<td>Schmidt, Chapter 10</td>
</tr>
<tr>
<td>Meeting 7</td>
<td>12/8</td>
<td>Blauvelt, Chapter 10</td>
<td>Blauvelt, Chapter 15</td>
</tr>
</tbody>
</table>

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.

Blackboard
The above assignments (except as noted) will be turned in through Blackboard discussion boards. Postings are due no later than 12:00 am the day of (evening before) the class meeting.

Blackboard Account: All students are required to acquire a Blackboard Account: http://blackboard.csufresno.edu. User name and password are as follows:
Students can log into Blackboard using their university email usernames and passwords. If you do not have a university email account yet, please go to my.csufresno.edu and sign up for a free university email account.

Blackboard Postings
Bb postings are due each week on the evening before class at 12:00am; this allows everyone a chance to read posting before coming to class. These postings should be a thoughtful response to the readings each week’s questions. Postings must be 400-500 words in length to receive full credit. To post, log into Bb, select Coun 249, go to Communication and then Discussion Boards. Select the Discussion board for the week and add a new thread.

DURING FINALS WEEK MAKE AN APPOINTMENT WITH THE INSTRUCTOR TO HAND IN ANY MATERIALS STILL OUTSTANDING.

The Student Will Complete the Following In Addition To The Text Assignments:

1. A copy of the log that follows the provided format.
2. An evaluation of the field practice experience completed by the on site supervisor.
3. An evaluation of the field practice experience completed by the student.
4. A case study completed during the placement on a format provided by the instructor.
5. Attendance at all regularly scheduled class meetings.
6. A case presentation.
7. Collect at least five (5) evaluation forms from school students who have received counseling/guidance services from you.
8. An employer/supervisor evaluation form.
9. Onsite supervisor evaluation of student’s professional disposition.

Course Grading:
A Credit grade will be assigned by the instructor upon the completion of all course requirements at a professionally acceptable quality. 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 must be aware of the fact that they cannot graduate if they have not cleared an “RP” for this course EVEN THOUGH this course is taken for their PPS credential and not their graduate degree.

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.

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.

**Supervision of the Field Practice:**

**On-Site Supervisor:**
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 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 Supervisor:**
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.
3. may visit the site to meet with the official and the student in order to complete the field contract for the placement.
4. meets with the field practice student individually, during three, one hundred (100) hour interviews, to discuss details of the placement.
5. visits on-site personnel to work toward resolution of problem(s) which may arise.
6. has full responsibility for providing grading format and assigning final grade for the course.
7. has full responsibility for communicating with the site officials, both during and after the field placement has been completed.

**Course Calendar:**
The class will meet seven times as a group during the semester; these meetings are required in order for you to fulfill the course requirements. If you are concurrently enrolled in an additional field and/or clinical placement and meeting times are in conflict, please check with your professors in order to meet all of your course requirements.

**Class Meetings**
Will be arranged with the instructor. Class will meet a minimum of 7 times during the semester.

**At The Class Meeting We Will:**
1. exchange information among those students enrolled in the course.
2. have students make a presentation of a case study.
3. provide information regarding the field of school counseling.
4. cover information from the text.

**Missed Meetings**
Students who miss more than one meeting will be required to do a 500 word review of a research article for the second missed class. Students missing more than 2 classes, must see their instructor to discuss remediation. Students more than 15 minutes late to class will be considered “absent.”
**Individual Meetings:**
The field practice student is required to meet with the class in all of the assigned meetings as a part of the course. In addition, the student will meet individually with the university supervisor, as follows:

a) When a total of one hundred (100) hours has been completed on the log it is the responsibility of the student to notify the university supervisor at that time so the progress being made in the course may be reviewed.
b) At the end of the semester when all assignments have been completed.
c) At any other time during the semester based on student or supervisor need.

**The Counseling Log:**
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.

Each one (1) unit of credit for the course requires 100 (100) hours of logged time; this means that three hundred (300) hours must be logged in order for the student to gain credit for the 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 which 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.

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.

**Checklist of Activities:**
In order for the field placement student to become aware of the types of activities which a school counselor might encounter, a copy of an activity sheet that lists both mandatory activities and other permissible activities for the field placement will be provided to each student. Students must accumulate experience in mandatory activities. Each of the general activities is assigned a number and when the field placement student completes the daily log, the number of the activity(s) will be listed to designate the type(s) of work addressed during the day. Also, the student is asked to estimate the number of hours which was accumulated in the activity(s).

**Important Notices**
- The above schedule and procedures for this course are subject to change in the event of extenuating circumstances.
- If you have special needs as addressed by the Americans with Disabilities Act (ADA) and need course materials in alternative formats, notify your course instructor immediately. Reasonable efforts will be made to accommodate your special needs.

University Policies

For information on the University's policy, refer to the Schedule of Courses or the University Catalog (Policies and Regulations) or visit
http://www.csufresno.edu/academics/policies_forms/instruction/RequiredSyllabusPolicyStatements.htm

**Policy on 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 in Madden Library 1049 (278-2811).

**Policy on 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 Schedule of Courses (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 (http://www.csufresno.edu/ITS/) or the University Bookstore. 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.** 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 and 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.

**Suggested Readings**


Sample Format for Logging Field Placement Hours – Updated August 23, 2005

Name of student:__________________
Name of school site:______________
Circle the Grade Level of this field placement: Elementary / Middle / High
Circle the course: First Placement / Second Placement

Summary and verification of hours

Circle the numbers of **all the activities** performed in this field placement:

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
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<tbody>
<tr>
<td>11</td>
<td>12</td>
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<tr>
<td>31</td>
<td>32</td>
<td>33</td>
<td>34</td>
<td>other</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Total number of hours in this field placement:_____________________

Signature of field supervisor to verify the hours:_____________________
<table>
<thead>
<tr>
<th>Date</th>
<th>Activities</th>
<th># of hours serving students from other cultures</th>
<th>Type(s) of activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-13-97</td>
<td>Today was my first day at Fowler High was primarily for orientation. I met with contact person Lisa Sotelo and was introduced to the administration staff and shown around the office, cafeteria, etc. Lisa and I discussed goals and her goals for the internship. I met with Donna Cooper, who has a grant to use prevention and also serves as a crisis counselor. I will be working with Donna too, and we discussed my responsibilities in that capacity.</td>
<td>0</td>
<td>#1, 26</td>
</tr>
<tr>
<td>3-14-97</td>
<td>I observed a child who I am working with in his classroom. He is a Hmong student. I tried to identify areas of difficulties he may have in learning and relating to others. Later I consulted with his teacher regarding his progress. I also run a group on Positive Self Esteem for 12 students. They come from different cultural backgrounds.</td>
<td>4</td>
<td>#2, 3, 4, 5, 6</td>
</tr>
<tr>
<td>4-16-97</td>
<td>Took part in planning meeting for Career Exploration Fair to be put on for all students in May. I was assigned duties to help organize the event and encouraged to brainstorm about the types of businesses and colleges/training schools that we would ask to participate. Ms. Sotelo wants it to be educational and memorable for students. I also spent some time updating student data in the school’s computer system.</td>
<td>0</td>
<td>#16, 32, 33</td>
</tr>
</tbody>
</table>

Total # of hours on this page: 13
Student Evaluation of Field Practice

Student Name: ______________________________
Student Contact Info: Phone ________________________________
                                  Email _________________________________
Check Appropriate Course: First Placement___Second Placement____
Semester/Year: __________________________

Name of Field Placement:______________________________________
Name of Field Placement Supervisor:____________________________
Credential of Field Placement Supervisor: _________________________

NOTE  This evaluation will be kept in ED 350 and be accessible to students looking for a field placement site. They may contact you to hear more about your experience. If you want this evaluation to be kept confidential, please check “No”.

Yes, I am willing to share this evaluation. ______

No, I want to keep this evaluation confidential. ______

1. Please comment on the strengths of your field placement experience:

2. Please comment on areas that could use some attention in order to increase the learning potential at this field site.

3. Would you recommend this field site to other students? Please explain.

4. Other comments? (use back of form if necessary):
Employer Evaluation of the California State University, Fresno
Counselor Education Program

Please rate, to the best of your knowledge, the degree to which you are satisfied with the supervisee’s and/or graduate’s educational training and clinical expertise in terms of the areas of knowledge and skill presented below. The higher the number circled, the greater your satisfaction with the acquired knowledge and skill.

<table>
<thead>
<tr>
<th>Category</th>
<th>Satisfaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Knowledge and understanding of human behavior</td>
<td>1 2 3 4 5  N/A</td>
</tr>
<tr>
<td>2. Ability to counsel individuals</td>
<td>1 2 3 4 5  N/A</td>
</tr>
<tr>
<td>3. Ability to counsel in groups</td>
<td>1 2 3 4 5  N/A</td>
</tr>
<tr>
<td>4. Ability to counsel with families</td>
<td>1 2 3 4 5  N/A</td>
</tr>
<tr>
<td>- Knowledge and understanding of laws related to the counseling profession</td>
<td>1 2 3 4 5  N/A</td>
</tr>
<tr>
<td>6. Knowledge and understanding of learning theory</td>
<td>1 2 3 4 5  N/A</td>
</tr>
<tr>
<td>7. Ability to counsel with culturally different clients</td>
<td>1 2 3 4 5  N/A</td>
</tr>
<tr>
<td>8. Ability to counsel with clients of different ages</td>
<td>1 2 3 4 5  N/A</td>
</tr>
<tr>
<td>9. Ability to counsel with members of the other gender</td>
<td>1 2 3 4 5  N/A</td>
</tr>
<tr>
<td>10. Ability to utilize effective clinical judgment in the assessment of client needs</td>
<td>1 2 3 4 5  N/A</td>
</tr>
<tr>
<td>11. Knowledge and understanding of the limitations of tests, including age, cultural and sex differences</td>
<td>1 2 3 4 5  N/A</td>
</tr>
<tr>
<td>12. Knowledge and understanding of different life styles</td>
<td>1 2 3 4 5  N/A</td>
</tr>
<tr>
<td>13. Knowledge and understanding of occupational and career trends</td>
<td>1 2 3 4 5  N/A</td>
</tr>
<tr>
<td>14. Ability to accurately diagnose and develop treatment plans</td>
<td>1 2 3 4 5  N/A</td>
</tr>
<tr>
<td>15. Knowledge and understanding of preventive or developmental counseling</td>
<td>1 2 3 4 5  N/A</td>
</tr>
<tr>
<td>16. Ability to assess needs and develop programs to meet the needs of organizations and/or individuals</td>
<td>1 2 3 4 5  N/A</td>
</tr>
<tr>
<td>17. Ability to consult with other professionals to meet the needs of organizations and/or individuals</td>
<td>1 2 3 4 5  N/A</td>
</tr>
<tr>
<td>18. Understanding of and ability to follow professional ethics in the field</td>
<td>1 2 3 4 5  N/A</td>
</tr>
</tbody>
</table>

The N/A (not applicable) response is appropriate for categories that are not included in your professional work assignment.

What do you like most about the way the Counselor Education Program prepared your employee(s)?

What do you like the least about the way the Counselor Education Program prepared your employee(s)?
What changes would you recommend for the Counselor Education Program?

In general, I feel that the graduate(s) I hired was/were well prepared by the Counselor Education Program.

Demographic Information:

1. Name of firm/agency: __________________________________________________
2. Your position: ________________________________________________________
3. Focus/goal of program: _________________________________________________
4. Type of clients served: _________________________________________________
5. Name of graduate(s) hired: ______________________________________________
6. Position/ title of graduate(s): _____________________________________________
7. Date graduate(s) hired: __________________________________________________
8. # of graduate(s) hired in past 12 months: _________________________________

Thank you very much for taking the time to complete this survey. We appreciate your cooperation and your continued support of the Counselor Education Program.
California State University, Fresno  
Kremen School of Education and Human Development  
Department of Counseling, Special Education and Rehabilitation  

FIELD PLACEMENT CONTRACT

Check Appropriate Box:

<table>
<thead>
<tr>
<th>COUN 249A</th>
<th>COUN 249B</th>
<th>COUN 249C</th>
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<th>STUDENT:</th>
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<th>PHONE:</th>
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<tr>
<th>ON-SITE SUPERVISOR:</th>
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<tr>
<th>HOURS PER WEEK:</th>
<th>BEGINNING DATE:</th>
<th>ENDING DATE:</th>
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LIST BELOW THE TYPES OF DUTIES AND RESPONSIBILITIES  
(TO BE COMPLETED BY STUDENT)

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SITE SUPERVISOR SIGNATURE: _________________________________ DATE: __________

STUDENT SIGNATURE: _____________________________________ DATE: __________

UNIVERSITY SUPERVISOR SIGNATURE: ___________________________ DATE: __________
ERA 153: Educational Statistics  
Master Syllabus in Compliance with CTC Standards 2001

Textbooks:  
Required: Sprinthall, Basic Statistical Analysis (8th), Pearson/Allyn & Bacon. — note: If you buy it new, the copy is packaged with a student version of SPSS which you will need to complete some of your homework assignments if you’re to do them at home rather than at one of the labs at the university equipped with SPSS.  

Besides the books, you will need a hand calculator. There are several around for <$15 with multiple memories and a standard deviation function. Get one.

Position Statement and Course Goals: This course is designed to help the student develop skill in the statistical analysis and data manipulation, which are elements of quantitative research. Although students generally have had some statistics as a result of their prior studies, I find it most productive to assume little background in either statistics or mathematics. The class is intended to help students understand the language of statistics used in the scholarly literature and in their own advanced studies, and to help students use statistical tools in description and analysis. With an eye to your own success in your continuing doctoral studies, we will work to  
a) develop an understanding of research design  
b) grasp the logic behind certain of the more commonly used statistical tests, and  
c) develop the ability to manipulate certain of the common statistical tests on SPSS

Course Objectives: Each student will demonstrate

1. an understanding of descriptive statistics (CTC 30)  
2. the ability to choose and utilize appropriate statistical tests (CTC 30)  
3. a command of issues related to psychological test reliability and validity (CTC 30)  
4. an appropriate level of comfort with SPSS (CTC 30)  
5. an understanding of the issues involved in designing a research project (CTC 30)

Performance Evaluation: The traditional letter grades are derived as follows:  
Those who earn  
90-100% of possible………..A  
80-89…………………………B  
70-79…………………………C  
60-69…………………………D  
Below 60………………………F
Homework........20%
Tests (3)..........45%
Final...............35%

Assignment:

The homework assignments are designed to give the students practice in statistical manipulation and in evaluating research design problems.

Students complete assignments in calculating z scores so that they understand the logic behind the standard scores that many testing agencies use.
Students complete t-tests and analyses of variance so that they may determine when performance differences in groups of students or clients are non-random differences.
Students learn to calculate effect sizes that allow them to gauge the amount of variance explained by a particular treatment applied to subjects.
Students learn to calculate and interpret correlation coefficients which allow them to quantify the strength of relationships such as homework and academic achievement, social class and school performance, verbal and problem-solving ability.

Students will find the homework assignments listed in Blackboard. The process is to complete the assignments and then compare them against the answers which will also be posted. When the student’s works agrees with what is posted, send me an email with your name on it indicating that “Assignment #__ is complete.” Don’t send the email until the assignment has been completed.

Except in the most unusual circumstances, the homework will be accepted only on, or before the day it is due. Please don’t plead special cases, just get the work done. Since notification comes to me by email, you can complete the tasks wherever you have internet access.

Depending on circumstances, some of the materials may be presented via the Blackboard presentation system in which instance students will need to have access.

The schedule below is tentative. From time to time we will take up research design issues, something not reflected in the schedule below.

Tentative Schedule: Note that this schedule is tentative. We’ll adjust as needed (or according to your professor’s whim). The “Chap” designations refer to readings in Sprinthall.

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<th>Week</th>
<th>Statistics, Scale, and Distributions of Scores: Chap 1-3</th>
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<td>- Data Distributions and the z score: Chap 4</td>
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<td>- Other standard scores: Chap 5, probability, Chap 6</td>
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<td><strong>Test #1.</strong> The z test and the one sample t-test, Chaps 7 &amp; 8</td>
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<td>5</td>
<td>- One-Sample Tests continued</td>
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University Policies and Regulations

Policy on 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 in Madden Library 1049 (278-2811).

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. 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.”

It is expected that you have access to Blackboard. If you do not have access, please call 278-7373 (Digital Campus) and provide your instructor with an update on the situation and status.

Copyright. You will be provided with digital and/or print materials to support your learning in this course. As all of these materials are proprietary in nature, and most are protected by copyright, you may not reproduce or retain any of the materials for purposes other than work for this course, unless you are informed to the contrary.

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 in the University Center Room 5 (278-2811).

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

d) understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
e) neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.

f) 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).

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**Disruptive Classroom Behavior:** "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 and 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."

**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: www.csufresno.edu/library/about/policies/docs/copyrtpolicyfull.pdf.

Digital Campus course web sites contains material protected by copyrights held by the instructor, other individuals or institutions. Such material is used for 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.

Policy and regulations including but not limited to adding and dropping courses, the honor code, including cheating and plagiarism, copyright, and computer usage are located in the Class Schedule (www.csufresno.edu/ClassSchedule) and Catalog (www.csufresno.edu/catoffice/current/policies.html).
Leadership for Diverse Communities
Our candidates are Ethical, Reflective, Critical Thinkers, Valuing Diversity and Life-Long Learning
The faculty of the Kremen School of Education and Human Development foster the development of the following candidate dispositions. Candidates will increasingly reflect these dispositions in their work with students, families, and communities.

CI 285 Advanced Seminar in Educational Psychology
Master Syllabus in Compliance with CTC Standards 2001

Course Description
This graduate seminar is designed to allow you to explore educational psychology concepts in depth. Discussion, group and partner work, independent reading, brief weekly quizzes, video analysis, and a final mini-research paper/presentation will engage you in the subject matter pertinent to your discipline. In seminars, student and instructor construct knowledge (interpretation: you teach too!)

Prerequisites
Minimum 3 units from the following: CI 130, 152; COUN 174, PSYCH 101
or enrollment in the Masters in Education program with permission of program advisor.
Note: This class is one of the core course requirements for the Masters in Education. This course is also an elective for the PPS Counseling program.

Purchase:
Additional readings are supplied by the instructor. (Freakonomics; Readings in Educational Psychology)

This course aims to provide the advanced student with opportunities to: (Objectives)

1. Explore previously-learned, research-based psychological frameworks important to explaining and planning behavior. CTC 9, 11, 30

2. Identify psychological principles that operate in human learning. CTC 2, 5, 11

3. Become more conversant with a variety of psychological theories implicated in development, learning and design/implementation of instruction or intervention. CTC 2, 5, 8, 10, 11, 18, 19
   a. Such as:
(1) Behavioral Learning Theories (& implications for practice)
(2) Cognitive-Behavioral Theories (& implications for practice)
(3) Interactional Theories of Learning (& implications for practice)
(4) Family Systems Theory (& implications for practice)
(5) Biological Bases of Learning and Behavior (& implications for practice)
(6) The Neurophysiology of Learning (& implications for practice)
(7) Theories of Motivation (& implications for practice) CTC 8
(8) Issues of Language (Theories & Practice) CTC 8
(9) Culturally-based Theories of Learning (and implications for practice) CTC 3
(10) Constructivism (& implications for practice)
(11) Principles of Assessment (& implications for practice)
(12) Professional Ethics (& implications for practice) CTC 6
(13) Emotional Intelligence

4. Identify a context for brief intervention, develop an assessment plan, collect data, interpret results, and describe implications for planning and change. CTC 4, 5, 23, 30

5. Examine, design and implement a method of measurement.

6. Review and summarize the literature base around your discipline-specific topic.

7. Implement your plan in your current setting, summarize the experience by writing up your mini-research project and present your process and findings to your peers.

**Anticipated Learning Outcomes:** Some of the major NCATE/CTC/NAEYC Standards for Advanced Students that CI 285 Addresses are:

1. Advanced candidates collect and interpret research, translate research findings into practice, demonstrate personal research skills, and implement applied research. CTC 9, 11, 30

2. Advanced candidates understand the socio-cultural, historical, and political forces that influence the diverse delivery systems through which programs are offered for children and their families (for example, social service agencies, public schools, private enterprise).

3. Advanced candidates use their understanding of young children’s characteristics and needs,
   a. and of multiple interacting influences on children’s development and learning to create environments that are healthy, respectful, supportive, and challenging for all children (NAEYC Standard 1).

4. Advanced candidates know about understand and value the importance and complex characteristics of children’s families and communities. They use this
understanding to create respectful, reciprocal relationships that support and empower families, and involve all families in their children’s development and learning (NAEYC Standard 2).

5. Advanced candidates apply theoretical and research knowledge to practice in appropriate settings—in the context of field study projects, action research, curriculum projects, or observed clinical practice.

6. Advanced candidates know about and understand the goals, benefits and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence children’s development and learning (NAEYC Standard 3).

7. Advanced candidates are reflective professionals capable of taking leadership roles in schools or programs, mentoring novice teachers, and acting as advocates for children at local, state, and national levels.

8. Advanced candidates integrate their knowledge of academic disciplines to design, implement and evaluate experiences that promote positive development and learning for all children (NAEYC Standard 4).

9. Advanced candidates identify and conduct themselves as members of their profession. They know and use ethical guidelines and other professional standards related to their professional practice (NAEYC Standard 5).

Expectations & Grading

Mini quizzes based on assignments…………………….40 pts
Participation (attendance, general engagement, presentations of text material with colleagues)………… 20 pts
Analysis of a Research Article……………………… 21 pts
Team or Individual Mini-Research Project/Paper…… 18 pts
99 pts

Note: All students complete research mini-project. Students may select manner of presentation: paper, power point, poster, etc...

90% of the possible pts. = A, 80%-89% of the possible pts. = B, 70-79% of the possible pts. = C, below 70% = individual contract for improvement

*late assignments (before last day of instruction) will be subject to point deductions.
**late assignments (after last day of instruction) will not be graded.

Attendance-related Issues: You are expected to be present as there will only be make-up quizzes for doctor-excused absences and documented family emergencies. Also, your colleagues cannot have meaningful learning experiences without you. If you know you are going to be out for a religious holiday, please inform me in writing, three weeks before that
date. You are, of course, responsible for assignments missed. Missed classes will result in a loss of participation points.

**Course Schedule**

*This syllabus and schedule are subject to change in the event of extenuating circumstances.*

<table>
<thead>
<tr>
<th>Class</th>
<th>Today’s Topic/Activity</th>
<th>Reading Prep</th>
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<tr>
<td>1</td>
<td><strong>Standards</strong></td>
<td><strong>Intro to Course Content,</strong></td>
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|       | | (1) Read Preface, Ch. 1 and Ch. 2 in Driscoll 
|       | Relationships | Objectives & Expectations,  |
|       | Theory & Practice | for the next class.  |
|       | Theories | (2) Theorists and  |

*The Importance of Child Development Knowledge to Your Practice*

**Video Review:**

Theory/History

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<td><strong>Standards</strong></td>
<td><strong>Radical Behaviorism,</strong></td>
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<td><strong>CCTC</strong></td>
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*Relevant Theory and Research*

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Cognitive Views

Of Human Learning and Change
How have cognitive frameworks Influenced your practice?
pp. 71-112.
1/3 class read Driscoll

Inclusion and Atypical Learners pp. 183-200.
1/3 class read Woolfolk

*DUE Analysis of a Research Report (Coloring)

Theorists and Theories on Blackboard

Interational Views &

Constructivism (team reading)
(Vygotsky, Piaget and Bruner) read Woolfolk articles # 21 and #32.

Relevant Theory and Research

MINI-QUIZ #2 Cognitive (3) 1/4Driscoll pp. 200-
216. Psychological and
Frameworks 1/4Driscoll pp. 218-255.

Topic:

Emotional Intelligence & Biological Bases of Learning (1) For this class reading
CCTC materials and Driscoll pp. 257-298

"Environmental Encouragers"

Building Family & Community w/Families

Relationships

MINI-QUIZ #3 Piaget, Vygotsky, Bruner (take home)

Exercising Cultural Competence

Working with Families

9 Nov.

Topic:

Show n’ Tell

Bring a program/example

Promoting Positive Character from your setting

CCTC 8, 10, 11 Development in Youth that

Using Collaborative, Teaching and Mentoring Skills notions—addressing social-emotional needs as well as academic.

MINI QZ #4 EQ & Biological Bases of Learning

10 Nov.

Topic:

Motivation & Self Regulation in Learning

Prepare for this class with team reading. 1/4 class read Driscoll pp. 299-317. 1/4 class read Dr pp. 317-325. 1/4 class read Woolfolk pp. 167-192.

Standards

CCTC 3, 4, 10, 11

Assessment as Motivation and “Reality Base” for Learner self-regulation

Driscoll1, 2

Standards

Blackboard

Character Education on
11 Nov. 16

(1) search the web for your professional code of ethics

Professional Ethics & Moral Maturity

Professional Perspectives

Interprofessional Collaboration

Blackboard

Read Bebeau on And Professional Identity

12 Nov. 23

CCTC

Your Presentations

Growing As A Professional

Demonstrating your Professional Communication, Mastery of Research And Leadership Skills in your specialization area

13 Nov. 23

CCTC

Your Presentations

Growing As A Professional

Demonstrating your Professional Communication, Mastery of Research And Leadership Skills in your specialization area

14 Nov. 30

New Contributions of “New” Psychology to Education

Assignment: Analysis of a Research Article (coloring assignment)

Rationale: Before you become engaged in implementing your own mini-research (see next assignment), you must become familiar with the typical research report format.
As you know, reading and writing are aligned skills, and the more research you read, the more you will become an intelligent consumer, critical thinker and potential writer of your own research results.

Your Assignment: Look at research journal articles in your area of interest. Select one with “traditional, quantitative” format for this assignment. Make a color key (like a map key). With highlighters, color the parts of the research report and make notes in the margins when necessary. You will submit this colorful product to your professor who will give you feedback on your recognition and identification of the elements of the research report. Later in this class, you will be writing up your own research and will find this “coloring” assignment most helpful in preparing you for that, more generative task.

Evaluation: You will earn up to 3 pts for each of the research report elements you identify correctly.

Please identify: 1. Literature Review, 2. Statement of Hypothesis or Research Question, 3. Method Section 4. operational and conceptual definitions, 5. Results including knowledge claims, 6. limitations of the study, 7. Discussion and Implications for Practice and Future Research

CI 285 Assignment: Mini Action Research Project/Paper/Presentation
This Assignment represents ECE Advanced Program Assessment #5 (Required) Effects on Student Learning

This Assignment Addresses These Specific Program Standards Affecting the Development of Both the Early Childhood Teacher Leader and The Early Childhood Program Leader; CTC Standards 1.3.1, 2.1
Rationale: Every profession has a knowledge-base specific to the discipline. Early Childhood Education is no exception. When a question is asked in our field, it is set in the context of research findings and/or previously established best practices.

Your Assignment: Is there a question about the profession you are entering that you are eager to explore? Both basic research and action research are encouraged. Basic research typically establishes new knowledge about developmental phenomena or learning. A basic research question: “What effect does age of puberty onset have on peer relationships?” Action Research endeavors to discover which ways of doing things yield the best results. An action research question: “What is the relationship between classroom management model and student self-regulation?”

1. Find a partner/team (research is seldom done alone these days).
2. Develop a question. Check its suitability with your professor.
3. Consult four research journal articles on your topic.
4. Write a summary of previously-generated research findings (gleaned from your journal article reading).
5. Think up a method for investigating your question (consult professor).
6. Collect a small sample of data with your partner/team (consult professor).
8. Relate your findings to the formal research reviewed earlier (#4).
9. What implications does your research have for your profession?

If you are presenting, your research work is due on the day selected for your presentation. If you are writing a paper, the paper is due on the last day of instruction. You will earn up to 3 pts for each of the sections of the mini research report completed professionally: Intro/Literature Review, Method, Results, Discussion, and Conclusion and Implications (18 pts possible…the additional 3 for writing quality). You will learn a great deal about your professional knowledge base by completing this mini research activity and report. Welcome to the club!

Special Needs:

Upon identifying themselves to the instructor, students with disabilities will receive reasonable accommodations. For more info, contact services in Madden Library 1049 at 278-2811.

Honor Code: "Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities."

For more details, please check out APM-236 for the complete text of the Honor Code. (http://www.csufresno.edu/aps/documents/apm/236.pdf)

University Policy

- ethical behavior is expected of all students and especially of candidates seeking professional credentials (see university policy on cheating and plagiarism in the catalogue and schedule of courses).
- every student is required to have a personal computer or access to a university computer.
- student behavior which disrupts the learning process shall not be tolerated.

**Evaluation Criteria for Mini-Action Research Related Materials**

Regardless of the mode in which you choose to “tell the story” of your research experience in this class (poster, paper, power point presentation, video, etc...), you will need to adhere to scholarly standards for graduate work.

The following rubric will help you reflect on the quality of your own work and be apprised of the evaluation criteria that will be used by your professor.

If you are part of a research team, make sure that you have distributed tasks equitably. See your professor for advice in this matter. The “team” grade will become your individual grade for this assignment.

<table>
<thead>
<tr>
<th>Criterion Needed</th>
<th>Characteristics of work meeting and/or exceeding expectations</th>
<th>Improvements</th>
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<tr>
<td>1. Quality of Conceptual Framework, Background</td>
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<tr>
<td><strong>Intro/Lit Review:</strong> How well your report introduces, defines, and develops concepts that will be used to describe and interpret the data you gathered.</td>
<td>___ A specific issue or question is stated to focus the work.</td>
<td>___ Introduction provides little or no focus.</td>
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<td>___ A conceptual framework for stating the problem and analyzing one or several issues is presented clearly and concisely.</td>
<td>___ “Focus” is too broad or vague.</td>
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<td>___ Concepts are based on reliable and relevant sources; references are cited.</td>
<td>___ Relevant concepts are not adequately presented and developed.</td>
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<td>___ Concepts are presented logically and justified with</td>
<td>___ Concepts are not</td>
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- Concepts may also be based upon your own personal beliefs and experiences.

### Overall Rating
1 expectations unmet
2 expectations met
3 expectations exceeded

### II. Quality of Method, Observations, Raw Data, Accuracy of Recording

**Method:**
Appropriateness of the sample, measures, and procedures. Adequacy of data.

- Relevant aspects of the method should be described clearly and concisely
- Data notes are contained in “Appendix”

### Overall Rating
1 expectations unmet
2 expectations met
3 expectations exceeded

### III. Quality of Descriptions and Data

- Supporting arguments are relevant to the data or to conclusions that follow.
- Method is not described adequately.
- Raw data or data notes are not presented.
- Data notes are sketchy and incomplete.
### Summary

**Results:** Clarity, scope, and relevance of observations and summary statements

- Findings described with low inference statements.
- Examples illustrate summary statements.
- Figures and Tables are Clear.

### Overall Rating

1 expectations unmet  
2 expectations met  
3 expectations exceeded

### IV. Quality of Interpretation

**Discussion:** The extent to which reasonable interpretations and inferences are based upon the behavior observed

- Underlying behavior or performance

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Extensive and relevant observations are described clearly and supported with examples, quotations, and details.</td>
<td>Vague, sketchy, fragmented, incomplete.</td>
</tr>
<tr>
<td></td>
<td>A “rich” picture is presented and the information is synthesized and summarized concisely.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No interpretations.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Explanations and interpretations are vague and not well developed.</td>
<td></td>
</tr>
</tbody>
</table>
patterns are noted and explained

- Concepts derived from assigned readings, lectures, or outside references are used to explain observations
- Interpretations reveal insight into subject/participant perspective

### Overall Rating

<table>
<thead>
<tr>
<th>1 expectations unmet</th>
<th>2 expectations met</th>
<th>3 expectations exceeded</th>
</tr>
</thead>
</table>

### V. Organization and Quality of Reasoning and Analysis

**Conclusion and Implications:** The extent to which the work develops a clear conclusion that follows from the statement of the problem and relates this to the field.

- __A process of “discovery” is clearly explained, such that the reader or listener learns what generalizable “knowledge” was developed in the investigation, how the conclusion was reached and what difference this makes.__
- __Conclusions are based on data and thoughtful analysis__
- __Implications relate to the researcher’s practice and/or to the field’s knowledge base.__

### Overall Rating

<table>
<thead>
<tr>
<th>1 expectations unmet</th>
<th>2 expectations met</th>
<th>3 expectations exceeded</th>
</tr>
</thead>
</table>

- __No conclusions__
- __Conclusions are not well developed, are overly general, vague or unfocused.__
- __Conclusions are too narrow and specific.__
- __No implications__
- __Implications are not related to practice or to the field’s__
VI. Quality of Presentation

Effectiveness of Written Expression

- Writing style is parsimonious and engaging.
- APA style is adhered to.
- Standard English grammar, spelling and punctuation are used consistently.

<table>
<thead>
<tr>
<th>Overall Rating</th>
<th>Knowledge base.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 expectations unmet</td>
<td>___ Writing is Standard English and clear; concise.</td>
</tr>
<tr>
<td>2 expectations met</td>
<td>___ All visuals are professional in appearance, proofread and contain few errors.</td>
</tr>
<tr>
<td>3 expectations exceeded</td>
<td>___ Style demonstrates knowledge of APA requisites.</td>
</tr>
</tbody>
</table>

___ Understandable, readable, but not up to graduate work standard.

___ Poorly written; unclear.

___ Errors reduce understandability or require substantial effort to decipher.

___ APA style has not been considered.
## Biennial Report

### Academic Years 2008-2009 and 2009-2010

<table>
<thead>
<tr>
<th>Institution</th>
<th>CSU Fresno</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date report is submitted</td>
<td>September 2010</td>
</tr>
<tr>
<td>Program documented in this report</td>
<td>Pupil Personnel Services Credential Program</td>
</tr>
<tr>
<td>Name of Program</td>
<td>School Counseling Credential Program</td>
</tr>
<tr>
<td>Credential awarded</td>
<td>Pupil Personnel Services Credential</td>
</tr>
</tbody>
</table>

**Is this program offered at more than one site?**  No

If yes, list all sites at which the program is offered

**Program Contact**  Albert Valencia

**Phone #**  559-278-03340

**E-Mail**  albertv@csufresno.edu

If the preparer of this report is different than the Program Contact, please note contact information for that person below:

**Name:**  Same as above

**Phone #**

**E-mail**
SECTION A - PART I
Contextual Information

Pupil Personnel Services Credential Program in School Counseling

Contextual Information
California State University, Fresno is one of twenty-three campuses in the California State University system. In 1911, Fresno State began as a Normal School to prepare K-12 educators and has a demonstrated history of service and in the preparation of education professionals. The Dean of the Kremen School of Education and Human Development is the Unit Head that oversees 16 programs. Our last joint accreditation (NCATE/CCTC) visit was in March 2006. The previous report (2007-2008) was submitted in 2008. In 2000, the NCATE/CCTC report and site visit were deem “exemplary”.

The Pupil Personnel Services Credential Program in School Counseling consists of 40 units in core and specialization courses and eight (8) units of fieldwork. All courses are designed to equip future counselors with foundational knowledge and skills that are essential for beginning school counselors. Both the knowledge base and skills development across all courses are based on the CCTC Standards and professional standards on best practices for counseling in general and school counseling in particular. A list of mandatory field practice activities and guided reflection on field experiences are infused in the eight (8) units of field practice. Candidates are required to practice school counseling in at least two different grade levels (elementary, middle, or high school).

<table>
<thead>
<tr>
<th>Two Year Period: 2008 – 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PPS Program Specific Candidate Information</strong></td>
</tr>
<tr>
<td>Number of PPS candidates and PPS completers/graduates</td>
</tr>
<tr>
<td>CSU Fresno</td>
</tr>
<tr>
<td>2008-2009</td>
</tr>
<tr>
<td>2009-2010</td>
</tr>
</tbody>
</table>


Developed Memorandums of Understanding with specific school districts for PPS students’ field practice.

Date
2008 & 2009
California State University, Fresno (2008 - 2010)
SECTION A - PART II
Candidate Assessment/Performance and Program Effectiveness Information

A. What are the primary candidate assessment(s) the program uses up to and through recommending the candidate for a credential?

Six key assessment instruments are used to assist in making critical decisions about candidate competence prior to being recommended for the PPS credential. The six instruments are:

- **Clinical Review**
- **Graduate Writing Requirement**
- **Field Practice Evaluation Form**
- **Professional Disposition Evaluation**
- **Employer’s Evaluation**
- **PPS Program Completion Form**

**Description of the Instruments:**

1. **Clinical Review**
   
   Candidates take COUN 208, Practicum in Counseling, during their second or third semester. The Clinical Review Committee reviews each student enrolled in COUN 208 at mid-term to evaluate whether the student demonstrates a satisfactory level of competence and qualities to become a counselor.
   
   - Fall 2008 + Spring 2009 + Summer 2009 = 121 students were reviewed
   - Fall 2009 + Spring 2010 + Summer 2010 = 107 students were reviewed

2. **Graduate Writing Requirement (GWR)**
   
   Candidates take COUN 220, Career Counseling, in the early-to-middle phase of their PPS program. Candidates are required to submit a term paper that demonstrates their writing competence at the graduate level. For students who fail the GWR, they receive mentoring/advising and are allowed to re-take the GWR in the following semester. To date, for the period 2008-2010, 198 students have attempted the GWR. Twenty-two students failed. Of the 22 students who failed the GWR, 21 have re-taken the test and have passed. One student is scheduled to take the test for the third, and final, time.
   
   - * Fall 2008 + Winter 2009 + Spring 2009 + Summer 2009 =
     
     89 students attempted the GWR: 69 passed, 20 failed
   - * Fall 2009 + Winter 2010 + Spring 2010 + Summer 2010 =
     
     109 students attempted the GWR: 107 passed, 2 failed

3. **Field Practice Evaluation Form**
   
   When a student completes COUN 249, Field Practice, the district supervisor completes the Supervisor's Evaluation of Field Study Student Form. Then, the supervisor discusses the evaluation results with the student. When the review is complete, the district supervisor and the student both sign the document. The student then meets with the university supervisor to review the results of the evaluation and the university supervisor signs it at that time.
   
   - * Fall 2008 + Spring 2009 + Summer 2009: 113 student evaluations were conducted
* Fall 2009 + Spring 2010 + Summer 2010:  94 student evaluations were conducted

4. Professional Disposition Evaluation

   Twice during their PPS credential program, candidates are evaluated on their professional disposition toward Reflection, Critical Thinking, Professional Ethics, Valuing Diversity, Collaboration, and Life-long Learning. The initial evaluation is conducted by their instructors for COUN 208, Practicum in Counseling. The purpose of this evaluation is to provide candidates with feedback on how their behaviors reflect the level of their valuing of the above qualities. The second evaluation is conducted by their on-site supervisors during their COUN 249 field placement. Candidates must meet a minimum of satisfaction to get credit for their practicum in counseling, and, for the field placement course.

   - 1st Evaluation: COUN 208 Instructor
     Fall 2008 + Spring 2009 + Summer 2009 = 121 evaluations
     Fall 2009 + Spring 2010 + Summer 2010 = 107 evaluations
     Total = 228 evaluations

   - 2nd Evaluation: COUN 249 On-Site Supervisor
     Fall 2008 + Spring 2009 + Summer 2009 = 113 evaluations
     Fall 2009 + Spring 2010 + Summer 2010 = 94 evaluations
     Total = 207 evaluations

5. Employer’s Evaluation

   Candidates are evaluated by administrators at their COUN 249 field placement sites. The administrators comment, in the capacity of an employers’ perspectives, on their level of satisfaction with the candidates.

   - Number of Employer’s Evaluations:
     Fall 2008 + Spring 2009 + Summer 2009 = 113 evaluations
     Fall 2009 + Spring 2010 + Summer 2010 = 94 evaluations
     Total = 207 evaluations

6. PPS Program Completion Form

   The candidate is asked to fill out a PPS Program Completion Form in the final semester of their course of study. The required courses are each listed with an entry for the semester and year of completion, the units taken, and the grade received. If there is an equivalent course used to complete the program, it is written in as an equivalent substitute for the required course. This course information is compared against a copy of university transcripts. In this process, the student must also show he/she holds a teaching credential or has a Certificate of Clearance from the State of California, and, has written documented evidence of passing the CBEST.

   When all of the course entries on the form are reviewed and are accurate with the transcript information, it is signed by the student. At that time, the PPS program coordinator will review, approve, and sign the form which will authorize the clearance of the credential. The final review is completed by the Credential Analyst who then obtains the endorsement of the Director of Teacher Education. For the academic years 2008-2009 and 2009-2010, 92 students completed the PPS Program Completion Form and were authorized clearance for the credential.
What additional information about candidate and program completer performance or program effectiveness is collected and analyzed that informs programmatic decision-making?

1. In addition to the six assessment instruments outlined in “A” above, we also utilize a CSU Fresno Exit Survey at https://www.surveymonkey.com/s/exit_survey to ascertain program effectiveness as it relates to candidate’s self perception of their individual competence.

How does the program summarize the data from 4-6 instruments so that it can be used for program improvement purposes?

Clinical Review:

From fall 2008 to spring 2010, the progress of 228 students who were enrolled in our COUN 208 Practicum class were reviewed by the Clinical Review Committee. Of the 228 students reviewed, 2 students came to the attention of the Committee for additional individual mentoring and advisement. In 2009, as a result of the individual mentoring, the first student received a memo of understanding (MOU) that served to clarify the grading method and the manner in which all students are reviewed and the conditions that needed to be met to receive letter grades of “A” and/or “B”. In 2010, a second student was mentored and advised related to their enrolling in COUN 208. This student has previously enrolled in one of our Practicum courses and had not received a passing grade of “A” or “B”. The student was counseled in terms of the conditions that needed to be met in order to receive a letter grade of “A” or “B”. The first student passed the 2009 class with a letter grade of “B”, and, the second student in currently enrolled (2010) in the class. However, early reports indicate that the second student is on target to receive a passing grade.

We use the results of the Clinical Review as a teaching window. If students are failing the COUN 208 course and/or need individual mentoring and advising, we carefully consider our pre-requisites classes, the training, preparation and orientation of our instructors, the content contained in the syllabi for each class, the student evaluation of the delivery of the content by the instructor, and, the grading methods. Constantly, we endeavor to upgrade the content and process of our curriculum, the timing and content of our advising methods, a high level of student engagement and completion, and, employer satisfaction.

Graduate Writing Requirement (GWR):

To date, from 2008 to 2010, 198 students have attempted to pass the GWR. Twenty-two students have failed. Of the 22 students who have failed the GWR, 21 have re-taken the test and have passed. One student is scheduled to take the test for the third, and final, time.

In fall 2008, the failing rate for the GWR was 31%. This failing rate prompted the program to do two things. First, the program learned that of 20 the students failing the GWR, the majority had not taken our consultation class and therefore had not learned the theoretical models necessary for successful completion of the GWR. Second, faculty were in agreement that the students failing the GWR did not show evidence of knowing the format and style as published by the American Psychological Association (APA). To assist our students, two of our faculty designed and offer a 1-unit elective class focusing on writing in the APA format and style. In spring 2010, of the 42 students who attempted the GWR, 100% passed.

Field Practice Evaluation Form:
From fall 2008 through summer 2010, there was a total of 207 students enrolled in our COUN 249 Field Practice class. Students in this class are placed in school counseling internship sites in K-12 public schools within our service region. Each on-site school supervisor is asked 3 specific questions. The following is question #1: “As an on-site supervisor, I see this student functioning as a school counselor at one of the following levels”. We are pleased to report that of the 207 students enrolled in the 249 class in the years fall 2008 to summer 2010, all received ratings from their on-site school supervisors ranging from “acceptable”, to “A fine counselor, of great value to the profession”, to, “One of the few very outstanding counselors I have known”. No student (zero) received the rating of “unacceptable”.

The following is question #2: “Indicate areas of particular strengths or weaknesses you have observed with the student”. The strengths include “empathy”, “interview skills”, and, “great with students”. In the years from fall 2008 to summer 2010, no weaknesses were noted.

The following is question #3: “Would you consider this student if a position were available”? The available choices were “yes” and “no”. The program coordinator reviewed every-other-file (103 binders) and found all “yes” responses.

The faculty uses the ratings in question #1, the strengths and weaknesses in question #2, and the whether the student would be hired if a position was available in question #3 as indicators to the following: overall quality of the students, overall integration and quality of the curriculum, the training, preparation and orientation of the instructors, the clarity of syllabi, and, the delivery of the content of the syllabi by the instructors. From the review of the Field Practice Evaluation Forms, we continue to invite K-12 on-site supervisors to participate in our Field Practice Orientation meetings with students, and, as available, we invite the K-12 on-site supervisors to apply to teach as adjunct professors in our program.

Professional Disposition Evaluation:

During their time in the PPS credential program, candidates are evaluated twice on their professional disposition toward Reflection, Critical Thinking, Professional Ethics, Valuing Diversity, Collaboration, and, Life-long Learning. The 1st evaluation is conducted by their Instructors in COUN 208, Practicum in Counseling. The purpose of this evaluation provides candidates with feedback on how their behaviors reflect the level of their valuing of the above qualities. In the period, fall 2008 through spring 2010, 228 evaluations were conducted and with two exceptions that were later addressed and corrected, all students met the minimum of satisfaction and earned credit for the course.

The 2nd evaluation of PPS candidates regarding their professional disposition toward Reflection, Critical Thinking, Professional Ethics, Valuing Diversity, Collaboration, and, Life-long Learning is conducted by their on-site school supervisors during their COUN 249 Field Practice placement. Candidates must meet a minimum of satisfaction to earn credit for their field placement course. In the period, fall 2008 through summer 2010, there were 207 candidates who were evaluated by the on-site school supervisor. With no exceptions, each of the 207 students met the minimum satisfactions on the established criteria to earn credit for the course.

Employer’s Evaluation:

There are 18 categories in the Employer’s Evaluation and each category has a 1-2-3-4-5 rating, low (1) to high (5). The employer is asked to rate, to the best of their knowledge, the degree to which the employer is satisfied with the candidate’s educational training and clinical expertise. The higher the number circled, the
greater the employer’s satisfaction with the acquired knowledge and skill. The program coordinator reviewed every-other-file (103 binders) and found all responses to be in the 3-4-5 range.

Of our 6 instruments used specifically for program improvement purposes, this form is the least helpful. Employers (usually the on-site chief school administrator) tell us that the form is asking them to rate behaviors that are usually demonstrated in counseling offices, classrooms, and supervision duty where the on-site administrator is generally not present. Employers therefore are forced to rely on second-hand information and this reliance on others prompts uncomfortable feelings. Our faculty will be considering this form and how to better prepare the on-site school administrators.

**PPS Program Completion Form:**

The PPS Program Completion Form is used at the end of the PPS course of study. The required courses are all listed with an entry for the semester and year of completion, the units taken, and, the grade received. Equivalent courses approved and used to complete the program, are written-in as a equivalent substitute for the required course. The course information is compared against a copy of university transcripts. In this process, the student is required to show that he/she holds a teaching credential or has a Certificate of Clearance from the State of California, and, has written documented evidence of passing the CBEST. The Form is signed by the student. The PPS program coordinator then reviews the information against the student’s transcripts, and if accurate, will approve and sign the form, which will authorize the clearance of the credential. The final review is completed by the Credential Analyst who obtains the endorsement of the Director of Teacher Education. For the academic years 2008-2009 and 2009-2010, a total of 92 students completed the PPS Program Completion Form and were authorized clearance for the credential.

The PPS Completion Form is used as a checking point to assure that each of the credential requirements and all of the credential competencies have been met. The interview to review the PPS Completion Form with the candidate takes between 15-30 minutes and usually ends with the candidate leaving with the required signature from the PPS Program Coordinator. The final step requires that the candidate meet with the Credential Analyst who will re-check the Form for proper accuracy and, if all requirements are assured, will organize the materials and send them to CCTC for the awarding of the credential.

The process outlined in this section allows the PPS Program Coordinator the opportunity to ask the candidate about their experience in the program, and about specific content of the curriculum and of the instructors who deliver it. Although every student is encouraged to fill out the instructor evaluation forms at the end of every course, this final interview with the soon-to-be-finished student can be very helpful in identifying strengths and weaknesses in the program. In this process we discovered, for example, that our decision to add the COUN 208 Practicum in Counseling to the PPS required course load was a success. Students completing the credential declared that the 208 course was very helpful and recommended that we continue to use it, and we do.
California State University, Fresno (2008-2010)
SECTION A – PART III
Analyses and Discussion of Candidate and Program Data

ANALYSIS OF INFORMATION IN SECTION A-2

Analysis of data for candidate competence and program effectiveness:

1. **Maintenance of candidate competence as a whole:**
   PPS credential candidates are required to maintain a Grade Point Average of 3.0 throughout their courses. Early in the program, utilizing our assessments and evaluations, candidates are rated on their counseling skills, writing skills, and professional dispositions. Toward the end of their program, evaluations from their field placement on-site supervisors and administrators reflect that the candidates are equipped with the knowledge and skills to practice satisfactorily as school counselors.

2. **Need to strengthen candidates’ writing skills:**
   In the period, Fall 2008 through Spring 2010, eleven (11) percent of candidates failed the Graduate Writing Requirement (GWR) and were required to demonstrate writing proficiency in order to pass our GWR. Generally, students who have not met the GWR proficiency are offered the opportunity to rewrite the paper before sending it to the GWR committee for further review. To improve their writing skills, students are strongly encouraged to use the Writing Center, the Learning Center, and participate in writing courses offered throughout the campus.

   In 2008, to assist students with their writing skills, the Counseling program instituted a 1-unit writing course, specifically focusing on the format and style of the American Psychological Association. Since, 2008, this course was offered on the average of once per year. Additionally, we found that most students who failed the GWR had not taken a specific course (COUN 242) that focuses on theoretical models. Since 2008, faculty advisers are reminded to encourage their advisees to consider taking the 1-unit writing class, and, to take the 242 course before they take the GWR. After two years, in spring 2010, 42 students took the GWR and all passed.

3. **Actions taken when candidates face difficulties with performance:**
   During the period 2008-2010, during the Clinical Review process, two (2) candidates received an “Unsatisfactory” mid-semester evaluation from their instructors in the class, COUN 208 - Practicum in Counseling. As soon as the university instructor became aware of the problem, the following actions were taken: 1) attended the Clinical Review Committee and reviewed the evaluation process, the current status of the student, and areas for improvement; 2) met the candidate one-on-one to discuss concerns and improvements that need to be made; 3) consulted with other instructors and supervisors of the candidate; 4) met with the chairperson of the Clinical Review Committee to review the situation and to brainstorm remedial options; 5) met with candidate to develop a mutual agreement (Memo of Understanding) on remedial plan; and, 6) reviewing progress with the candidate after remedial plan was successfully implemented. All these actions appeared to facilitate candidate’s career development and at the same time ensuring candidate’s competence to serve as a school counselor.

4. **Suggestions for improvements:**
A hundred percent of (n=103) Employer’s Evaluation Forms rated our candidates’ educational training and clinical expertise at 3 or above on the 1-5 scale of satisfaction. Most comments on our program were positive. Few made comments for program improvement. However, the few comments for program improvement need to be addressed: Five supervisors suggested that onsite supervisors and university instructors should meet more frequently to address situations with candidates. Five supervisors suggested specific areas that our candidates might benefit with further training:

1. More on-site observation of educational settings and the challenges faced by many school-age children.
2. More experience regarding academic requirements, particularly A-G requirements to enter four-year institutions.
3. Practical use of student transcripts and gaining practical testing knowledge.
4. More experience in using software programs being used in school districts.
5. Use of mock interviews for candidates in job search.

While the above suggestions may be beneficial for the PPS program to consider as necessary to better prepare our candidates, the suggestions do not appear to form a pattern or area of weakness. The suggestions do, however, reflect more on different expectations from on-site supervisors and university instructors. While a few field placement supervisors expect that our candidates should arrive with hands-on skills, university instructors expect our candidates to acquire the hands-on skills during their field placement. This difference in perspectives between five field placement supervisors and university instructors underscores the importance of scheduling more contacts between on-site supervisors and university instructors to clarify expectations and concerns.

5. Student Enrollment

California Department of Education’s Educational Demographics Unit reports the distribution of student population in K-12 schools in Fresno County in 2008-2009 according to ethnic background as follows: American Indian (1.0%), Black (6.5%), Asian and Pacific Islander (10.8%), Hispanics (57%), White - Not Hispanic (22%) and Other (2.7%)

As regards gender distribution in Fresno County in 2008-2009, 48.6% of school age children are female and 51.4% are male. Comparing this distribution with the distribution of our counseling students in 2008-2009, the Kremen School of Education and Human Development at CSU Fresno under-represents male students of color who are endeavoring to become K-12 school counselors.

(see: California Department of Education Educational Demographics, web site at: http://data1.cde.ca.gov/dataquest/CoEnr.asp?cChoice=CoEnrEth&cYear=200809&TheCounty=10%2CFRESNO &cLevel= County&cTopic=Enrollment&myTimeFrame=S&submit1=Submit Office).
### Use of Assessment Results to Improve Candidate and Program Performance

<table>
<thead>
<tr>
<th>Data Source</th>
<th>Data Focus</th>
<th>Action(s)</th>
<th>Contact Person</th>
<th>Timeline</th>
</tr>
</thead>
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<tr>
<td>Graduate Writing Assessment</td>
<td>Candidate’s writing proficiency</td>
<td>The counseling program instituted a 1-unit writing course for candidates who have difficulties in writing.</td>
<td>PPS Program Coordinator, and, Counselor Education Program Coordinator</td>
<td>2009-2011</td>
</tr>
<tr>
<td>Onsite supervisor’s evaluation</td>
<td>Candidates’ Knowledge and skills</td>
<td>To develop a protocol in addressing candidates who are deemed by on-site supervisors as having difficulties in practicing satisfactorily in field placement.</td>
<td>PPS Coordinator</td>
<td>2009-2011</td>
</tr>
<tr>
<td>Employers’ Evaluation</td>
<td>Candidates’ knowledge and skills and program</td>
<td>To provide university instructors for field placement the list of suggestions from employers for necessary changes in curriculum design.</td>
<td>PPS Coordinator</td>
<td>2009-2011</td>
</tr>
<tr>
<td>Student Enrollment</td>
<td>Representation of male students of color</td>
<td>This Counselor Education faculty has taken 3 actions to promote the visibility of the counseling profession to male students of color. 1&lt;sup&gt;st&lt;/sup&gt;, involvement with AT&amp;T grant award with community agency for the recruitment, enrollment, and graduation of men of color as K-12 school counselors. 2&lt;sup&gt;nd&lt;/sup&gt;, through presentations at our Information Sessions &amp; yearly Future Teacher Fairs. 3&lt;sup&gt;rd&lt;/sup&gt;, a conscious effort to involve our male students in presentations about our counseling program.</td>
<td>PPS Coordinator + Counselor Education Program Coordinator</td>
<td>Ongoing</td>
</tr>
</tbody>
</table>
Program Design
The Pupil Personnel Services (PPS) Credential Program in School Counseling is offered in the Department of Counseling, Special Education and Rehabilitation (CSER) and abides by the policies, bylaws and procedures vested in the Kremen School of Education and Human Development (KSOEHD) at California State University, Fresno (CSUF). The Dean of the KSOEHD serves as the Chief Administrative Officer and reports directly to the Provost.

The CSER Department offers two distinct programs with two separate Coordinators, both nominated by the program faculty and approved by the Dean. One program is the MS degree program, and, the second program is the PPS credential program. The Counselor Education Program Coordinator coordinates the MS degree program. The PPS Credential Coordinator coordinates the PPS credential program. Both Coordinators work closely with the Dean and the Department Chair, attend administrative meetings called by the Dean, the Associate Deans, and/or the Department Chair, and attend regular meetings of the Graduate Committee, and the Advanced Credential Committee within the KSOEHD. Both Coordinators carry the intent of the counseling faculty to each of the meetings. The PPS Coordinator is in direct contact with the Commission on Teacher Credentialing and keeps faculty informed of changes and new items of interest. The PPS Coordinator is responsible for student recruitment and admission, and, recommendation for the credential, and, also responsible for Field Supervision and providing coordination with school district administrators.

Communication with PPS students is facilitated by regularly scheduled advisement. The PPS Coordinator in conjunction with full time faculty serve as advisors and a web site provides support information. As PPS students progress through the program, faculty members serve as mentors, role models, and advocates. Communications is facilitated by the use of email list serves that offer notice of approaching advising deadlines, scholarships, grants, and employment opportunities.

The structure of the coursework and field experience is well sequenced. Students in both MS degree and PPS credential programs take a common core curriculum as a prerequisite for advanced graduate curriculum. For the PPS students, the advanced graduate curriculum includes a sequence of classes that is developed with the PPS Coordinator according to the student’s career goals. The sequence of classes includes the basic core curriculum, advanced specialization courses, practicum in counseling, field practice courses, and, supervised experience in school counseling.

During 2008 and 2009, the PPS program incorporated three modifications. First, the program developed Memorandums of Understanding (MOU) with specific school districts to specifically articulate the responsibilities and limits of liability between the District and the University. The MOU’s requested by the school districts followed recommendations from their legal counsel. Second, a syllabi committee, formed in 2007, continues to review existing curriculum and to assure that CTC standards are properly imbedded. Third, a new PPS Program Coordinator was appointed in 2008, and in 2010, took on the additional position of Department Chair.
Stakeholder input to the PPS credential program is systematic. Each semester, for every PPS student in the field practice class, systematic input is received in the form of three written evaluations: Field Practice Evaluation; Professional Disposition Evaluation; and, Employer’s Evaluation. Each of the evaluations allow for stakeholder input regarding the quality of the preparation of students and provides for continuing input into the program. The PPS program desires to remain current with the changing school/community needs.

Course of Study (Curriculum and Field Experience)
The 48-unit PPS credential coursework is available to full and part-time graduate students through a majority of late afternoon, evening, weekend, and, on-line classes that are web enhanced or web based. The curriculum has benefitted from the development of the following School Mission that is included in all course syllabi and permeates the program: “The Mission of the School of Education and Human Development is to educate students to become teachers, administrators, counselors, and educational specialists to provide for the educational needs of children and adults, with special attention to diversity and equity”.

The curriculum includes six units of two prerequisite courses. The prerequisites are followed by the 48-unit credential program curriculum. There are seven basic core courses which comprise 22-units, which in turn, are followed by 26-units of advanced specialization courses in K-12 school counseling. Included in the 26-units of advanced specialization are eight units of supervised field experience in a K-12 school site.

The supervised experience in counseling includes internships for a minimum of six hundred clock hours at two school levels (elementary/middle & high school). The six hundred clock hours can be translated into eight semester units with three hundred clock hours per four-unit class.

Coursework is well integrated with field experience. The PPS Coordinator provides leadership for the 48-unit program that serves to integrate the course work with the field experiences. The PPS Coordinator also provides linkages with district administrators, and, on-site school counselors. The PPS Credential Program focuses on maintaining community partnerships with schools focusing on collaboration between university designated supervisors, district designated counselor supervisors, and professional advisory board members. Students uniformly regard their field experience as a positive experience that prepares them to work as professional K-12 school counselors.

The field experiences are completed after the basic core, practicum, and advanced specialization courses. The PPS Credential Program requires that students complete the six hundred clock hours in at least two levels of experiences, grades K-8 and 9-12. Four hundred hours are completed in public schools. One hundred and fifty hours are devoted to issues of diversity.

Candidates are required to attend an Orientation meeting at the beginning of each semester. The Orientation provides individual advisement for all PPS students. There are two groups of forms that are well developed and distributed in hard copy and electronically. PPS students participate in supervised experience meetings with designated university supervisors that ensure the practice of appropriate interactions with pupils at their fieldwork school sites. The university supervisors schedule a visit to each school site and confer with the school site field supervisor regarding the status of the intern and the quality of the school counseling skills. Throughout the program, generic cases and specific case
studies are presented and discussed to assist in building skills in counseling domains including individual, small and large group counseling, and guidance activities.

Assessment of Candidates
To ensure student knowledge, skills, and competencies to be effective school counselors the program has established a three-part system that assesses entry, tenure in the program, and, completion of the program. Assessment of first phase “entry” utilizes the completed application packet to assess academic proficiency, knowledge of the profession, research, mental health, professional identity, English proficiency, and, writing proficiency. The second phase “tenure in the program” utilizes Clinical Review, Graduate Writing Requirement, and Course Requirements to assess counseling knowledge and skills, writing competence, and professional knowledge and skills. The third phase “completion of the program” utilizes Culminating Experience, Field Placement, Employers Evaluation, and, Program Completion Form to assess the appropriate application of knowledge to counseling, writing competence, and the completion of all required credential program competencies.

Students are informed about their progress as they matriculate through the program and are counseled if problems develop. When appropriate, a memo of understanding focusing on a remediation plan is developed to assist students who are experiencing difficulty in their coursework or in their fieldwork.

A summary of milestones is attached to each student’s file so that the student, staff, and advisor can quickly assess the status of progress throughout the program of study. Persons finishing the program complete an anonymous exit survey. The survey gives insight into the graduate’s experience of the program courses, strengths, weaknesses, and satisfaction with the program. The information is utilized in program enhancements and improvements.
Appendixes
<table>
<thead>
<tr>
<th>Committee Type</th>
<th>Faculty Assembly Committee Chairs</th>
<th>Basic Credential &amp; Curriculum</th>
<th>CI</th>
<th>ERA</th>
<th>LEE</th>
<th>Faculty Assembly Committee Chairs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Budget</td>
<td>Chris Lacey (11)</td>
<td>Lisa Nyberg (13)</td>
<td>Ken Magdaleno (11)</td>
<td></td>
<td>Imelda Basurto</td>
<td>Annabell Berroya (student representative)</td>
</tr>
<tr>
<td>Dandoy</td>
<td>Sarah Lam</td>
<td>Jack Benninga</td>
<td>Alternate Roy Bohlin</td>
<td></td>
<td>Susan Tracz</td>
<td></td>
</tr>
<tr>
<td>Educational Equity</td>
<td>Emily Nusbaum (13)</td>
<td>Sarah Lam (11)</td>
<td>Maria Romero-Ramirez (12)</td>
<td>Donald Wise (11)</td>
<td>Jyothi Bathina (11)</td>
<td>Steve Hart (13)</td>
</tr>
<tr>
<td>Graduate Committee</td>
<td>Dana Powell</td>
<td>Kyle Weir</td>
<td>Albert Valencia</td>
<td>Carol Rankin</td>
<td>Carol Fry Bohlin</td>
<td>Wally Ullrich</td>
</tr>
<tr>
<td>International Education</td>
<td>Hong Shen (13)</td>
<td>Kien Pham (12)</td>
<td>Don Wise (13)</td>
<td>Teresa Huerta (11)</td>
<td>Juan Carlos Gonzalez</td>
<td>Diane Oliver</td>
</tr>
<tr>
<td>Personnel</td>
<td>Albert Valencia (13)</td>
<td>Jose Lomeli (13)</td>
<td>Susan Tracz (12)</td>
<td>Pam Lane-Garon (13)</td>
<td>Dana Powell (12)</td>
<td></td>
</tr>
<tr>
<td>Research</td>
<td>Jenelle Pitt (11)</td>
<td>Carol Fry Bohlin</td>
<td>Susana Mata (11)</td>
<td>Ron Unruh (11)</td>
<td>Glenn DeVoogd (11)</td>
<td></td>
</tr>
<tr>
<td>Scholarship</td>
<td>Kyle Weir (11)</td>
<td>Melanie Wenrick (12)</td>
<td>Ken Magdaleno (11)</td>
<td>Pam Lane-Garon (12)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technology</td>
<td>Carol Rankin</td>
<td>Roy Bohlin</td>
<td>Lisa Nyberg</td>
<td>Linda Hauser</td>
<td></td>
<td>Steve Hart</td>
</tr>
</tbody>
</table>

Committee Chairs are listed in bold and ( ) indicates year term ends (Term always ends at the end of Spring Semester)

Faculty Assembly:
- Roy Bohlin, President
- Juan Carlos Gonzalez, Vice President
- Carol Rankin, Secretary
- Maria Romero-Ramirez, Treasurer

Basic Credential and Curriculum:
2 year term
- Single Subject Coordinator
- Multiple Subject Coordinator

Budget:
3 year term
- Dean Department Chairs

Development:
3 year term
- Development Director

Graduate Committee:
1 year term
- Department Chairs

Personnel:
3 year term

Scholarship:
3 year term

Educational Equity:
3 year term

International Education:
3 year term

Research:
1 year term
- Associate Dean

Technology:
- Robin Chiero
- Patrick Newell
Organization Chart
California State University, Fresno
On-Site Supervisor Evaluation of a Field Placement Student

Dear On-Site Supervisor:

This evaluation form was designed for the On-Site Supervisor to make an evaluation of the field placement student who has been working in your organization during the past semester. Please complete this form and share the results with the field placement student prior to his/her final meeting with the university supervisor.

When completing the evaluation, please make use of the following scale:

- A   Very Satisfactory
- B   Moderately Satisfactory
- C   Moderately Unsatisfactory
- D   Very Unsatisfactory

Guidelines for each of the evaluation ratings are provided. Place a single X in the appropriate box for each of the fifteen behavioral ratings. There is space for comments for each of the ratings as well as provision for making final considerations of the students.

We understand that you have a very busy and demanding job and we thank you and appreciate your cooperation, time and experience. If you have further questions, please feel free to contact me at 278-0355.

Sincerely,

Coordinator, Pupil Personnel Services Program
California State University, Fresno
EVALUATION OF A FIELD PLACEMENT STUDENT (updated Jan. 2004)

School level of field placement: Elementary □ Middle □ High □

Field Placement Site: _______________________
On-Site Supervisor: _______________________
Address: ____________________________
Telephone: _____________________________
E-mail: _____________________________

STUDENT: | SEMESTER: | DATE: |
---------|----------|------|

OBJECTIVE EVALUATION BY THE ON-SITE SUPERVISOR:

Please consider the position of a school counselor this student might be expected to fill at the school level of this field placement. Evaluate the student’s performance during this rating period.

A. As an on-site supervisor, I see this student functioning as a school counselor at one of the following levels: (check one of the following):

<table>
<thead>
<tr>
<th>Unacceptable:</th>
<th>An acceptable counselor:</th>
<th>A fine counselor, of great value to the profession:</th>
<th>One of the few very outstanding counselors I have known:</th>
</tr>
</thead>
</table>

B. Indicate areas of particular strengths or weaknesses you have observed with the student:
C. Would you consider this student if a position were available?

__________Yes   ____________No

Signature, On-Site Supervisor:                                  Date:

Signature, Student:                                             Date:

---

**EVALUATION OF A FIELD PLACEMENT STUDENT**

**DIRECTIONS:**  In the following evaluation, place “X” under the appropriate letter:

<table>
<thead>
<tr>
<th>Letter</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Very Satisfactory</td>
</tr>
<tr>
<td>B</td>
<td>Moderately Satisfactory</td>
</tr>
<tr>
<td>C</td>
<td>Moderately Unsatisfactory</td>
</tr>
<tr>
<td>D</td>
<td>Very Unsatisfactory</td>
</tr>
</tbody>
</table>

**Personal Characteristics:**

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Professional Knowledge: Counseling</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Demonstrates ability to counsel with individual and small groups of students with a variety of problems. Relates practice with an understanding of human behavior.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Interpersonal Relationships and Consultation:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Demonstrates ability to consult with teachers, parents, and staff regarding meeting development needs of students.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Referral Procedures:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Understands the school’s procedures in referring a school child with a problem to their parents or to a specialist.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>

4. **Responsibility:**
   Knows how to plan, organize & develop appropriate work hours to meet needs of children: commits time wisely.

5. **Interpersonal Relationships:**
   Cooperates with administrators, staff & teachers in working with students. Acquainted self with nurse, psychologist, etc.

6. **Ethical and Legal Procedures:**
   Places welfare of child above personal values; high regard for ethics; inquired about legal rights of children.

7. **Needs and interest of children:**
   Shows consideration for needs of children; tried to meet developmental needs; used confidentiality with issues.

8. **Physical Health:**
   High energy level; seldom absent or not at all due to health.

9. **Mental Health:**
   Set a good emotional tone around others; patient with children; secure; very little complaining on the job.

10. **Self Concept:**
    Perceives one’s own qualities in a positive manner; develops insights with respect to self-motives & behavior.

11. **Flexibility**
    Able to work with other persons at the school; open to space assignment; cooperative with time & change issues.

12. **Pursued Professional Growth:**
    Demonstrated a willingness to learn: requested help when needed; listened to others.

13. **Comprehensive Guidance Program:**
    Understands concepts central to a comprehensive guidance program; personal, social and educational development trends.

14. **Risk Taking and Self Control:**
    Was able to get along well with others; willing to take a chance in a situation; reacts well in stressful situations.

15. **Job Mastery:**
    Was able to learn about the duties that a school counselor will perform; adapted well to conditions.
Job Mastery must include both counseling skills and skills in using current technology in the delivery of services.
### PUPIL PERSONNEL SERVICES CREDENTIAL COMPLETION FORM

**INSTRUCTIONS:**

**Step 1:** The student must: complete the form, submit the form with an unofficial transcript to the PPS Coordinator.

**Step 2:** The PPS Coordinator must: sign this form to clear the student and give this form back to the student.

**Step 3:** The student will take the signed form to the Credential Analyst, ED 150, who will make the final clearance for the credential.

1. **Program Coordinator’s Statement:** This is to certify that the named student has completed all requirements for the Pupil Personnel Services Credential and is eligible for an institutional recommendation.

2. **The Program Coordinator certifies eligibility for the PPS Credential based on the following:**

   **a)** Required Grade Point Average of 3.0  
   **b)** Evaluation Form for the Field Placement  
   **c)** CBEST Passed  
   **d)** Evidence of 600 Clock Hours of Field Placement  
   **e)** Teaching Credential or Certificate of Clearance  
   **f)** Completion of all Program Competencies

3. **Completion of Prerequisite Courses:**

<table>
<thead>
<tr>
<th>TERM</th>
<th>GRADE</th>
<th>UNITS</th>
<th>EQUIVALENT COURSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN 174</td>
<td></td>
<td></td>
<td>Introduction to Counseling</td>
</tr>
<tr>
<td>ERA 153</td>
<td></td>
<td></td>
<td>Educational Statistics</td>
</tr>
</tbody>
</table>

4. **Completion of Required Courses:**

| COUN 150         |       |       | Laws Related to Children               |
| COUN 200         |       |       | Counseling Techniques                  |
| COUN 201         |       |       | Multicultural Counseling               |
| COUN 202         |       |       | Group Counseling                       |
| COUN 203         |       |       | Assessment in Counseling               |
| COUN 206         |       |       | Counseling Through the Lifespan        |
| COUN 208         |       |       | Practicum in Counseling                |
| COUN 220         |       |       | Career Development Counseling          |
| COUN 233         |       |       | Therapeutic Methods with Children, Adolescents |
| COUN 240         |       |       | Counseling Except. Children and Parents |
| COUN 241         |       |       | Organization of Guidance Services      |
| COUN 242         |       |       | Parent Educ., Pupil Advocacy, Consulting |
| CI 285           |       |       | Advanced Educational Psychology        |
| COUN 249         |       |       | Field Placement/Elementary Counseling  |
| COUN 249         |       |       | Field Placement/Middle/HS Counseling   |

5. **CREDENTIAL RECOMMENDED BY:**

- Coordinator, PPS Credential Program
- Date
- Student’s Signature
Fresno Unified School District Interns
Pupil Personnel Credential Candidates
Fall 2009-Spring 2010

Congratulations! You have chosen an innovative and unique program within Fresno Unified School District to complete your required internship hours. The Project Based Internship experience will allow you to maximize your professional growth as well as fulfill your required competencies. As an intern you will be:

- Assigned to a counselor and “home school”, but also move as a cohort to schools who have urgent needs
- Provided an Intentional Guidance Plan based on the National Standards for Public School Counseling and the Fresno Unified School District Comprehensive Guidance Program
- Introduced to data driven service
- Asked to attend trainings:
  - Transcript analysis
  - Power School and AIS Basics
  - Overview of school site programs
  - Career Cruising

The Intentional Guidance Plan for 2009-10 is based on our current data from our district wide transcript analysis. We are focused on improving our A-G completion and graduation rates. You will be working with your assigned counselor servicing targeted groups. You will complete a case study from beginning to end. For each student you will:

- Assist in completing an AB1802 conference meeting with students and parents
- Complete a career skills assessments using Career Cruising
- Focus on appropriate course placement and support for each individual student
- Ensure that each student is aware of all support services provided by the school site, particularly tutorial services
- Ensure that each individual student is aware and participates in clubs, athletics and other co-curricular activities.

Please report to:

**FUSD District Internship Orientation**
Center for Professional Development
September 3, 2009
1833 E Street
Fresno, CA 93706
Phone: 457-3173
2Sessions
Room 100
3:00 pm to 4:00 pm
4:30 pm to 5:30pm
Yolanda Orozco-Juarez
Vice-Principal/Special Assignment
559/457-3877 FAX 559/457-3860
yolanda.juarez@fresnounified.org
AGREEMENT No. ________________

AGREEMENT

BETWEEN

CALIFORNIA STATE UNIVERSITY, FRESNO

Kremen School of Education and Human Development
Department of Counseling, Special Education, and Rehabilitation

AND

FARMERSVILLE UNIFIED SCHOOL DISTRICT
(Agency’s Name)

This AGREEMENT is made and entered on JANUARY 23, 2009 pursuant to Education Code 89036, by and between the TRUSTEES OF THE CALIFORNIA STATE UNIVERSITY, hereinafter called the “Trustees”, on behalf of CALIFORNIA STATE UNIVERSITY, FRESNO, hereinafter called the “Institution”, and Agency’s Name called the “Agency”.

WITNESSETH:

WHEREAS, the Institution provides an accredited health care or educational program, approved by the Trustees which requires clinical/education experience and the use of clinical/educational facilities; and

WHEREAS, the Agency has facilities and accredited supervisors suitable for providing clinical/educational experience for the Institution’s program, and

WHEREAS, THEREFORE, in consideration of the covenants, conditions, and stipulations hereinafter expressed and in consideration of the mutual benefits derived there from, the parties hereto agree as follows:
AGREEMENT BETWEEN THE CALIFORNIA STATE UNIVERSITY, CALIFORNIA STATE UNIVERSITY, FRESNO; Kremen School of Education and Human Development AND FARMERSVILLE UNIFIED SCHOOL DISTRICT

1. AGENCY SHALL:

A. Provide facilities as presently available and as necessary for the development and maintenance of a clinical/educational experience for students of the program.

B. Maintain the Agency facilities used for the clinical/educational experience in such a manner that said facilities shall conform to all requirements of applicable State Boards, and/or Business and Professional Codes.

C. Assure that staff is adequate in number and quality to insure safe and continuous management of the student program in cooperation with the Institution’s instructor.

D. Provide Instructors and students taking part in the field experience, whenever possible, other incidentals that may be mutually agreeable.

E. Provide emergency first aid for any student who becomes sick or injured by conditions arising out of or in the course of said student’s participation in the clinical experience at the Agency. Provide medical examinations or other protective measures that may be required by the Agency.

F. Have the right, after consultation with the Institution, to refuse to accept for further clinical/educational experience any of the Institution’s students who in the Agency’s judgment, are not participating satisfactorily.

II. INSTITUTION SHALL:

III.

A. Designate the students who are enrolled in the program of the Institution to be assigned for clinical/educational experience at the Agency, in such numbers as are mutually agreed to by both parties.
AGREEMENT BETWEEN THE CALIFORNIA STATE UNIVERSITY, CALIFORNIA STATE UNIVERSITY, FRESNO; Kremen School of Education and Human Development AND FARMERSVILLE UNIFIED SCHOOL DISTRICT

B. Establish a rotational plan for the clinical/educational experience by mutual agreement between appropriate representatives.

C. Provide external supervision to the Agency, which will provide the necessary on-site supervision for the clinical/educational experience program provided for under this said program.

D. Advise every student to conform to all applicable Agency policies, procedures, regulations, and all requirements and restrictions specified jointly by representatives of the Institution and Agency.

E. In consultation and coordination with the Agency’s representatives, plan for the clinical/educational experience to be provided to students under this agreement.

F. In consultation and coordination with the Agency’s staff for periodic conferences between appropriate representatives of the Institution and Agency to evaluate the clinical/educational experience of the program.

IV. GENERAL PROVISIONS:

A. Students are volunteers of the Agency and entitled to Worker’s Compensation coverage. The Institution will provide Worker’s Compensation coverage to students for injury or disease arising out of their use of the Agency’s facility while participating in the Institution’s program.

B. Trustees shall be responsible for damages caused by negligent acts of its officers, agents, and employees occurring in the performance of this agreement. Agency shall be responsible for damages caused by the negligent acts of its officers, agents and employees occurring in the performance of this agreements. It is the intention of the Institution and Agency that the
AGREEMENT BETWEEN THE CALIFORNIA STATE UNIVERSITY, CALIFORNIA STATE UNIVERSITY, FRESNO; Kremen School of Education and Human Development AND FARMERSVILLE UNIFIED SCHOOL DISTRICT

provision of this paragraph be interpreted to impose on each party responsibility for the negligent acts of their respective officers, agents, and employees. Students will be responsible for their own professional liability insurance.

C. This Agreement shall become effective on the date of countersignature and shall continue to a period of five (5) years, provided however, it may be terminated by either party after giving the other party sixty (60) days advance written notice of its intentions to so terminate.

D. There shall be no monetary obligation on the Institution or Agency, one to the other.

E. This Agreement may at any time be altered, changed, or amended by mutual agreement of the parties in writing. Additionally, this Agreement is not legal and binding upon any of the parties concerned until signed on behalf of the Trustees of the Institution, and the Agency.

Any written notice given under this Agreement shall be sent by registered mail to each signer below:
INSTITUTION:
CALIFORNIA STATE UNIVERSITY, FRESNO

By _____________________________________________
Margie Phillips Date
Director of Procurement

By _____________________________________________
Steve Martinez Date
Director, EHS / Risk Management

AGENCY:
FARMERSVILLE UNIFIED SCHOOL DISTRICT

By _____________________________________________ Date
PRINTED NAME:_________________________________
TITLE:________________________________________

By _____________________________________________
PRINTED NAME:_________________________________
TITLE:________________________________________
AGREEMENT No. ________________

AGREEMENT

BETWEEN

CALIFORNIA STATE UNIVERSITY, FRESNO

Kremen School of Education and Human Development
Department of Counseling, Special Education, and Rehabilitation

AND

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2. AGENCY SHALL:

A. Provide facilities as presently available and as necessary for the development and maintenance of a clinical/educational experience for students of the program.

B. Maintain the Agency facilities used for the clinical/educational experience in such a manner that said facilities shall conform to all requirements of applicable State Boards, and/or Business and Professional Codes.

C. Assure that staff is adequate in number and quality to insure safe and continuous management of the student program in cooperation with the Institution’s instructor.

D. Provide Instructors and students taking part in the field experience, whenever possible, other incidentals that may be mutually agreeable.

E. Provide emergency first aid for any student who becomes sick or injured by conditions arising out of or in the course of said student’s participation in the clinical experience at the Agency. Provide medical examinations or other protective measures that may be required by the Agency.

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V. INSTITUTION SHALL:

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AGREEMENT No. ______
Page 3 of 5

AGREEMENT BETWEEN THE CALIFORNIA STATE UNIVERSITY, CALIFORNIA STATE UNIVERSITY, FRESNO; Kremen School of Education and Human Development AND TULARE CITY SCHOOL DISTRICT

B. Establish a rotational plan for the clinical/educational experience by mutual agreement between appropriate representatives.

C. Provide external supervision to the Agency, which will provide the necessary on-site supervision for the clinical/educational experience program provided for under this said program.

D. Advise every student to conform to all applicable Agency policies, procedures, regulations, and all requirements and restrictions specified jointly by representatives of the Institution and Agency.

E. In consultation and coordination with the Agency’s representatives, plan for the clinical/educational experience to be provided to students under this agreement.

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By ____________________________ Date
Margie Phillips
Director of Procurement

By ____________________________ Date
Steve Martinez
Director, EHS / Risk Management

AGENCY:
TULARE CITY SCHOOL DISTRICT

By ____________________________ Date
PRINTED NAME:__________________________
TITLE:____________________________________

By ____________________________ Date
PRINTED NAME:__________________________
TITLE:____________________________________
The Counselor Education faculty invites you to apply to an exceptional program that prepares counselors to function effectively as skilled practitioners and leaders in the profession. Counselor Education programs at California State University, Fresno are designed to provide a wide array of opportunities for the development of skills necessary for the delivery of professional counseling services in public and private schools, institutions of higher learning, health and mental health service facilities, and private practice.

Welcome to your first step in becoming a Professional Counselor!

Please visit our web page at: [http://education.csufresno.edu/cser/](http://education.csufresno.edu/cser/)

**Program Application Deadlines**

For current information regarding deadlines and admission processes, please go to: [www.csufresno.edu/kremen](http://www.csufresno.edu/kremen) and click on “Graduate Program Admissions” under the “Applications” tab.

**Admission Requirements**

Applicants desiring a Master of Science Degree in Counseling and/or the Pupil
Personnel Services Credential must complete specific admissions requirements to achieve Classified Standing (full admission) to the program. This includes completing separate applications for:

- Admission to the University
- Admission to a program within the Kremen School of Education and Human Development (KSOEHD)

The following pages describe in detail the requirements to apply to the MS in Counseling degree program.
UNIVERSITY ADMISSION REQUIREMENTS

*If you are a current continuing Post Baccalaureate student, please skip the “University Admission Requirement” section and go to “Program Admission Requirements”. You do not need to apply to the University unless you break enrollment.

Complete the California State University, Fresno application for Graduate Admission available online at: www.csumentor.edu.

To complete your university application, you must send:

1. One set of official transcripts from all colleges attended. If the last school you attended was CSU, Fresno, no transcripts are required. Failure to provide official transcripts to CSU, Fresno admissions will delay your program admission.
2. A $55.00 application fee to CSU, Fresno. (please do not send checks with program application)

Mail the above items to: University Admissions–Graduate, 5150 N. Maple Ave., M/S JA 57, Fresno, CA 93740-8026. Your university admission status may be checked at http://my.csufresno.edu.

PROGRAM ADMISSION REQUIREMENTS

All documents required for program admission are to be assembled in one complete packet and submitted to the Graduate Technician in the Education Student Services Center in the Education Building, ED 151.

1. Application for Admission to the KSOEHD-Graduate Program.
   Fill in the required information. (Form attached pg 8)

2. Documentation of Admission or Application Status to CSU, Fresno
   A copy of your notice of Post baccalaureate admission will meet this requirement or print off status from the Fresno State portal or current transcripts.

   Graduate program applicants must have a minimum GPA of 3.0 in the last 60 semester (90 quarter) units attempted. Failure to provide official transcripts to CSU, Fresno admissions will delay your program admission. The GPA will be verified by technician as file is being set up for review.

4. Complete a Statement of Purpose.
   This is a “1 to 2” page, typed statement of your purpose for applying to the Counseling Program. Focus on your present situation and your short and long-term professional goals. You may attach additional pages. (See attached form pg 9)

5. Provide Three (3) sealed Letters of Recommendation. (Print 3 of the attached forms, pg 10)
   Include letters of reference and the attached form from instructors, supervisors, or other individuals who are in a position to evaluate you in terms of your potential for graduate study in the Counseling program. Do not send separately.

6. Writing Competency.
   You must meet this requirement by:
   - Obtaining a minimum score of a 41+ of the California Basic Education Skills Test (CBEST) or pass all sections of the entire test (provide a copy), OR
   - Obtaining a minimum score of 114+ on the Upper Division Writing Examination (UDWE) (verified on CSUF transcript), OR
   - Earning a grade of “B” or better in ENGL 160W or ENGL 117W (please note these are the
only two “W” courses accepted without request for review). For information regarding the UDWE, contact the CSU, Fresno Office of Testing Services located in the Family and Food Sciences Building, Room 110 or call (559) 278-2457.

7. **Complete prerequisites from CSUF with a grade of “C” or better.** These courses must be completed or in progress prior to applying to the program. Please submit unofficial copies of your transcript from Fresno State with the courses below highlighted for proof of completion.

   - **COUN 174 or PSYCH 174** – Introduction to Counseling
   - **COUN 176** - Counseling and Mental Health, or **PSYCH 166** - Abnormal Psychology
   - **ERA 153** – Educational Statistics or its CSUF equivalent as verified on your CSUF transcripts - PSYCH 144 or 143, SWRK 171 or 176, DS 123, or HS 202.

**Coursework from other institutions** must be reviewed prior and separate from application. For COUN 174 and COUN 176 Check with the program office at 559-278-0340 and get something in writing from the Program Coordinator regarding your substitution course. For ERA 153 and/or the Writing Competency please check our website for the substitution request form under “FORMS” for courses from other institutions you would like to substitute. They must be upper division.

8. **TOEFL Score of 560-International Students Only.**
   If you are an International Student, Obtain a TOEFL Score of 560. Verification of the TOEFL score must be provided by the admission date. For information regarding admission deadline dates and specific applications for international students, contact the International Admissions Office, located in the Joyal Administration Building, Room 211 (278-2409).

**PUPIL PERSONNEL SERVICES REQUIREMENTS**

Credential Students must complete the above, plus have met all the below requirements to even be considered for the PPS:

1. **Provide Verification of Having Passed the CBEST.**
   Applicants must include in their admissions packet a copy of the CBEST Permanent Verification Card.

2. **Submit a Medical Clearance.** (Form attached pg 13)
   Take the “Certification by Director of Student Health Services” form to the Fresno State Student Health Center or private Physician and follow their procedures. This form must be signed by the Health Center Director or another physician and included in your packet.

3. **Certificate of Clearance or valid California Teaching Credential** *(Form is online, instructions attached.)*
   The California Commission on Teacher Credentialing requires that

   each individual who wishes to perform certified services in a California School provide facts which establish his/her true identity and good moral character.

   Please include with packet, a copy of the Certificate of Clearance obtained online after you apply to the CTC. This may be downloaded at: [https://teachercred.ctc.ca.gov/teachers/PersonalSearchProxy](https://teachercred.ctc.ca.gov/teachers/PersonalSearchProxy) It is not necessary to apply for character and identification clearance if you can present a copy of a valid California teaching credential such as an Emergency Credential or an Adult Education Credential.
4. **Prerequisite COUN 174 or PSYCH 174—Introduction to Counseling and ERA 153—Educational Statistics** (See #7 for details)

**ADVISING**

Attend an Information session. For the scheduled sessions, please call the Department of Counseling, Special Education and Rehabilitation. (278-0340).
**DEADLINES/ CONDITIONS**

All materials required for full admission (Classified Standing) to a Graduate program must be submitted in one complete packet to the Graduate Technician in ED 151 by the published deadline.

Spring and fall deadlines for program admission are subject to change without notice. Please check our website for program deadlines at; [http://www.csufresno.edu/kremen/applications/graduate_admin.shtml](http://www.csufresno.edu/kremen/applications/graduate_admin.shtml) and CSU, Fresno’s deadlines at; [http://www.csumentor.edu](http://www.csumentor.edu).

Applicants are required to attain Classified Standing (full admission) status to program prior to the end of the first semester of program enrollment. Applicants who have not completed all requirements for full admission will not be able to enroll in further Graduate coursework.

**PROGRAM ADMISSION REVIEW**

Admission to a Graduate program is subject to review of all documentation and recommendation by a committee of the program faculty.

The committee does not automatically recommend for admission all students who meet the minimum admission requirements. It selects for admission into the program only students who demonstrate reasonable academic and professional potential. You will be notified by letter of the Program’s admission decision.

Note: Applicants may be required to attend a structured interview.

**APPEAL PROGRAM ADMISSION DECISION**

If you are denied program admission, you may appeal this decision. However, please note that KSOEHD programs reserve the right to not accept “Special Consideration” applications if program is full.

To do this, you must:

- Bring your letter of denial to the Graduate Technician in ED 151 within two (2) weeks of the date on the letter.
- Obtain from the Graduate Admissions Technician the “Special Consideration Application” and related information.
- The completed “Special Consideration Application” form along with complete application packet is then forwarded to the Program Coordinator who presents it to the Special Consideration Committee for review. You will be notified by letter of the committee’s decision.

**FINANCIAL AID**

Students requesting a letter to be submitted to the Financial Aid Office must be at least conditionally classified in their master's degree program. First-time/new graduate students must request this letter from the Graduate Admissions Office, Joyal Administration Building, Room 121; and students continuing in the graduate program must request this letter from the Division of Graduate Studies Office, Thomas Administration Building, Room 130.
A list of university services and related offices available for students is provided below. Additional information about services available for students can be obtained from the Dean of Student Affairs located in the Joyal Administration Building, Room 262 (559-278-2541) or on the following Web site: [http://studentaffairs.csufresno.edu/](http://studentaffairs.csufresno.edu/) (The area code for all telephone numbers listed below is "559.")

<table>
<thead>
<tr>
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<tr>
<td>Admissions/Records/Evaluations</td>
<td>Joyal Lobby (windows)</td>
<td>278-2261</td>
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<tr>
<td>Advising Office (serving returning students)</td>
<td>Joyal 224</td>
<td>278-1787</td>
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<td>Career Development and Employment</td>
<td>Joyal 256</td>
<td>278-2381</td>
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<td>Financial Aid Office</td>
<td>Joyal 296</td>
<td>278-2182</td>
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<td>Learning Resource Center</td>
<td>Peters Bldg. Annex</td>
<td>278-3052</td>
</tr>
<tr>
<td>Office of Testing Services</td>
<td>Family/Food Sciences 110</td>
<td>278-2457</td>
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<td>Services for Students with Disabilities</td>
<td>University Center, Rm. 5</td>
<td>278-2811</td>
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<tr>
<td>University Outreach (serving first-time students)</td>
<td>Joyal 252</td>
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<td>Veterans Benefits</td>
<td>Joyal 106</td>
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# Master of Science Degree in Counseling - Counseling and Student Services

## Prerequisites

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<th>Units</th>
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<tr>
<td>ERA 153</td>
<td>Educational Statistics</td>
<td>3</td>
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<td>COUN 174 OR PSYCH 174</td>
<td>Introduction to Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 176 OR PSYCH 166</td>
<td>Counseling and Mental Health or Abnormal Psychology</td>
<td>3</td>
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**Prerequisites Total** 9

## Course of Study

### Core Requirements

<table>
<thead>
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<td>COUN 200</td>
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<td>3</td>
</tr>
<tr>
<td>COUN 201</td>
<td>Seminar in Multicultural Aspects of Counseling</td>
<td>3</td>
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<tr>
<td>COUN 202</td>
<td>Seminar in Group Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 203</td>
<td>Seminar in Assessment in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 206</td>
<td>Counseling Through the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>COUN 208***</td>
<td>Practicum in Counseling</td>
<td>4</td>
</tr>
<tr>
<td>COUN 220*</td>
<td>Seminar in Career Development Theory</td>
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</tr>
<tr>
<td>ERA 220</td>
<td>Research in Education</td>
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**Subtotal:** 25

### Specialization in Higher Education Settings

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<td>COUN 214</td>
<td>Student Development Theory and Higher Education</td>
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<td>COUN 215</td>
<td>Foundations of Student Services in Higher Education</td>
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<td>EAD 261</td>
<td>Managing Educational Organizations</td>
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<td>CI 285 OR</td>
<td>Seminar in Advanced Educational Psychology</td>
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<tr>
<td>ERA 288</td>
<td>Educational Measurement and Program Evaluation</td>
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<td>COUN 219</td>
<td>Field Practice in Student Services</td>
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**Specialization in K-12 Settings**

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<tr>
<td>COUN 240</td>
<td>Seminar in Counseling of Exceptional Children and Their Parents</td>
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<td>COUN 241</td>
<td>Seminar in Organization of Counseling Services</td>
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<tr>
<td>COUN 242</td>
<td>Seminar in Parent Education, Pupil Advocacy, and Consulting</td>
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<td>CI 285</td>
<td>Seminar in Advanced Educational Psychology</td>
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<td>ERA 288 OR</td>
<td>Educational Measurement and Program Evaluation</td>
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<td>COUN 249</td>
<td>Field Practice in School Counseling</td>
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**Subtotal:** 16

### Culminating Experience

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<td>COUN 298** OR</td>
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<tr>
<td>COUN 299** OR</td>
<td>Thesis (3 units) plus 4 units of electives</td>
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<tr>
<td>Comprehensive Exam (0 units) plus 7 units of electives</td>
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**Subtotal:** 7

## Total Units

**48**

* Students must pass the graduate writing requirement, which is part of COUN 220, prior to applying for Advancement to Candidacy.

** Advancement to Candidacy must be attained one semester prior to the term in which the student wishes to graduate or register for the culminating experience (i.e., COUN 298 Project OR COUN 299 Thesis OR Comprehensive Examination).

*** COUN 208 must be successfully completed with a “B” or better

For information, contact the Program Coordinator
ED 350, (559) 278-0340.
# Pupil Personnel Services (PPS) Credential

## In School Counseling

### Prerequisite

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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</thead>
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<td>Educational Statistics</td>
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<td>COUN 174</td>
<td>Introduction to Counseling</td>
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*Prerequisites Totals 6*

### Course of Study

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<td>COUN 150</td>
<td>Laws Relating to Children</td>
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<td>COUN 200</td>
<td>Seminar in Counseling Techniques</td>
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<td>COUN 201</td>
<td>Seminar in Multicultural Aspects of Counseling</td>
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<td>COUN 202</td>
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<td>COUN 206</td>
<td>Counseling Through the Lifespan</td>
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<td>COUN 208*</td>
<td>Practicum in Counseling</td>
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<td>COUN 220</td>
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<td>COUN 233</td>
<td>Seminar in Therapeutic Methods with Children, Adolescents, and Their Families</td>
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<td>COUN 240</td>
<td>Seminar in Counseling of Exceptional Children and Their Parents</td>
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<td>COUN 241</td>
<td>Seminar in Organization of Counseling Services</td>
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<td>COUN 242</td>
<td>Seminar in Parent Education, Pupil Advocacy, and Consulting</td>
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<tr>
<td>COUN 249</td>
<td>Field Practice in School Counseling</td>
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*Subtotal: 48*

### Total Units

<p>| | | |</p>
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<tbody>
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<td><strong>Total Units</strong></td>
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### Other Needs

**CBEST**

Certificate of Clearance

**OR**

Teaching Credential

* COUN 208 must be successfully completed with a “B” or better

### Credential Authorization

Students must file an application for the PPS credential after all of credential coursework is completed. Applications are available by emailing the Credential Analyst at: sherrin@csufresno.edu. Please turn in your completed application to the Credential Analyst in the Education Student Services Center, ED 151. In addition to state fees, a $25 KSOEHD processing fee will be charged for all services and specialists credentials.

For information, contact the Program Coordinator

ED 350, (559) 278-0340.
KSOEHD APPLICATION TO PROGRAM

You are applying to the: (Please check the appropriate boxes.) You may NOT apply to multiple Master’s programs within KSOEHD

Master of Science in Counseling, Option: and/or Advanced Credential:
- ☐ Counseling and Student Service-K-12 Credential
- ☐ Counseling and Student Services-Higher Education
- ☐ Pupil Personnel Services in School Counseling

(Please type below)

NAME: ____________________________________________
- Last
- Middle
- First

ADDRESS: _________________________________________
- Number & Street
- State
- City
- Zip

TELEPHONE: Home ____________________________ Business __________________________

CSUF E-MAIL: _____________________________________ E-MAIL (ALTERNATE): __________

SS# __________________________

BIRTHDATE: __________________________

STUDENT ID#: __________________________

GENDER: ☐ Male ☐ Female

EDUCATIONAL BACKGROUND

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<tr>
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CURRENT CALIFORNIA CREDENTIAL: __________________________

COMPLETION OF THIS FORM DOES NOT CONSTITUTE ADMISSION TO CSU, FRESNO.

STUDENTS DO NOT WRITE BELOW THIS LINE

Admission Review Form

Circle one: Mail ☐ In person ☐

Staff Initials and Date: __________________________

☐ 1. KSOEHD Application (Above Complete)
☐ 2. Admission Status to CSUF- ☐ Dept Rec ☐ Change-CSUF ☐ Change-Form ☐ Permission for Late Admission
☐ 3. GPA of 2.75:
- UGRD cumulative __________________________
- PBAC cumulative __________________________
- CSUF PBAC GPA __________________________

☐ 4. Statement of purpose
☐ 5. Letters of recommendation: 1) ☐ 2) ☐ 3) ☐
6. Writing competency: CBEST or UDWE or ENGL 160W or ENGL 117 W ("B" or better)

7. Prerequisites: COUN 174 COUN 176 ERA 153

8. TOEFL (if foreign student 550+) Score Date

PPS Student requirements:

9. CBEST PASSED

10. Medical Clearance

11. Certificate of Clearance or valid teaching credential

12. Prerequisites: COUN 174

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<tr>
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<td>Credential Program: □ Admit □ Deny</td>
<td>Assigned Advisor</td>
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<tr>
<td>Reasons ___________________________</td>
<td>___________________________</td>
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<tr>
<td>___________________________</td>
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Coordinator ___________________________ Date

Add PPS Date

Reconsider Date
STATEMENT OF PURPOSE

Master of Science in Counseling, Option:  
☐ Counseling and Student Service-K-12
☐ School Counseling Credential
☐ Counseling and Student Services-Higher Education

and/or Advanced Credential:  
☐ Pupil Personnel Services in

NAME: ____________________________________________

__________________________  ______________________
Last                     First

Middle

In the space provided below, provide relevant information about yourself including goals, objectives, and experiences related to the master's degree and/or advanced credential certificate program to which you are applying. Please focus primarily on your short-term and long-term professional goals. You may attach additional pages.
Kremen School of Education and Human Development Graduate Programs

LETTER OF RECOMMENDATION

PRINT 3 of these forms

Master of Science in Counseling, Option: and/or Advanced Credential:
☐ Counseling and Student Service-K-12
☐ School Counseling Credential
☐ Counseling and Student Service-Higher Education
☐ Pupil Personnel Services in

NAME: ____________________________________________

________________________________________________
Last

________________________________________________
Middle

First

Please submit with application packet sealed. Do NOT send separately.

To the Applicant: Complete the information requested above and give to the person(s) providing the reference(s). Please note that, generally, confidential recommendations often provide more useful information. In accordance with the Family Education Rights and Privacy Act of 1974, the California Information Practices Act of 1977, and the related policies and regulations, it is also understood that upon request, this letter will not be made available to the applicant (or candidate) for examination. If you agree, you may sign the waiver below. The decision is up to you.

I waive the rights to see or inspect this form or any statement sent to the indicated program as a result of this request.

Signature ______________________________________________                   Date ______________

THIS PART TO BE COMPLETED BY THE EVALUATOR

The Kremen School of Education and Human Development would appreciate a statement from you evaluating the person named above for enrollment in and successful completion of an advanced credential and/or Master degree program. If additional space is needed, the back of this form may be used. Please feel free to use your own letterhead and disregard this page. Provide the applicant with this form in a sealed envelope and with a signature across the seal.

Please rate the applicant with other individuals seeking comparable experiences.

<table>
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<tr>
<th></th>
<th>Superior</th>
<th>Above Average</th>
<th>Average</th>
<th>Below Average</th>
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<tbody>
<tr>
<td>Intellectual Ability</td>
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<td>Imagination and Creativity</td>
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<td>Interest and Enthusiasm</td>
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<td>Ability to Communicate</td>
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<tr>
<td>Stability</td>
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</tbody>
</table>
If you alone were making the decision as to whether or not the applicant should be accepted, which of the following would you do?

☐ Seek out—Will be a truly outstanding student and professional
☐ Definitely Accept---Will complete the indicated program at a superior level
☐ Accept---Should complete the indicated program at a superior level.
☐ Accept---Accept, but with reservation concerning ability or motivation (Please explain.)
☐ Do not accept. (Please explain.)

Signed ___________________________ Date ___________ Position ___________________________

Address __________________________________________________________________________

This letter of recommendation is to be included with other application materials that are to be submitted in one complete packet required for admission to an advanced credential and/or Master degree program. Provide the applicant with this form in a sealed envelope and with a signature across the seal.
PUPIL PERSONNEL SERVICES CREDENTIAL ADMISSION REQUIREMENT

Medical Clearance Form
(Please type below)

NAME: ________________________________________________

Last
Middle
First

ADDRESS: ________________________________________________

Number & Street
State
City
Zip

TELEPHONE: Home ____________________________________________
Business ____________________________________________

CSUF E-MAIL: ____________________________________________
(ALTERNATE): ____________________________________________

SS# ___________________________ BIRTHDATE: ____________
STUDENT ID#: ___________________________ GENDER: □ Male □ Female

CERTIFICATION BY DIRECTOR OF STUDENT HEALTH SERVICES OR PRIVATE PHYSICIAN

This is to certify that the applicant is negative for active Tuberculosis or shown proof of immunity. (EC44336 – This student is “free from any contagious and communicable disease or defect unfitting the applicant to instruct or associate with children.”)

___________________________ ____________________________
Date Health Center Director or Private Physician's Signature

___________________________
Office Address (If private Physician)
For PPS APPLICANTS ONLY!

Certificate of Clearance Process

The California Commission on Teacher Credentialing (CTC) requires that each individual who wishes to perform certified services in a California school obtain a Certificate of Clearance. Do not proceed with this if you already hold a valid Teaching Credential.

These steps must be completed in this order:

1. Complete the Request for Live Scan Service form and take to one of the following locations:

   - CSU Fresno Campus Police Department
     - Schedule an appointment by calling (559) 278-2958, M–F 8:00am – 5:00pm
     - Fee is $71.00 (payable by personal check, cashier’s check, money order)
     - Electronic fingerprints will be taken

   - Local Sheriff’s Department
     - Fees may vary
     - Electronic fingerprints will be taken

   AFTER completing the Live Scan fingerprinting process, go to:
   https://teachercred.ctc.ca.gov/teachers/index.jsp

2. Complete the online application for a Certificate of Clearance
   - Click on: “Direct Application” (non-recommendation only)
   - Fill in all needed information
   - Fee is $29.50. Print out your payment verification

Please allow a minimum of two weeks for your Live Scan results to be processed. If you have had a misdemeanor/criminal conviction or other issues the Commission may need additional documentation and processing will take longer.

3. Check the CTC website at:
   https://teachercred.ctc.ca.gov/teachers/PersonalSearchProxy regularly to see when your Certificate of Clearance is issued. Print one copy and include with credential program application.
*Exemption* – It is not necessary to apply for the Certificate of Clearance if you can present a copy of a valid California certificate or credential such as: an emergency permit, Pre-intern certificate, PPS credential, Children’s Center Permit or Adult Vocational Education credential.
CONGRATULATIONS!
NOW YOU ARE READY TO:

1. Print this application (Keep pages 1-7 for future reference.)

2. Place this application and all documentation in order addressed in pages 1-7. Include the additional documentation required. (NOTE: you must submit proof of prerequisite coursework.)

3. Keep a copy of all documents submitted, for your records. We will NOT make copies for you.

4. Bring the completed application and additional documents to the Education Student Services Center, ED 151 prior to the application deadline date or mail to:
   Kremen School of Education and Human Development
   Attn: Graduate Technician, Maria Elrod
   5005 North Maple Ave. M/S 301
   Fresno, CA. 93740-8025

5. We will notify you via letter. Admission status is not given over the phone, in person or via e-mail. Notification can take several weeks even months after the program deadline, we thank you for your patience in advance.
September 26, 2011

Admission Letter

«First» «Last»
«Address»
«City», «State» «Zip»

Dear «First»:

I am pleased to inform you that you have met all requirements for admission and have been recommended by the Faculty Review Committee for classified standing (full admission) to the «Credential» program effective «Classified». (You did not indicate you needed to pursue the Master’s degree. This is for admission to the Credential program only.) This program admission is contingent upon your University admission.

To provide you with academic advisement when needed, you have been assigned «Advisor» as your program adviser. Please contact your adviser if you have any questions or need additional information regarding the program.

On behalf of the program faculty, I congratulate you on your admission and wish you much success as you move toward attainment of your program and career goal.

Sincerely,

Susan Tracz, MCE
Graduate Programs Coordinator

cc: «Advisor»
September 26, 2011

Admission Letter (Conditional)

«First» «Last»
«Address»
«City», «State» «Zip»

Dear «First»:

Your program application has been recommended by the Program Faculty Review Committee for conditional admission into the «Program» «Option» «Credential» program. You have been assigned «Advisor» as your program adviser for all academic advisement. Please contact your adviser if you have any questions. (*Program admission is contingent upon your University admission.*)

To be fully admitted or achieve classified standing, you must achieve a 3.0 GPA or better as a post baccalaureate student and complete the item(s) checked below by the end of the «Application» semester or prior to completing 9 units in program coursework:

☐ Application to CSUF as a Graduate Student- *If you already applied, please do not notify us, check your status at my.csufresno.edu. If you have items to complete, please take care of them immediately. The Kremen School of Education Graduate Technician will verify admission directly with University Graduate Admissions. If you have not applied to the University it is imperative that you contact our office immediately.*

☐ Permission for admission to CSU, Fresno has been requested. *Please check your email daily for instructions on when to apply. The email will be sent via email to:  «Email»*

☐ Change of Degree Objective:

☐ Writing competency met by one of the following:  

☐ Prerequisite coursework: Complete with a or better. *All Graduate Students must achieve a 3.0 GPA or better overall. Coursework must be taken the first semester.*

☐ Provide a copy or copies of:

☐ Complete 9 units with a “B” or better as a Post Baccalaureate student.

☐ Other:

Please provide evidence of completion of the above item(s) to the Graduate Technician in room ED 151. Your file will then be reviewed and you will be notified of your status change to “Classified” standing, if you are eligible. Failure to provide evidence of having met the requirement(s) checked above could prevent you from enrolling in further graduate coursework.

Sincerely,

Dr. Susan Tracz
Graduate Programs Coordinator
cc: «Advisor»
COUNSELOR EDUCATION PROGRAM
CALIFORNIA STATE UNIVERSITY, FRESNO

CLINICAL REVIEW

Student Name ______________________  Date _______  Pass / No Pass

The following are criteria deemed essential for a successful counselor. The following are your ratings on each of these qualities. 1=very poor, 3= meets standard and 5= outstanding. These ratings are designed to give you feedback on your strengths and what you should consider improving. Failure to pass this review could indicate unsuitability for this program and/or the counseling profession. Review the Clinical Review Policy in your student manual and consult your advisor if you have questions. You must have a 3.0 or above average Counselor Traits Score to pass.

### Academic Factors
- Grade of “B” or better in Coun 200
  - Yes
  - No
- GPA of “B” or better in program
  - Yes
  - No

### Counselor Skills and Traits

<table>
<thead>
<tr>
<th>Skill Description</th>
<th>Very Poor</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral communication skills</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Counseling skills (progress indicated)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Emotional and personal stability</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Sense of balance and sound judgement</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Appropriate professional ethics</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Open to feedback and supervision by instructor.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Ability to work collaboratively with peers and other professionals</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Commitment to improving skills to work with diverse client population</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Overall potential to become a successful counseling professional</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Averaged Counselor Traits Score __________
Recommendation Action:

________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

Faculty Signatures

________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
<table>
<thead>
<tr>
<th>Scoring Level</th>
<th>Style and Format</th>
<th>Mechanics</th>
<th>Content and Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 - Exemplary</td>
<td>In addition to meeting the requirement for a “3,” the paper is consistent with APA throughout. Models the language and conventions used in related scholarly/professional literature. Would meet the guidelines for an APA publication.</td>
<td>In addition to meeting the requirements for a “3,” the paper is essentially error free in terms of mechanics. Writing flows smoothly from one idea to another. Transitions help establish a sound scholarly argument and aid the reader in following the writer’s logic.</td>
<td>In addition to meeting the requirements for a “3,” excels in the organization and presentation of ideas related to the topic. Raises important issues or ideas which may not have been represented in the literature cited. Would serve as a good basis for further research on the topic.</td>
</tr>
<tr>
<td>3- Accomplished</td>
<td>While there may be minor errors, APA conventions for style and format are used consistently throughout the paper. Demonstrates thoroughness and competence in documenting sources; the reader would have little difficulty referring back to cited sources. Style and format contribute to the comprehensibility of the paper. Models the discipline’s overall journalistic style.</td>
<td>While there may be minor errors, the paper follows normal conventions of spelling and grammar throughout. Errors do not interfere significantly with comprehensibility. Transitions and organizational structures such as subheadings are used which help the reader move from one point to another.</td>
<td>Follows all requirements for the paper. Topic is timely and carefully focused. Clearly outlines the major points related to the topic; ideas are logically arranged to present a sound scholarly argument. Paper is interesting and holds the reader’s attention. Does a creditable job summarizing related literature.</td>
</tr>
<tr>
<td>2- Developing</td>
<td>While some APA conventions are followed, others are not. Paper lacks consistency of style and/or format. It may be unclear which references are direct quotes and which are paraphrased. Based on the information provided, the reader would have some difficulty referring back to cited sources. Significant revisions would contribute to the comprehensibility of the paper.</td>
<td>Frequent errors in spelling, grammar (such as subject/verb agreements and tense), sentence structure and/or other writing conventions make reading difficult and interfere with comprehensibility. Writing does not flow smoothly from point to point; lacks appropriate transitions.</td>
<td>While the paper represents the major requirement, it is lacking in substantial ways. The content may be poorly focused or the scholarly argument weak or poorly conceived. Major ideas related to the content may be ignored or inadequately explored. Overall, the content and organization needs significant revision to represent a critical analysis of the topic.</td>
</tr>
<tr>
<td>1 - Beginning</td>
<td>APA conventions are not followed. Fails to demonstrate thoroughness and competence in documentation. Lack of appropriate style and format make reading and comprehensibility problematic.</td>
<td>Paper contains numerous errors in spelling, grammar, and/or sentence structure which make following the logic of the paper extremely difficult.</td>
<td>Analysis of existing scholarly/professional literature on the topic is inadequate. Content is poorly focused and lacks organization. The reader is left with little information about nor understanding of the paper’s topic.</td>
</tr>
</tbody>
</table>

Submitted to the Division of Graduate Studies on 5/7/07

Jan 2010 341
Department of Counseling, Special Education & Rehabilitation
STUDENT EVALUATION OF INSTRUCTION

Instructions: Using a #2 pencil, respond to items 1-14 with the following rating scale on the blue/white scantron form: 1- Poor; 2- Weak; 3- Average; 4- Strong; 5- Exceptionally Well

Only enter bubbles 1-14. DO NOT MARK ANYWHERE ELSE ON THE SCANTRON FORM.

1. The instructor provided clear goals and expectations for the course.
2. The grading system was clearly stated.
3. The instructor was always prepared for class.
4. The instructor used instructional strategies/methods that were effective.
5. The instructor used class time effectively to focus on instructional goals.
6. The instructor provided opportunities for meaningful student participation in class.
7. The instructor gave assignments that were beneficial.
8. The instructor provided timely and useful feedback on assignments.
9. The instructor provided opportunities for me to reflect on the course content as it applies to practice.
10. The instructor helped me become aware of current issues in the field and provided resources to help me to continue to learn in this area.
11. The instructor has helped me learn how to address the needs of a diverse population.
12. The instructor was available for assistance outside of class.
13. I learned a great deal in this course.
14. The instructor of this course is an effective teacher.

OPEN COMMENT QUESTIONS- Please complete on reverse

1. What are the strengths of the instructor?

2. What suggestions do you have for improvement?
MINUTES
COUNSELOR EDUCATION PROGRAM'S
ADVISORY BOARD MEETING APRIL 03, 2009

ATTENDANCE:
Faculty: Kyle Weir, Albert Valencia, Song Lee, Claire Sham Choy
Community: Carolyn Coon (HE), Alicia Andrade-Owen (HE), Rick Egan (K-12/PPS),
Chuck Garon (MFT)
Students: Kurt Piland (HE), James Mierkey (MFT), Angela Guthrey (HE)

AGENDA: Approved and seconded (Alicia Andrade-Owen; Rick Egan)

MINUTES: Approved and seconded (Albert Valencia; Chuck Garon)

INTRODUCTIONS AND ANNOUNCEMENTS
• Blackboard forum – Should it be continued?
  o Although members agreed that going green was a good idea, they felt that occasional face to face sessions were useful.
  o Some members either had difficulty finding or logging into the forum.
• Faculty losses – the program recently lost Dr. Ronald Kiyuna who passed away. Program is expecting two pending losses:
  One faculty member accepted an out of state assignment and another will be retiring in 2010. Requests will be made for replacement faculty

New Business
• Enrollment management (Albert reported)
  o Course offerings; winter intersession; adjunct faculty assignments
    ▪ The enrollment goal (#1) from the Working document) was shared with board members. Enrollment targets for Fall 2009 will be reduced (MFT – 15; K-12/PPS – 10; HE – 10).
    ▪ Applicants will be required to have all prerequisites completed and not in progress.
    ▪ The number of sessions for Spring 2009 will be reduced and will be replaced with a winter 2009 intersession.
    ▪ Number of adjunct faculty assignments will also be reduced
    ▪ There is still a need for PPS credential (ref. AB 1802) especially with the focus on support for the exit exam
    ▪ Community Mental Health slowdown
• Program goals (Claire reported)
  o Retreat - Working document; Action Plan
    ▪ This document was shared with board members
- Strategic plan
  - Ongoing efforts at this were shared with board members. The programs goals within the KSOEHD’s strategic plan were also shared with members.
- Recruitment plan
  - Ongoing efforts at this were shared with board members
- CACREP, NCATE and CCTC accreditation preparation
  - New names for options – CACREP 2009
    - The draft CACREP guidelines (website and relevant documents) were sent through Blackboard to all board members prior to the meeting. Accreditation goals for the two specializations (K-12 and Higher Education) within the Counseling and Student Services option were discussed
- Ethics Policy (Sari and Kyle, and Albert) – due process, criteria
  - Drs. Dworkin, Valencia and Weir are currently working on this project and expect to have a policy ready for the Student Handbook.
  - One workshop was held in fall 2008 to bring current students up to date on important ethical policies (CSU Fresno as well as ACA). The student organization, Chi Sigma, was instrumental in organizing the first workshop and will be expected to play a continuing role in disseminating this information regarding ethical and professional practice.
  - At the new student orientation in fall 2008, information regarding ethical and professional practice was also shared.
- What’s new in the community re: field placement activities? New sites and experiences (especially for Higher Education – increased hours)?
  - New partnerships
    - FFCC/Employment Opportunity Commission
      - Dr. Weir stated that this peer mentoring project will focus on incarcerated youth.
      - Chuck Garon’s agency will be taking on more interns
    - K-12/PPS
      - Dr. Valencia has written eight MOUs, most recently one with Fresno City College – Manchester Center
    - Higher Education
      - With an increase in internship hours from 160 to 600 (as of fall 2008) additional placement sites are needed. Some suggestions were: student services centers at National University and Alliant University.
      - Suggestion: Need a course on relating to the adult
- Starting a Counseling alumni group/association?
  - Development funding/grant writing, career development, networking;
• Claire discussed the need to have an alumni association to support the goals of the program. This association could assist with pressing needs of the program such as: funding/grant writing, career development including networking.

• Comprehensive exam
  o Exam was in progress.
  o Increasingly, students are choosing this culminating experience over the project and the thesis.
  o Multiple choice items are continuously analyzed and revised. Most students pass both sections (Multiple Choice and Essay) of the exam on the first attempt. Students who were unsuccessful receive feedback from their advisors to improve their chances of success on the next attempt.

Old Business
  o Program reports
    ▪ MFT
    ▪ Counseling and Student Services: K-12 and PPS Counseling and Student Services: Higher Education
      ▪ Seeking CACREP accreditation – feasibility
        ▪ Claire reported that the program had stated accreditation for the HE specialization as a goal. A feasibility study will be conducted and the program will be seeking approval to split the two CSS specializations into separate options. This action was necessary in order to seek accreditation.
        ▪ Claire also pointed out some of the additions to the curriculum in the new draft guidelines. Generally, members welcomed these additions and saw them as enhancing the credibility of the professional in the field of Student Affairs and College Counseling.
  o Careers in Higher Education beyond community college and university?
    ▪ Claire shared information on a Higher Education alumni breakfast held in fall 2008, the purpose of which was to build a network of professionals with whom current students could communicate. It was also reported that the alumni who attended were interested in putting on a career fair that will expose students to the range of opportunities available in the field beyond those in traditional community college and university college settings.
    ▪ Kurt Piland, a recent graduate and currently employed with the City College, indicated an interest in writing a grant to underwrite a position for an internship coordinator. This position is becoming necessary due to the increased field placement hours. Members expressed the need to use these hours to gain a wide range of experience rather than the limited experience (usually one placement site) that students have received in the past.
    ▪ Members also expressed the need for a grant writing class as well as a technology class for students in this specialization. These classes could be electives or could be incorporated into an existing course, possibly the Educational Administration or the
Educational Research and Administration course both of which are currently in the Higher Education curriculum.

**Closing**

*Summary of group discussions; next meeting*
- The meeting ended and members were informed that they would be sent information on the next meeting date.
This Handbook is designed for students taking Coun 208 as a core course for Specializations in Marriage & Family Therapy, Counseling & Student Services in K-12 and Higher Education.

The MS in Counseling, MFT option program at CSUF is accredited by the Council of Accreditation for Counseling & Related Educational Programs (CACREP).
Department of Counseling, Special Education, and Rehabilitation

Kremen School of Education and Human Development
California State University, Fresno
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INTRODUCTION AND COURSE OVERVIEW

Course Description
This course offers supervised, on-campus counseling experiences with selected clients. Students gain experience in individual counseling, critiquing of recorded sessions and typescripts, observations, case consultation and case report writing. Issues of gender, ethnicity, class, sexual orientation and disability as they impact the counseling process will be explored. This course consists of two hours of seminar and four hours of lab experience. Course material will be presented using systematically varied instructional models including lecture, student discussion, role play, case studies, student presentations, demonstrations, didactic instruction and assigned readings. Lab activities will include conducting individual counseling sessions, observing other students, reviewing recorded (audio/visual) sessions and case consultation.

This course meets the CACREP standards for the development of professional orientation and ethical practice with specific emphasis on Standards Section II G 1 d, e, f; 2 a, b, e, f; 3 c, e, f; 5 a, b, c, d, g; Section III F 1, 2, 3, 4, 5; Practicum standards F1, 2, 3, 4, 5

Course Goals and Objectives
A. To provide you with opportunities for the application of theoretical and technical knowledge of the principles of individual counseling gained from prior experiences directly or indirectly associated with the counselor education program through a minimum of sixteen (16) actual counseling sessions plus additional role-playing and taped sessions.

Through engaging in a counseling relationship with clients from diverse backgrounds, including ethnic, cultural and life-style differences:
   i. Students will increase their sensitivity to the needs of special populations.
   ii. Students will be able to integrate this sensitivity with their personal counseling style.
   CACREP Section II G 2-a,b,c, d, e, f; 3-e, f; 5a Marriage, Couple, & Family A2, F1, 4

B. To demonstrate sufficient mastery of the “core-conditions” associated with the person-centered model of counseling. Demonstrating the use of the core conditions are:
   ○ Sufficiently communicating unconditional regard for your client.
   ○ Sufficiently communicating respect for your client’s ability to find his/her own solutions to presenting concerns.
   ○ To identify and respond accurately to client's feelings thereby displaying the core condition of empathy.
   ○ Sufficiently communicating genuineness to your client.
   ○ To deal with here-and-now feelings and facilitate the client's dealing with immediate experiencing; also to deal with the core condition of immediacy of experience in the relationship between the counselor and the client.
   ○ To know when and how to use the core condition of confrontation appropriately, and how this furthers client growth.
To know when and how to use the core condition of facilitative self-disclosure.

CACREP Section II G1-h; 5a, c; Couple, & Family A7; B 2, H 1

C. To demonstrate sufficient mastery other listening skills:
   - Summarizing skills.
   - Paraphrasing skills.
   - Use of “open-ended” questions when appropriate
   - Recognizing and appropriately acknowledging clients’ non-verbal and para-linguistic communications.

D. To actively participate in feedback sessions and collegial support.

E. To be able to incorporate supervisor feedback to improve counseling skills continually throughout the course.

F. To engage in a personal assessment of attitudes and behaviors that both strengthen and undermine their therapeutic alliance with clients and will initiate the necessary corrective action. CACREP Section II G1-d; 5 b

G. To understand and apply the legal and ethical principles that govern the counseling profession as prescribed by the ACA and related entities.
   CACREP Section II G1-j

H. To submit case documentation at professional level. CACREP Section II G5d

I. To identify appropriate referral resources for clients.
   CACREP Marriage, Couple, & Family A2, F2

J. To recognize and seek consultation when confronted with issues such as crisis, safety, legal and ethical dilemmas presented by your clients.
   CACREP Section II G1-j, 5-gMarriage, Couple, & Family A7; B 1

COURSE REQUIREMENTS

Assignments and Activities

Depending on your instructor, you may be required to complete all or most of these activities. Refer to your course syllabus for specific assignments required by your instructor.

Assigned Readings:
   Students may be responsible for reading assigned portions of a text. If so they must come to class prepared to discuss materials assigned for that day.

Clinical Case Presentation:
   Students may be required to present an in depth case conceptualization and treatment plan to the class. A case presentation should include an overview of client’s background, treatment history, presenting concern(s), current level of functioning, a conceptualization or overall assessment of the case and planned course of treatment.

Ethical Dilemma Responses:
   Based on students’ understanding of the ACA Ethical Guidelines, students may be asked to prepare verbal or written responses to sample ethical dilemmas. Students are
given a few days to develop their responses and therefore need to be familiar with the standards guiding counselors’ professional practice.

Activity Log:
Each student will be required to complete and turn in a copy of the Activity Log (see Appendix B. Most of you will only be doing Individual Counseling.

Case Write-Ups:
Students may be required to complete case write-ups for each or many of their counseling sessions. In some cases, after several adequate case write-ups have been completed, students may be allowed to reduce the number of case reports written to one first session report, one case summary and brief session notes for each client. A case summary is required for each client. See Appendices N and O for sample write-up and case summary formats.

Observation Critiques:
Student will be required to observe and critique a minimum of twenty (20) counseling sessions for a total of 800 minutes (40 minutes per session) of other counselor trainees. After the observation, the observer and counselor should plan to meet for at least ten (10) minutes to exchange both verbal and written feedback. The observer is responsible for getting the report to the counselor who will keep the reports for review with the supervisor. It is important to remember that when observing a counseling session, written feedback must be given to the counselor. This type of feedback is often more helpful than just verbal feedback based on a sketchy recollection of events. In addition, counselors can use written feedback to augment their audio/video tape session reviews. Students will be expected to have completed 400 minutes of counseling session observation at mid-term review and 800 minutes by the final evaluation. See Appendix j for a sample Observation Rating Form.

Counseling Competency:
Students will be required to function as counselors in forty (40) minute sessions that are taped and critiqued. A minimum of sixteen (16) sessions will be required in order to receive credit for the course. Sessions will begin ten minutes after the hour in accordance with CSUF classes. Before beginning to see clients, students will be expected to demonstrate the ability to apply ethical standards to cases and to describe, discriminate and demonstrate the seven core conditions of counseling.

Evaluation of Supervisors (Instructor & Intern(s)):
Students will be required to evaluate all of their supervisors. This includes the instructor and one or more of the interns. Please see Appendix H for the evaluation form.

Typescripts:
Students may be required to complete one or more typescripts during the semester. Typescripts will consist of a verbatim account of five (5) minutes of counseling. The typescript will be typed in two columns with the text of the session on one side and students’ comments regarding accuracy, effectiveness and possible better responses
on the other side. Typescripts should illustrate five minutes of counseling that needs close scrutiny and work and are for the purpose of sharpening students self-critiquing skills.

Group Sessions:
Students will be required to participate in class group sessions. Topics may include general class concerns, improvement of counseling style and technique and personal issues as they may relate to students’ counseling effectiveness. During counseling training, many personal and challenging issues arise and group sessions will be used to address these.

Counselor Journal:
Students may be required to keep a journal of their experience during the semester. This journal will be read by the instructor, but will remain confidential.

Professional Behavior

Students will maintain a strict degree of confidentiality as outlined in the ACA Code of Ethics. All students are required to adhere to this Code of Ethics for the protection of their clients and to develop a strict ethical responsibility for their behavior in this course. Client issues and treatment strategies will be discussed freely among ourselves during the course, but client problems and strategies will NEVER leave the confines of the laboratory or other designated areas of discussion. Similarly, issues of individual students or supervisors will be protected under the same guidelines. At the end of the course, all materials containing client’s full name will be turned in to the supervisor, to be held for one semester, then destroyed. All audio and videotapes will be erased at the end of the course. Students will be responsible for erasing audio tapes with their own facilities. The supervisor will erase all videotapes except those supplied by students, which students will erase.

In addition, students are required to maintain a professional relationship with clients at all times. Absences should be scheduled well in advance when possible. Students must notify their clients and instructor of impending absences prior to appointment time. Non-notified absences with clients waiting are considered “unethical and unprofessional” behavior. Please do not let this happen to you. Students are responsible for beginning and ending all counseling sessions on time. Students are also responsible for presenting a professional physical appearance and dress as well as attitudes and behaviors that reflect a respect for and valuing of the client.

Ethical Standards

Students are responsible for maintaining ethical behavior at all times in accordance with the Ethical Standards set forth by the American Counseling Association. A primary concern for Students must be to protect the rights and well being of their clients without exception.

Liability Insurance
Students must furnish proof of liability insurance coverage to the instructor. Currently students are insuring with California Association of Marriage and Family Therapists and the American Counseling Association. Your instructor will provide further details.

GENERAL PROCEDURES

Audio/Video Recording Procedures and Equipment

All counseling sessions will be audio and/or video taped using the taping facilities provided. Students will review recordings weekly and use them in writing case write-ups, session notes, and summary reports. Students will record all sessions.

Equipment

Students will be required to furnish their own flash drive. A 4Gb Flash Drive that is USB 2.0 compatible is recommended. All sessions will be recorded on DVR and/or audio recorder. WARNING: Students will be held responsible for the protection of client confidentiality. In other words, don’t lose your flash drive.

Video Recording Critique Session

The objective of the videotape/audio tape critique session is to allow you to:

1) systematically analyze your own counseling process.

2) present to instructor your observation and self critique of critical incidents.

3) present an example of your strengths as well as areas needing improvement.

4) identify specific client and/or counselor issues you would like some assistance with.

Pick one or two 5 minute segments to view and discuss.
Maintaining Client Files

Students are required to maintain a Client Progress Folder for each client. Progress Folders will contain: Counselor Evaluation Reports, Case Write-Ups, Written feedback from peers, Permission to Tape forms and any other relevant client paperwork. These folders must be kept strictly confidential and will be reviewed by Instructor at Mid-Term and Final Evaluations.

Guidelines for Typescript
Typescripts have a specific purpose: to record a planned, purposeful interaction with a client. The typescript should include everything that happens between you and the client, and a meaningful analysis of this interaction.

A. Selection

1. Select a five-minute segment from any portion of any session that you choose. Select a session that you feel you will learn the most from.
2. Select a session in which there is sufficient counselor/client verbal interaction; avoid non-counseling content.

B. Recording Reproduction

1. Accurately reproduce (type) the segment of the tape; include all significant dialogue, facial expressions, mannerisms, pauses, repetitions, laughter, etc.
2. Type the dialogue on the left side of the paper first. Then, matching corresponding adjacent lines, type in your comments on the right side.
3. Leave margins on all sides for supervisor comments.

C. Cover Sheet

1. Give a brief description of the client and a summary statement of the client’s present state and desired state.
2. Specify session where this specific dialogue took place.

D. Analysis

1. In your analysis identify the nature of your intervention and the outcome. This should include comments regarding core conditions as well as other intervention techniques.
2. One of the purposes of the typescript is to develop self-correcting behaviors, so evaluate your responses and give rationale for what you did or what you could have done or said differently.
The client is a single 20-year-old, Caucasian female. She is a full-time student who lives with her parents and works two part-time jobs. The client is well groomed and casually dressed. She converses easily yet appears anxious at times playing with her hair and shifting in her chair.

Presently the client is experiencing trouble in her dating relationships due to the expectations she feels from her boyfriends. The client feels a real need to please others, yet she has been hurt by giving so much of herself and not having her needs met in return. The client would like to establish some boundaries for herself in relationships and to establish a relationship that is mutual with both parties getting their needs met.

This dialogue took place early in the second session.
**Interview**

C1 Part of me looks at that and I’m like – okay, step back, and so last – let’s see, was it January 9th I just decided no serious commitment, nothing, you know, I don’t want no, quote – boyfriend – I hate that word, umm (when you’re 20 it just doesn’t sound right).

T1 Um-hum

C2 Umm, because that’s what I’ve had since I was 16, in one relationship and out. Umm, 16 – I had a year-long relationship. Then I had a year-and-a-half before I started seeing these two.

T2 What made you throw up your hands and say no more boyfriends?

C3 It’s a hassle.

T3 It’s a hassle.

C4 So, guys are just – they’re a dime a dozen. I have no trouble getting them. (Client is moving hands up and slapping legs.)

T4 Um-hum.

C5 So, this is like I know I’m never going to be alone. I’m not going to be one of those anxious – right now I’m working on me so why, why worry about Billy and why worry about, you know,

T4 Try I/SD/CC: “You’re slapping your legs. I’m wondering what’s making you do that.”

**Comments**

C1 Client is describing her desire to stop her dating relationship.

T1 I’m wondering why. Could try CC, e.g. “Say more about what makes it not sound right to you?”

C2 Client has felt a need to always have a boyfriend.

T2 Used CC.

C3 Client seems somewhat angry.

T3 Try E: “You sound kind of angry about it.”

C4 Client is angry.
C5 Client seems to be trying to convince herself that she isn’t lonely and hurt.

C10 No, not this time

T10 Not this time. Okay. So, boys, guys are a dime a dozen and you really –

it sounds like you find yourself pretty unfulfilled in relationships.

C11 Um…

T5 What’s the you you’re working on?

C6 The inner me, and the future and stuff and… (The client is getting quite emotional – her upper lip is shaking.)

T5 Used CC and very personalized.

C6 Client seems unsure of what she wants.

T6 Your lip is shaking here. What’s happening for you right now?

C7 I don’t know, that was probably just my cold. I’ve had a migraine right up here. It’s probably just the cold.

C7 The client did have a cold, but may not have wanted to acknowledge emotion.

T6 Helpful use of I/CC.

T7 Um-hum

C8 All during my English class – migraine.

T7 I’m thinking…my immediacy didn’t work to help her see what was happening.

C8 …..

T8 Um-hum

C9 And it’s just from the sinuses.

C8 …..

T9 Um-hum. Not having, not having some emotions kind of coming up there since you’re talking?

T8 Try E for her physical pain: “So you’re really not feeling well.”

C9 …..

T9 Try E: “It seems like you’re really sad that you’ve spent so much time working on relationships and not on taking care of yourself.”

C10 I’m not sure what was going on for the client. She may not feel safe with me, she may not be aware of her emotions, she may have a mindset to get these sessions over.
T10  Used E.  

C11 I could have used more silence here to give the client a chance to reflect.

C12 Um-hum. I’m sick of being in relationships and all that junk. I’m only 21, and who cares about right now, and guys…if they’re around, they’re around.

T11  ..and ready to just say, “How can I be fulfilled in me?”

C12  Well, not junk.

T12  Junk, what does that mean for you?

C13  All that junk

C14  Umm, all their problems coming down. You know the…um, how, how would I put it…we’ll use my last boyfriend, umm…Brian wanted the commitment without the commitment.

T14  Um-hum.

C15  Let’s see. And, um, having that commitment without really having the commitment.

T15  He wanted to have a physical relationship and…?

C16 No – it was, um, taking it onto yourself when it isn’t going to be forever.

T11  Used CC, but I’m filling up space and could instead slow down. This client contradicts herself, and I do feel a need to clarify so I don’t get lost.

C12  Client seems angry or frustrated again.

C13  The client seems offended by my question and then realizes that she used the word junk.

T13  I restated with the same tone as she used for emphasis, and she seemed caught off-guard. I still think this was helpful.

C14  Client seems vague. Perhaps it’s hard for her to state what she means directly. I wonder if she’s somewhat embarrassed to discuss this.

C15  I’m wondering what this means.
T15 Made the mistake of interpreting her meaning. Try CC: “What do you mean wanted commitment without the commitment?”

C16 I’m still confused…taking what onto yourself?

C17 Um-hum. (Client is feeling emotions.)

T16 He wanted you to meet all of his needs, but he wasn’t really ready to be committed.

C17 I want to stay with her emotions here.

T16 Attempt to clarify what she was saying. Touched her at a feeling level. However, depersonalized and judged by talking about him. Try SD/CC: “I’m confused. Say more about taking it onto yourself when it wasn’t going to be forever.”

T17 Helpful for clarifying if guess was correct. I should have used a long silence following here.

C18 …

T18 So you felt used?

C19 Um-hum.

T18 Used E.

C19 ……

T19 Felt you were being taken advantage of?

T19 “were being” depersonalized and judged him. This, along with all of my talking and lack of space for reflection helped get her out of her feelings.
C20  Client is moving into feeling anger and away from the pain she was feeling.

T20  Used E. The use of silence following or maybe some instruction to close her eyes and pay attention to her feelings might have been helpful here.

C21  ….

T21  Need to be careful not to judge and depersonalize by saying “he used you.” Try E: “You felt used.”

C22  Yeah, I didn’t really look at it as being used at first. At first I thought there was more of a commitment there than there actually was. (voice shaky)

T22  Um-hum.

C23  Actually, I think there was more of a commitment there and he got scared from it, and he ran. (out of the emotion)

T23  Um-hum.

C24  And that’s sort of what I am doing right now so I can’t be angry with him about it, because I saw myself getting into a relationship with Kelly. I saw how similar he is to Billy, and (clap) step back for a second just to really get a look at it. Don’t really have to get into a relationship right now.

T24  So you were in this relationship with Brian and…

C25  was…

T25  …you were in. And you felt really hurt, and used, and abandoned; and your relationship with Billy, that was a hurtful one, too.

C26  Um, yeah, because I really did believe in that one.

T26  And then this other one reminds you…

C22  Client began to get cognitive here, thinking about being used.

T22  Try I/CC: “Stay with the feeling here…what’s happening for you right now?”

C23  Client is totally cognitive here.

T23  Could have tried I/E here: “A minute ago, when you were talking about your feelings, your voice was shaky like you could cry; but now you seem to have pushed those feelings down.”

C24  …..
T24  Depersonalized and went into “the story” here. Try E: “So you’re saying you got scared and are running now?”

C25  I interrupted her.

T25  Used E for her past feelings.

C26  The client then moved back towards the feelings.

T26  I could have used silence here.
C27 Um-hum.

T27 …of Billy and so that’s scary and so you find yourself pulling back.
Sounds like, sounds like you’ve been hurt.

C27 …

T27 Need to be careful not to judge by saying “you’ve been hurt.” Could have used silence here…slow myself down and not feed the client the words so much.

C28 Um-hum.

T28 …quite a bit in relationships.

C28 …

T28 Completing my thought.

C29 Yeah.

T29 That would make me want to throw my hands up and say forget it, too.

C29 …

T29 Helpful use of SD.
ANALYSIS OF INTERVIEW

The core conditions used included empathy, concreteness, immediacy, and self-disclosure. I also believe I was genuine throughout. Through the use of these core conditions, the client seemed to get a little more in touch with her feelings. Although I showed respect for the client’s values and strengths, I need to be careful not to make statements that disrespect/judge people the client talks about. I need to monitor my own feelings about others’ behaviors, and remember to leave them out of my responses, especially if I feel judgmental. I could have tried confrontation to note the discrepancy in that she said she doesn’t want a relationship right now in order to focus on herself, but later said she got scared and was running from the relationship. Consistent, gentle confrontation might help this client break through her apparent denial. I think my own pressure to respond and show understanding of the client’s situation kept me from allowing silences that might have been helpful for the client to stay with her immediate experience and feelings.

Overall, I believe this portion of the session was somewhat helpful to the client. My strongest skills were empathy and immediacy. Working at leaving others out of my responses would help me personalize more and also help me avoid judgment. Avoiding responding to the client’s “story” would improve the session, as that tends to lead the client back to others and into her head. As suggested earlier, allowing for more silence and the use of confrontation would also improve the session.
Instruction for Keeping a Journal

1. Keeping a Journal is a required part of your practicum experience.

2. Purposes: The log serves several purposes. First, it becomes another way for you to communicate with your supervisor. There are so many aspects to learning to counsel that it is difficult to keep track of them all. Many times questions will occur to you when you do not have the opportunity to discuss them; noting them in your log keeps them from being forgotten, and it gives your supervisor a chance to respond. Reactions to what takes place in the practicum group or to interactions with classmates or interns or supervisor can be noted in the log. Many times you will find reason to be in opposition to what you hear and see, the log is an appropriate place to voice your position, if the opportunity to do so orally does not present itself.

Second, it is a depository for your learnings about the skill and art of counseling. Put your notes in it, whether they come from the class experience, your own thinking, or from your readings.

Third, it should contain your ongoing evaluations of your own development as a counselor. Discuss yourself, your counseling behavior, your feelings, the personal problems you encounter as you try to develop counseling skills, your interpersonal behavior, your achievements.

Fourth, it should contain your thinking about your own goals: learning goals, client-related goals, and professional goals.

Fifth, it is a place for you to ruminate about your client or clients. The diagnostic process is one of continual re-analysis, and your log is a good place to think through whatever evidence is presented in counseling.

3. Some guidelines: Write in your log for your own sake. If it is well done, it will become of lasting value to you after the course is over. It is your personal record of all that has gone on in the course. Do not write to impress your supervisor. The log is not seen as busy work. What goes in it should be of worth to you: Question the meaning of your entries.

4. Format: The log is not seen as polished prose. It is basically a notebook. Therefore, rewriting is unnecessary. Type or write legibly. Use only one side of paper. Leave wide margins for supervisor comments.
5. How much? There is no limit on amount. Make at least one entry a week and write all you can think of at that time. React to each class meeting, group meeting, client session (but do NOT rehash session, give reaction). Date your entries and keep up to date. It is a good practice to set aside a time or times when you can work on your Journal undisturbed. Leave spaces between entries.

6. Who reads it and when? Only the instructor will be reading the Journal. The content of course, will be kept confidential to insure your privacy and encourage as much freedom of self-expression as possible. Journals will be submitted to the instructor two times during the term.

**Emergency Procedures**

If you suspect abuse of any kind, suspect client is severely depressed, suicidal, pathological, or in need of medication, immediately call the instructor.
EVALUATION

Refer to your syllabus for the specific grading criteria and evaluation procedures used by your instructor.

Each student will meet individually with his or her instructor both at the mid-point of the semester and at the end of the semester. At these sessions the instructor will review student’s progress and highlight areas for further improvement.

While evaluation of student progress is an ongoing activity, a Clinical Review Committee is charged with reviewing student progress at two critical points in the program. Initially, students enrolled in the Individual Practicum (COUN 208) are evaluated for appropriate progress and appropriate professional predisposition by the clinical staff. Typically, the students enrolled in the COUN 208 course are in their second or third semester of the program, which translates to six to twelve units into the program.

The process includes a review of the students’ files and oral evaluation by faculty members. Results of the review are documented in the Students’ file and kept locked in the departmental office. At times, a personal interview with the student is necessary and a formal meeting with the Clinical Review Committee is conducted. The student is informed of his or her deficiencies and a plan for remediation is developed, written, signed by the student and faculty members of the Clinical Review Committee and placed in the student’s file. A follow-up meeting is conducted at a future date. If a conflict between a faculty member and a particular student is present, the faculty member may abstain from taking part in the interview process.
MEMORANDUM OF UNDERSTANDING (MOU)-Example

At mid-point, should there be any areas an instructor determines need attention that could impede student’s ability to demonstrate sufficient skill to receive a B or better, the instructor will prepare a Memorandum of Understanding for the student to clarify all areas that need attention to receive a B or better. The following is an example of what the MOU may look like. However, specific areas to be addressed will differ according to the unique situation of a student.

It is our mutual understanding that in order to fulfill the requirements for a grade of B or better in COUN 208, the student must achieve the following criteria:

A. COUNSELING COMPETENCE

1. Demonstrate consistent improvement in the core condition of Empathy through:
   a. Increase in the use of accurate and specific empathic reflections of feelings.
   b. Decrease in responses/questions which encourage clients to intellectualize or otherwise interpret, relate to behaviors of others.

2. Demonstrate consistent improvement in the core condition of Respect through:
   a. Significant progress toward fully eliminating judgmental/evaluative responses regarding feelings, behaviors and attitudes of clients and others clients talk about.
   b. Significant decrease in the use of rhetorical and otherwise closed questions which may direct the session and can imply disrespect for the client’s ability to take charge.
   c. Significant decrease in responses, which may assign responsibility for client’s feelings to other people’s actions that, can undermine client’s personal power.

3. Continue to demonstrate improvement in the core condition of Concreteness through:
   a. Decrease in the use of closed questions which may cut off in-depth, concrete exploration by clients.
   b. Increase in the usage of feelings vocabulary by volume and variety to help clients clarify concretely what is expressed in vague and general terms.

4. Consistent improvement in the core condition of Immediacy through:
a. Increases in responses that reflect and encourage client exploration of in-session behaviors.

b. Decreases in responses that refer to the past and/or to persons other than the client.

c. Increase in responses that encourage clients to personalize, address and try new behaviors in session.

d. Increase in responses that relate directly to the counselor-client relationship.

5. Consistent improvement in the core condition of, especially immediate, Confrontation, i.e., encouraging clients to see and explore discrepancies between verbalizations and body language and/or other immediate behaviors.

B. OTHER CLASS REQUIREMENTS

It is understood that other criteria for a B grade or better will be met as long as the current level of skill is maintained and all required assignments continue to be completed accurately, fully and on time: e.g., Observation Sheets, Case Write-Ups, Session Notes, Case Summaries, and Activity log.

_________________________________________    _______________________
Signature of Student                          Date

_________________________________________    _______________________
Signature of Instructor                        Date
# COUNSELOR TIME SHEET

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<th>TIME</th>
<th>SESSION NO.</th>
<th>AUDIO/VIDEO-TAPPED?</th>
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GUIDE FOR OPENING SESSION

GREETING: Introduce yourself; remind client that you’re a graduate student in the CSUF Counseling Program; ask by what name he/she would like to be addressed; respond to any immediate concerns, nervousness, etc.

INFORMED CONSENT: Let client know that before you begin we need her/his consent to counseling. Give client the Application for Counseling and explain what’s on it:

1) Reasons for audio taping, video taping, observers (instructor and class members) – learning/skill development; focus is on counselor; if acquainted with him/her will not observe or be part of consultation; tapes will be erased. Questions/concerns? Address any concerns, use immediacy/self-disclosure/genuineness/empathy/concreteness.

2) Limits of confidentiality:
   a) Danger to self or others (as in potential suicide or homicide).
   b) Child, elder, dependent adult abuse or neglect. (can help to give example of abuse)
   c) Court order to release information.
   d) Otherwise need written permission.
   e) Questions/concerns? Address concerns.

Have client read and sign the application. Give him/her the Client’s Rights/Responsibilities form to read and take home. Excuse yourself to go turn on your tape.

When you return, check to see if there are any immediate questions about the form. (She/he can finish reading the form at home if not done and raise questions next session.)

RULES/BOUNDARIES: Explain the following, off and on asking if client has questions or concerns:

1) Will always meet him/her in the waiting area, may use any of several different booths.
2) Time limitations – 40 minutes, beginning on the hour to correspond with class schedules.
3) Reasons for keeping regular meeting times (e.g. to promote continuity, to assure all 174 students are able to meet their requirement for sessions, etc.).
4) Verify number of sessions required for her/him; show him/her the form you will be completing to verify attendance.
5) Go over Counselor Evaluation Form; request that he/she complete following each session and return to you at the beginning of the next session; explain that it is to help you improve your skills.
6) Explain that, in addition, there may be times when you excuse yourself to go out for a moment mid session to receive immediate feedback regarding your counseling. There may also be times (when it would be especially helpful) that someone may knock on the door for you to come out and get some immediate feedback. One of the benefits of being observed is that this kind of very helpful feedback can happen. If someone knocks on the door, it does not mean you are doing something wrong, nor does it mean client is doing something wrong.
7) Explain what to do in the event that an unavoidable conflict arises and he/she cannot make a session: Call 278-0200, leave a message being sure to indicate YOUR NAME, as all counselors receive messages at that #. Request a call as well, if unavoidably detained and will be late.
REGROUP/SELF-CHECK: Take a deep breath, rethink whether you’ve covered everything, check guide if needed.

TRANSITION TO “BEGINNING”:

1) Ask if client has ever been in counseling, if so, what was that like for her/him.
2) Ask if she/he has any expectations/definitions/understandings about counseling or the role of the counselor.
3) Define your view of counseling and the role of the counselor, relate it to his/her view/expectations and how you hope it will fit with that. Address any questions or concerns about the counseling process or your role. (This is a time to be very respectful of differing views and to work at defining how what you can do is consistent with/complements what he/she expects.)
4) Ask if she/he has thought about what she/he would like to see happen in the sessions/what he/she would like to work on or explore/what she/he would like to gain from the counseling sessions. If client does not take the lead here, address that with immediacy and empathy; but in the first session it’s also appropriate to spend some time getting to know the client to help build rapport. Thus, you can provide a catalyst by suggesting he/she might start by telling you a little about him/herself. (This can actually be an opportunity to get some of the history for case write-ups.)

THE “BEGINNING”: Let the client take the lead, follow using your skills. Use one of the helpful openings you learned in COUN 200.

CLOSURE: Leave approximately 3-5 minutes this first session for closure items. Find an opportune moment to say “we have just a few minutes left. . . . . . ”

1) Summarize the most poignant points client raised. Be sure to include verbalizing the feelings expressed (verbally and nonverbally). This is often an opportunity to identify a goal client may have brought up or alluded to. Be sure to check in on whether client thinks you ‘got it right’ or whether there is something else that is especially important to him/her.
2) Check in on how client is feeling right now, as you finish your first session. Use empathy and other core conditions to respond to the feelings.
3) Remind him/her that you will be meeting at the same time next week, and make a welcoming comment like “I look forward to seeing you again.”
4) Remind her/him to please complete the Evaluation form and return it to you at the next session.
5) Walk client out into hallway to say goodbye. DO NOT walk him/her all the way down the hall. DO NOT continue discussion in the hallway, as that is not a confidential setting.

NOTE: Throughout, use immediacy, empathy, genuineness, concreteness, etc. to address concerns and begin building the therapeutic alliance (counseling relationship).
OPENING SESSION CHECKLIST

_____ Introduce self

_____ Graduate student in CSUF Counseling Program

_____ Hand client Application for Counseling Form and verbally go over it

_____ Explain reasons for audio-taping and video-taping – focus on counselor and for counselor’s learning, will be kept confidentially and erased at end of semester… Questions? (Use immediacy if client is uncomfortable with it.)

_____ Observed by teacher and classmates; focus on counselor to give feedback; if classmate knows client, will not observe or participate in discussion; confidentiality maintained by classmates… Questions? (Use immediacy.)

_____ Limits of confidentiality: danger to self or others; suspected child, elder or dependent adult abuse or neglect; court order…Questions?

_____ Have client read and sign Application, also print name on line at top of form

_____ Give client “Rights and Responsibilities” form to begin reading, while you take Application to instructor and turn on your tape

_____ Have client take “rights” form home to finish reading. Do note the info on back with request to call phone number if need to cancel. Write your phone number on form also, if you’re willing to do so.

_____ Go over time limits: Session length, 40 min. with break halfway for feedback

_____ Respectfully assert need for regular attendance and being on time, in order for us to meet the needs of all the 174 students

_____ Go over Counselor Evaluation form. Explain its use and why. Ask client to take a moment at the end of each session to complete and leave in box. Show client where box is at end of session.

_____ Go over Proof of Sessions form, including that you will complete after each session and give to them at the last session

_____ Questions about anything covered so far?

_____ Ask client if ever been in counseling. If so, how was that for them?

_____ Ask client if any expectations about counseling

_____ Define your view of your role and counseling, if different from client’s

_____ Ask if they’ve thought about what they’d like to work on in counseling or where they’d like to begin tonight. (If haven’t, give them time to think.)
APPENDIX C

CALIFORNIA STATE UNIVERSITY, FRESNO

School of Education & Human Development

Record of Counseling Sessions

Client ______________________________________

Class ___________________________ Referring Instructor ______________________

Counselor ______________________________________

<table>
<thead>
<tr>
<th>Session Number</th>
<th>Date</th>
<th>Counselor’s Initial</th>
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<tbody>
<tr>
<td>1</td>
<td></td>
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<tr>
<td>8</td>
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</table>

This is to certify that ___________________________ has completed

_________ counseling sessions through the Department of Counseling & Special Education’s Counseling Practicum. This form will be returned to the above named instructor to verify said student’s participation in this learning experience.

Client ______________________________________

Counselor ______________________________________

Practicum Supervisor __________________________

Date ______________________________________
APPLICATION FOR COUNSELING
PERMISSION TO RECORD

NAME__________________________________________

I understand that the Education Learning Laboratory is a facility for the training of University students and all interviews with clients may be viewed by supervisors and students in training. All sessions are audio/video recorded. I understand that these recordings are used only for education and training under the supervision of qualified professionals. I realize that all information is confidential and will be released only upon receipt of written authorization from the client.

Your relationship with the counselor is confidential except when you give written permission. However, there are some circumstances in which your counselor is legally and/or ethically mandated to break confidentiality. Examples of those circumstances may include certain life or death emergencies; if your counselor believes you intend to harm yourself or others; in the case of suspected child, elder, or dependent-adult abuse or neglect; and by court order.

We want to meet your needs in the best way possible and would like your feedback on the services you receive here. Your feedback and suggestions are important, so please be open in sharing them with your counselor and with your instructor, if you are doing this as part of a requirement for a class.

Signature  ________________________________________________

Date  ____________________________________
The Counseling Learning Laboratory is a counseling and training center operated by the School of Education and Human Development at California State University, Fresno. Our services are available to anyone in the greater Fresno-Clovis metropolitan area. It is not necessary for you to be a student to utilize our services.

The counseling staff consists of graduate students in the Counselor Education Program at CSUF. Counselors are supervised by a licensed Marriage, Family and Child Counselor and/or Counselor Education faculty members.

This form explains your rights as guaranteed by professional codes of ethics and by California law, your responsibilities as a consumer of services, and our responsibilities as staff members.

If you have questions regarding your counseling, feel free to ask your counselor.

**Your Rights:**

1. You have the right to be treated with dignity and respect. You will be asked to disclose only that information which is necessary to the understanding of your concerns.

2. You have the right to privacy. Although this is an educational center, your permission is required for observation and for video or audio taping of your sessions. Tapes are used only under supervision of qualified professionals for the education and training of your counselor.

3. You have the right to confidentiality. Information revealed by you will remain within this professional setting. There are, however, legal exceptions to this right; information must be divulged (a) when ordered by the court, or, (b) when the counselor determines that you present a threat to yourself or others. California law requires the report of any known or suspected instance of child abuse or neglect.

4. You have the right to be informed about the counseling process and how it can be of assistance to you.

5. You have the right to an appropriate referral when the need is indicated.

6. You have the right to a descriptive interpretation of test results (if any).
Your Responsibilities:

To gain maximum benefit from your experience, it is your responsibility to:

1. Keep scheduled appointments and be on time.
2. Call your counselor at ______________________ at least 24-hours in advance if you must miss a session.
3. Attend sessions free from the influence of alcohol and other drugs.
4. Participate fully in the sessions by being open with your questions and responses.
5. Provide your written consent for the release of information when you understand it to be helpful to the counseling process.
6. Complete homework assignments as agreed upon during your sessions.

Our Responsibilities:

All Counseling Learning Laboratory staff and supervisors adhere to the ethical standards set forth by the American Counseling Association and the California Association of Marriage and Family Therapists. Copies of these standards are available upon request.

As part of the provision of services, it is our responsibility to:

1. Inform you as to our perception of your concerns, and utilize appropriate counseling techniques.
2. Discuss the extent of any risk involved.

Should Conflict Arise:

Should conflict arise between you and your counselor, it is a joint responsibility to discuss and resolve the issue. If necessary, the practicum supervisor(s) may intervene to mediate concerns.
COUNSELOR EVALUATION  
APPENDIX F

(Please read each statement and circle the response that matches your experience)

During the counseling session, I felt the counselor:

<table>
<thead>
<tr>
<th></th>
<th>Not At All</th>
<th>Very Much</th>
<th>Not Apply</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Was able to understand my feelings and experiences.</td>
<td>1 2 3 4 5 0</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Cared for me as a unique person.</td>
<td>1 2 3 4 5 0</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Was alert and attentive to me.</td>
<td>1 2 3 4 5 0</td>
<td></td>
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<tr>
<td>4</td>
<td>Was spontaneous and genuinely him/herself.</td>
<td>1 2 3 4 5 0</td>
<td></td>
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<tr>
<td>5</td>
<td>Was concrete and specific about my concerns.</td>
<td>1 2 3 4 5 0</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Showed his/her own experiences in a way that was helpful to me.</td>
<td>1 2 3 4 5 0</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Challenged me to notice discrepancies or distortions in my perceptions.</td>
<td>1 2 3 4 5 0</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Was willing to discuss our relationship with me.</td>
<td>1 2 3 4 5 0</td>
<td></td>
</tr>
</tbody>
</table>

(Please read each statement and circle the response that matches your experience)

During the counseling session, the counselor helped me to:

<table>
<thead>
<tr>
<th></th>
<th>Not At All</th>
<th>Very Much</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Be more aware of myself.</td>
<td>1 2 3 4 5 0</td>
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<tr>
<td>2</td>
<td>Identify my belief in my ability to change.</td>
<td>1 2 3 4 5 0</td>
</tr>
<tr>
<td>3</td>
<td>Identify my concern in specific and concrete ways.</td>
<td>1 2 3 4 5 0</td>
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<tr>
<td>4</td>
<td>Express my true concerns and feelings to others.</td>
<td>1 2 3 4 5 0</td>
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<td>5</td>
<td>Increase my awareness of the present moment.</td>
<td>1 2 3 4 5 0</td>
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<tr>
<td>6</td>
<td>Confront discrepancies in what I say and what I do.</td>
<td>1 2 3 4 5 0</td>
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<tr>
<td>7</td>
<td>Clarify my concerns.</td>
<td>1 2 3 4 5 0</td>
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<tr>
<td>8</td>
<td>Understand myself better.</td>
<td>1 2 3 4 5 0</td>
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<tr>
<td>9</td>
<td>Gain a new perspective on my problem.</td>
<td>1 2 3 4 5 0</td>
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<td>10</td>
<td>Say what I was unable to say.</td>
<td>1 2 3 4 5 0</td>
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<tr>
<td>11</td>
<td>Set goals.</td>
<td>1 2 3 4 5 0</td>
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<tr>
<td>12</td>
<td>Identify ways to reach my goal.</td>
<td>1 2 3 4 5 0</td>
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<tr>
<td>13</td>
<td>Take action toward my goal.</td>
<td>1 2 3 4 5 0</td>
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</table>

YOUR COUNSELOR’S NAME: | Date:

<table>
<thead>
<tr>
<th>Counseling Office:</th>
<th>Learning Lab</th>
<th>Counseling Center</th>
<th>Other</th>
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</thead>
<tbody>
<tr>
<td>Time:</td>
<td>MW (AM)</td>
<td>MW (PM)</td>
<td>TTH (AM) TTH (PM)</td>
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</tbody>
</table>
APPENDIX G
Practicum in Individual Counseling
MIDTERM EVALUATIONS
Semester:

Student Name: __________________________

<table>
<thead>
<tr>
<th>O</th>
<th>G</th>
<th>W</th>
<th>P</th>
<th>CHARACTERISTICS/DESCRIPTIONS</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Use of unconditional regard for client(s)</td>
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<td>Use of empathy</td>
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<td>Use of facilitative genuineness</td>
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<td>Use of appropriate self-disclosure</td>
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<td>Use of immediacy</td>
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<td>Use of therapeutic confrontation</td>
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<td>Use of concreteness</td>
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<td></td>
<td>Respectful of client (needs, values, strengths)</td>
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<td>(non-judgmental, silences, time boundaries)</td>
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<td>Consistency in making improvement</td>
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<td>Overall quality of the therapeutic alliance</td>
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<td>Able to understand and discuss client issues and concerns</td>
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<td>(assessing client dynamics)</td>
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<td>Receives feedback from supervisors and peers in an</td>
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<td>emotionally mature manner (is open, non-defensive)</td>
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<td>Demonstrates responsible behavior for personal issues</td>
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<td>impeding counseling skill development</td>
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<td>Supports colleagues in their skill development process</td>
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<td>Gives useful feedback in sensitive manner</td>
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<td>Demonstrates supportive, fully participative and collegial</td>
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<td>behavior with peers</td>
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<td>Is present and on time for all classes (unless prior notice is</td>
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<td>given)</td>
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<td>All paper work done promptly and accurately</td>
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<td>Follows all policies as specified; follows directions</td>
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<td>Adheres to ethical standards; understands commitments to</td>
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<td></td>
<td></td>
<td></td>
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<td>clients</td>
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</tbody>
</table>

Legend: O = Outstanding  G = Good  W = Weak  P = Poor

Comments: __________________________

Student Signature   Supervisor Signature   Date
COUN 208
Practicum in Individual Counseling
FINAL EVALUATIONS
Semester:

STUDENT NAME:

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>CHARACTERISTICS/DESCRIPTORS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Mastered unconditional regard for client(s)</td>
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<td></td>
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<td>Mastered empathy</td>
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<td>Mastered facilitative genuineness</td>
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<td>Mastered appropriate self-disclosure</td>
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<td>Mastered immediacy</td>
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<td>Mastered therapeutic confrontation</td>
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<td>Mastered concreteness</td>
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<td></td>
<td>Was respectful of client (needs, values, strengths) (non-judgmental, silences, time boundaries)</td>
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<td></td>
<td>Demonstrated consistent improvement</td>
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<td>Overall quality of the therapeutic alliance</td>
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<td></td>
<td>Received feedback from supervisors and peers in an emotionally mature manner (was open, non-defensive)</td>
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<td></td>
<td>Utilized feedback in subsequent sessions (integration of feedback to practice)</td>
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<td>Demonstrated responsible behavior for personal issues impeding counseling skill development.</td>
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<td></td>
<td>Gave useful feedback in sensitive manner</td>
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<td>Demonstrated supportive, fully participative and collegial behavior with peers.</td>
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<td>Was present and on time for all classes (unless prior notice is given)</td>
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<td>All paper work was done promptly and accurately</td>
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<td>Followed all Practicum policies as specified</td>
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<td>Adhered to ethical standards; understands commitment to clients</td>
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</tbody>
</table>

Legend:
A = Outstanding  B = Good/Above Average  C = Average
D = Poor        F = Serious deficiencies and/or Ethical breaches

Course Grade:

Comments:

_________________________  ________________________  __________
Student Signature  Supervisor Signature  Date
Grade Descriptions

COUN 208: Counseling Practicum

A = Outstanding counselor (may include the following conditions).
- Demonstrated mastery of the "core conditions".
- Consistent; steady improvement
- Contributes positively to client growth
- Makes use of feedback from supervisors and peers; never says, "yes, but..."
- Seeks self-improvement opportunities; doesn't wait to be told; seeks new learning opportunities
- Supports colleagues in the development process
- Gives useful feedback in sensitive manner
- A strong contributor at case staffing sessions
- Is noticeable that student is avid professional reader
- Is present and on time for all classes (unless prior notice is given)
- All paper work done promptly and accurately
- Follows all policies as specified; follows directions
- Adheres to ethical standards; understands commitments to clients

B = Good counselor (may include the following conditions)
9. Demonstrated competency with the "core conditions"
10. Positive, yet "spotty" progress, plateaus
11. Contributes positively to client growth
12. Could make better use of supervisor and peer feedback; rarely, if ever, says, "yes, but..."
13. Open to self-improvement opportunities
14. Could be more supportive of fellow students
15. Could be a better contributor at case staffing sessions
16. Is noticeable that student reads professional materials
17. Is present and on time for all classes (unless prior notice is given)
18. All paper work done promptly and accurately
19. Follows all policies as specified; follows directions
20. Adheres to ethical standards; understands commitments to clients

C = Weak counselor (given some of the following conditions, may be asked to drop)
7. Conceptually unable to implement "core conditions" in a consistent manner
8. Long no-growth periods, persistent plateaus, or decline in skill level
9. Does not contribute to client growth
10. Defensive with feedback; frequently says, "yes, but..."
11. Paper work done not promptly and accurately
12. Does not follow all policies as specified; does not follow directions
13. Does not adhere to ethical standards; nor understand commitments to clients

D = Poor, destructive counselor (will likely be dropped)
- These individuals are not making progress in their counseling skill development.
  People in this category are generally very nice people with a great deal of potential, however due to pressing issues in their own lives, are not able to meet with clients and be helpful. If your are not "making-it" in this experience, we will be direct and let you know.
APPENDIX H

CALIFORNIA STATE UNIVERSITY, FRESNO
School of Education and Human Development
Counseling Learning Laboratory

OBSERVATION FORMAT

Please use notebook/notepad paper for written feedback. The contents should include the following information:

Observer_________________________ Counselor_________________________
Client___________________________
Date Observed_____________________

The Counseling Interview:

In commenting on this interview, you should direct your remarks to:

a. The opening and closing portions of the interview
b. The client’s areas of interest or problems as you see them.
c. The communication skills and methods employed by the counselor.
d. The client-counselor relationship.
e. Positive reactions to the interview.
f. Things that I would have done differently or that I feel needed improvement.
g. Other comments.

Guidelines to Written Observations and Oral Feedback

1. How do you feel about the opening and closing sections of the interview?
   Examples:
   Opening - a. Felt open, led to client taking charge (give example).
      b. Seemed somewhat directive (give example).
      c. Used closed/limited response questions (give example).
   Closing - a. Felt complete. Had client note important points of session. Checked on immediate feelings. Checked on potential follow through for week (action steps).
      b. Felt abrupt. No check on feelings, insights or possible action steps.
2. What is/are the client’s problem(s) or area(s) of interest?
   Keep this brief. Think in terms of themes that could or seem to follow through from one situation or relationship to another (especially those being observed happening in the session). Use tentative language. Do not label/judge client. Personalize (the problem must be the client’s).

3. What core conditions is the counselor using?
   Give at least one example of each one used. (e.g., E/I - You sound angry given as you say that.) Try the following code for quick writing:
   
   - E = Empathy
   - I = Immediacy
   - CF = Confrontation
   - CC = Concreteness
   - R = Respect
   - G = Genuineness
   - S = Self-Disclosure

4. What is the counselor/client relationship like?
   Examples:
   a. Rapport seems to be building, client still appears somewhat guarded.
   b. Seem very connected. Client apparently willing to share deeply. Counselor seems right with him.
   c. Seems distant. Talking a lot about others. Incongruent laughter on both parts.
   d. Seems strained. Counselor may be pushing beyond client’s growth edge.

5. What positive reactions do you have to the interview?
   Examples:
   a. I was touched by apparent depth of empathy and immediacy, e.g., acknowledging tears of sadness seeming to want to flow.
   b. I clearly saw the value of immediacy when.

6. What negative reactions do you have to the interview?
   Examples:
   a. confused when.
   b. getting bored/frustrated when.
   c. uncomfortable when counselor seemed to rescue/minimize/etc., e.g.
   d. seemed to be many thinking words, like.
   e. seemed to miss opportunities to, like when.
   f. felt unfinished when.

7. How would you improve the interview? Examples: I might try ......
   a. confrontation when.
   b. using silence when.
   c. finding ways to personalize more, like.
   d. more immediacy regarding client’s concern about counseling process
e. addressing client’s apparent anger at counselor when. . . . . . . . . . . .

8. Additional comments:
   Anything goes here that’s respectful and helpful if it does not fit another category, or your didn’t have space to include in another category.

NOTE: Verbal feedback after session, since time limited, should focus on use of the core conditions to begin exploring especially effective moments, points of frustration/blocks/etc., and the feeling/issues possibly associated with them in order for counselor to gain awareness of strengths/stumbling blocks. It’s a debriefing time more than a critiquing time.

NOTE: Verbal feedback on recordings uses similar critique format as on observation sheets. Note concisely your immediate observations of especially effective or problematic moments. (Excessive verbal feedback makes listening to tapes difficult. Important feedback at key moments is very helpful to counselor.) Focus on counselor. Be respectful. Note uses of core conditions, missed opportunities to use core conditions, etc. Do not analyze or interpret client responses. However, if you believe client is expressing something counselor might be missing, do note it. Examples are as follow:

   Wow, seems deeply empathic.
   Very immediate.
   She’s laughing incongruently, confront it.
   Maybe it’s “abandoned”.
   Closed question.
   It’s starting to feel like you’re asking a lot of questions.
   Try personalizing he’s talking about brother’s problems again.
   Were you rescuing him from his anger here?
   What are you feeling/thinking here? Your response seemed off track.
   Uh oh, advice.
   Sounds like you’re interpreting here.

NOTE: Don’t forget to acknowledge what counselor is doing well in all feedback. It’s very easy to get lost in what’s not working or missing. Students need to be able to identify strengths in sessions in order to build on their strengths.
### APPENDIX I

Coun 208. Instructor and Intern(s) Evaluation  
(Please use one form for each person)

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Class</th>
<th>Semester</th>
<th>Supervisor</th>
<th>(Indicate whether Instructor or Intern)</th>
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1. Provides me with useful feedback regarding counseling behavior.  
2. Helps me feel at ease with the supervision process.  
3. Makes supervision a constructive learning process.  
4. Provides me with specific help in areas I need to work on.  
5. Addresses issues relevant to my current concerns as a counselor.  
6. Helps me focus on how my counseling behavior influences the client.  
7. Structures supervision appropriately.  
8. Adequately emphasizes the development of my strengths and capabilities.  
9. Enables me to brainstorm solutions, responses, and techniques that would be helpful in future counseling situations.  
10. Enables me to become actively involved in the supervision process.  
11. Makes me feel accepted and respected as a person.  
12. Deals appropriately with the affect in my counseling sessions.  
13. Deals appropriately with the content in my counseling sessions.  
14. Motivates me to assess my own counseling behavior.  
15. Is helpful in critiquing report writing.  
16. Appropriately addresses interpersonal dynamics between supervisor and counselor trainee.

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<thead>
<tr>
<th></th>
<th>Strongly disagree</th>
<th>Somewhat agree</th>
<th>Strongly agree</th>
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<td>17.</td>
<td>Can accept feedback from counselor trainee.</td>
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<td>18.</td>
<td>Helps reduce defensiveness in supervision.</td>
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<td>19.</td>
<td>Enables me to express opinions, questions, and concerns about my counseling.</td>
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<td>20.</td>
<td>Prepares me adequately for my next counseling session.</td>
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<td>21.</td>
<td>Helps me clarify my counseling objectives.</td>
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<td>22.</td>
<td>Provides me with the opportunity to adequately discuss the major difficulties I am facing with my clients.</td>
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<td>23.</td>
<td>Encourages me to conceptualize in new ways regarding my clients.</td>
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<td>24.</td>
<td>Motivates me and encourages me.</td>
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<td>25.</td>
<td>Challenges me to accurately perceive the thoughts, feelings, and goals of my client and myself during counseling.</td>
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<tr>
<td>26.</td>
<td>Gives me the chance to discuss personal issues related to my counseling.</td>
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<td>27.</td>
<td>Is flexible enough for me to be spontaneous and creative.</td>
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<tr>
<td>28.</td>
<td>Focuses on the implications and consequences of specific behaviors in my counseling approach.</td>
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<tr>
<td>29.</td>
<td>Provides suggestions for developing my counseling skills.</td>
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<tr>
<td>30.</td>
<td>After demonstrating competency with the Core Conditions, encourages me to use new and different techniques when appropriate.</td>
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<tr>
<td>31.</td>
<td>Helps me to define and achieve specific concrete goals for myself during the practicum experience.</td>
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<tr>
<td>32.</td>
<td>Gives me useful feedback.</td>
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<tr>
<td>33.</td>
<td>Helps me organize relevant case data in planning goals and strategies with my client.</td>
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<td>34.</td>
<td>Helps me develop increased skill in critiquing and gaining insight from my counseling tapes.</td>
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<tr>
<td>35.</td>
<td>Allows and encourages me to evaluate myself.</td>
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36. Explains the criteria for evaluation clearly and in behavioral terms. 1 2 3 4 5 6 7

37. Applies criteria fairly in evaluating my performance. 1 2 3 4 5 6 7

**Additional comments:**

This form was developed by Janine M. Bernard (1976; revised, 1981).
AUTHORIZATION TO RECEIVE OR RELEASE INFORMATION

I hereby authorize_______________________________________to receive, release, or discuss information relating to my psychotherapy with/to

___________________________________________________________.

A photocopy of this authorization shall be as valid as the original.

Date: _________________   Signed: ___________________________  
   (signature of client/parent or conservator)

Date: _________________   Signed: ___________________________  
   (Counselor Trainee)

Date: _________________   Signed: ___________________________  
   (Supervisor)
NO-HARM CONTRACT

I, ________________________________, agree not to kill or harm ________________________________ myself in any way for the next ________ days. I also agree to do the following if I feel the urge to hurt or kill myself:

1. I will call and talk to someone at the Help Now Crisis Line, 435-7669, and/or will call 911 for emergency assistance.

2. I will call two friends or family members for support.

Names: __________________________________________________________.

3. I will call and leave a message for my therapist.

4. I also agree to keep my next scheduled appointment at the CSUF Counseling Learning Laboratory on ____________________.

   (day, date, time)

5. If I do not attend that appointment or make satisfactory alternate arrangements with my counselor, ____________________, I understand that he or she may take ____________________________ emergency actions deemed necessary, including notifying the authorities of my condition.

6. I understand that this contract will be regularly reviewed by myself and my counselor.

_________________________________________    ______________________
Client Signature                          Date

_________________________________________    ______________________
Counselor Signature                        Date
ACA APPLICATION

Please visit http://www.counseling.org/ to apply online.

CAMFT APPLICATION

Please visit www.camft.org to apply online.
APPENDIX M

CASE WRITE-UP GUIDELINE

FORMAT 1

Case write-ups or reports are required in many situations in school settings and community agencies. It is important that you learn to write concise, well-organized reports, as many individuals associate competency as a counselor with ability to write well. Report writing in this class will help you organize your thinking, plan for future sessions, and express yourself clearly and accurately.

A. **Client’s Name** (first name only):
   - Date seen:
   - Session number:
   - Session length:
   - Counselor’s name:

B. **Identifying Data:** Age, ethnic background, sex, residence, marital status, occupation, employment status, student (major, etc.). (This section may not be complete after first session.).

C. **Descriptive Information:** Appearance, clothing, grooming, courtesy, cooperation, attitude toward being interviewed, facial expression, mannerisms, affect and mood, any peculiarities of mental activity, thought content, etc.

D. **Background Information:** Relevant data about family, both family of origin and family of procreation, current living situation, health status, current medication, history of substance abuse, history of physical, sexual, and emotional abuse. (This section may not be complete after first session.).

E. **Presenting Problem:** Nature of presenting problems, their development, and ways client has tried to cope with them including past counseling. Include assessment of client’s emotional state as it relates to the problem. Mention client strengths, coping skills and style. This is a place to attempt a diagnosis.

F. **Desired State/Goals:** What outcome would the client like to have as a result of counseling? What outcome would the counselor, like to see — if this differs? How will you and the client know things are different — stated in measurable and verifiable, behavioral terms?

G. **Assessment of Session:** Issues explored, techniques used, core conditions utilized, (including examples) what worked, what didn’t work and why?

H. **Plan for Next Session:** Briefly describe how the counselor intends to proceed with the next session, e.g., explore certain specific issues further, use a specific technique such as role playing, etc., and why.
CASE WRITE-UP GUIDELINE
FORMAT 2

Counselor: (your name)
Client: (client’s first name only)
Date of Session: (date you saw client)
Date of Report: (date of write up)
Session Number: (1st, 2nd, etc. session with the client?)

Presenting Concern: What the client says they’re coming to counseling for (i.e., to learn more about themselves, to explore their career options, to talk about their marriage, to get help for their fear of snakes, etc.)

Session Overview: What topics were covered, what things were said, summarize important facts and information or client background (i.e., John talked about his fear of snakes and how he has had this fear since a 3rd grade field trip to the desert...)

Subjective Observations: Your impressions of the session and how it went, what you thought about how you perceived the client to be thinking, feeling and behaving. Your reactions to the session overall. (Note: these are your impressions and opinions as opposed to observable facts; i.e., The session seemed to go slow, John seemed quiet and unresponsive. I may have been pushing him too hard to confront his fear of snakes by holding the Boa Constrictor,...).

Objective Observations: Objective facts about what went on in the session. Observable occurrences such as if the client arrived on time, how they were dressed/groomed, what their posture, gestures and body language, were like, etc. (i.e., John arrived 15 minutes late for the session and was disheveled in appearance. He wore torn, dirty jeans and a ripped T-shirt. His hair was ratted and dirty and he appeared not to have bathed recently. He sat with his head down and wrung his hands constantly...)

Intervention: What you did in the session, such as questioning, paraphrasing, summarizing, reflecting feelings (which ones and when). Include what you were trying to accomplish therapeutically, what techniques did you use, what approach were you coming from, etc. (i.e., I tried to use systematic desensitization by exposing John to the Boa Constrictor. When he expressed reluctance I questioned him about his feelings and tried to reflect them back to him....).

Assessment: This is your overall assessment of the client, what you see as their primary issues or concerns and your conceptualization of the case, how you think they are doing, how well they are presently functioning, what resources and strengths do they have (friends, family who are supportive, insight into their own problems and behaviors, motivation to change, etc.), what potential obstacles are there (family doesn’t want them to change, financial difficulties, fear or resistance to change, etc. ...) (i.e., John is really afraid that his mother will leave him since his parents divorce in 3rd grade, he does have his wife’s support, however, he is very fearful of new experiences...).

Self-Evaluation: How did you do, an evaluation of your performance. What might you have done differently, what else could you have done. How were you feeling during the session and why, how do you feel about this client overall and why. (I think I may have
pushed John too hard this week, perhaps I could’ve been more supportive, I felt angry when he wouldn’t cooperate with my plan...).

**Plan:** What is your treatment plan, what will you do next session, etc. (i.e., I plan to be more supportive with John and tell him we’ll go slower from now on...).
APPENDIX N

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.
CASE SUMMARY GUIDELINE
FORMAT 2

Client: (first name only)
Counselor: 
Dates Seen: (i.e., from 10/2/93 to 12/7/93)
Number of Sessions: (7)

Overview: An overview of all the sessions. (i.e., first we discussed this, then we talked about that, finally we explored...etc.)

Analysis: What you saw as the primary issues the client was facing. How you viewed the client’s struggles and how they were functioning to overcome them. What you saw as the root of client’s concerns. Your assessment of client’s strengths and weaknesses.

Intervention: What you, as a therapist, tried to do to help the client. What was your goal and how did you try to reach it.

Outcome: How the client progressed during your work together, whether as the result of therapy or other circumstances. Your assessment of client’s level of functioning at termination. How termination was decided on (your idea, client’s idea, end of 4 session, etc.). What referrals, if any, were given.
CASE WRITE-UP
EXAMPLE: FORMAT 1

Client:  
Date:  3/25/93
Session:  1  
Time:  40 minutes
Counselor:

Identifying Data:

Tina is a 21-year-old woman who is a full-time student at California State University, Fresno. She is majoring in sports physiology and hopes to be a physical therapist. She lives at home with her parents and four siblings. She comes from a conservative Armenian culture and has led a fairly protective life to this point. She is a native of Fresno.

Descriptive Information:

Tina is a rather overweight young woman who was casually but neatly dressed in jeans and sweater. She is enrolled in a Bachelor’s Degree program in sports physiology and hopes to be a physical therapist. She lives at home with her parents and four siblings and describes her life as having been “overprotected” in the tradition of the Armenian culture. She is quite verbal and actively sought out an opportunity for counseling. The Counseling 174 class is not a requirement, but rather an elective for her program and she was eager to begin the counseling process. She expressed that she is usually the person friends seek out when they have problems but has few people she feels she can disclose feelings to. She related there are significant cultural and familial barriers to self-disclosure but is desirous of having this avenue to explore feelings. She provided a fair amount of relevant history in this session as well as was able to focus on feelings of family and interpersonal conflict around individuation-separation issues, her self-doubt, and feelings of being too passive and thus “being taken advantage of.” Her thoughts flowed logically throughout the session and there was no evidence of hallucinations or delusions. She was oriented to time and place. She is of average intelligence. Her judgment seemed tentative but intact. She is not presently on any medication. Her physician is Dr. Dhillion. this is a new physician and she did not have the telephone number but will bring it in the next week.

Background Information:

Tina is a native of Fresno. She lives with her parents and four siblings at the family home. She describes her parents as conservative and protective, and describes that as the “typical Armenian family.” Her parent’s provide for her financially and she does not need to work while she is in school. No information was given in terms of her birth order. Tina disclosed that she has in the past resented her parents’ overprotectiveness and “rebelled” when she was in high school. She states she “got a lot of that” out of her system and now feels that she can focus on her studies.
She does not actively date at present but rather participates socially with groups of peers. She describes herself as somewhat withdrawn at present. Because of her lack of life experiences, however, she is quite uncertain about her career choice and whether she will be competent to pursue her chosen field. She describes herself as an A and B student but is hesitant to venture out into lab experiences. She compares herself unfavorably with peers who are more aggressive, and she deems more successful than herself. She acknowledges that she does not do well with change.

Presenting Problem:

Tina expresses concerns over familial and interpersonal conflict over individuation-separation issues, her lack of assertiveness with people and her subsequent feels of “being taken advantage of,” of being misheard and her lack of self-confidence. She also expresses some loneliness and having a sense of isolation at present. She compares herself unfavorably to many of her peers, who she describes as more successful and assertive. She is fearful of disappointing her parents and letting them down around her career choice. She has doubts about whether she will be successful in this field and may have unexpressed fears that her present major is not satisfying nor of her own choosing.

Desired State/Goals:

Tina’s stated goal is to be more independent from her family and more confident in her career choice. She also expresses a desire to be more in touch with her feelings and to be more assertive about expressing these to family and peers. She is fearful about making independent choices and would like to feel more competent and thus be open to some risk-taking (i.e., taking a part time job in the field of physical therapy to see if she would be able to meet the demands of that job and whether she would like the work). She expresses that the family has provided well for her and that their expectations and her dependency make it hard for her to express her true self to them (and perhaps also to challenge their perceptions and expectations of her).

Assessment of Session:

Tina was open and anxious to take the opportunity offered in counseling. She is struggling with individuation-separation issues, self-concept and career goals. She presents as a lonely, somewhat confused young woman who has many self-doubts. Her self is poorly defined, a result, it would seem, of overbearing, overprotective parents and a conservative, protective culture (Armenian). She was able to focus on feelings of avoidance of conflict between her and her parents through her not challenging their perception of her. She acknowledged that she is full of self-doubt about a variety of feelings and issues, including feeling whether her feelings are justified to career doubts. The counselor was able to establish rapport with empathic feeling statements but may have been too reserved or intellectual at times. The counselor utilized empathic summary statements and confrontation to elicit feeling statements from the client. The counselor effectively utilized self-disclosure at one point as a way to join with the client. The counselor could have been
more concrete at times and this probably would have elicited more specific feelings and needs from the client. The counselor utilized confrontation effectively, but perhaps could have used more feeling statements rather than intellectual ones. The counselor will focus on being more immediate with her feelings in order to elicit same from client in the future. The counselor got a lot of history, which is valuable, but needs to focus on changing questions into statements to enhance immediacy. Overall, there was a good rapport established and the counselor will build on this with feeling statements, immediacy and summary feeling statements to bring the client to a deeper level of feeling and disclosing.

Plan for Next Session:

The counselor will build on rapport established and promote independence and risk-taking by asking the client to share her perceptions of the first session and significant issues raised. The counselor will use praise liberally with this client, as she is so hesitant to trust her own feelings (promoting the parent imago). The counselor will focus on immediacy and some use of self-disclosure given the youth of this client and over-protectiveness, and what is perceived by the counselor as the controlling nature of the client’s parents. Confrontation with emphasis on feeling statements will be utilized as well. The counselor is interested in pursuing the client’s birth order somewhat and the family’s expectations. The counselor will explore the client’s sense of isolation further and build toward building her self-confidence. The counselor will also explore the client’s body image, given her generalized lack of self-confidence and critical comparison of herself to her peers.
CASE WRITE-UP
EXAMPLE: FORMAT 2

Counselor: Sigmund Rogers
Client: (client’s FIRST NAME ONLY)
Date of Session: Thursday, February 25, 1995
Date of Report: (date of report)
Session Number: 2

PRESENTING CONCERN

This week the client again presented a number of concerns regarding a recent loss of her grandfather which has exacerbated her conflicted feelings about her parents. Client also presented concerns regarding the “pressure” she feels from her family to succeed in school. She also spoke about the cultural conflict she experiences concerning the traditional role of women in her native culture and her desire to adopt desirable aspects of the American culture.

SESSION OVERVIEW

Issues explored in the session included family relationships, cultural and generational conflicts, dependence and abandonment issues. The counselor choose client-centered techniques of listening and reflecting back feelings and content of client’s concerns using empathy, concreteness, and immediacy. These qualities were used to assure a safe place for the client to disclose sensitive issues. There was a definite connection maintained between client and counselor. Better use of silence when client is processing feelings of sadness is an area which needs work. Overall, the session went smoothly but was ended too abruptly, without leaving time for a summary of what was covered; more work is also needed here.

SUBJECTIVE OBSERVATIONS

Silent seemed very troubled and burdened during our session. Although her feelings seemed to be very genuine, she struggled when confronted with any negative feelings regarding her home life. As in the initial meeting, she stated that she has never had counseling before, and so, fear and feelings of guilt about discussing family matters with an “outsider” affected the pace of the process. I sensed that the client may have been testing my appreciation of her concerns; and, whether or not I respected her “pace” of processing.

OBJECTIVE OBSERVATIONS

The client is a female college student 23 years of age and is majoring in nursing and minoring in dietetics at CSUF. She is Filipino and has a twin sister who also attends CSUF. She rooms with her sister and best friend. She is not employed currently, but receives financial aid as long as she remains a full time student. She has a year and one half to two years before she graduates.
The client is neatly dressed in maroon top and jeans, typical student attire. Her hair is long and loosely combed in a becoming style. She appears slim but not extremely thin. She is attractive, wearing a little more make-up than during her first session. Her manner is again very cooperative, congenial and assuming a good-natured attitude. She starts rather hesitantly at the beginning of the session, but becomes quite willing to speak about personal issues as she becomes comfortable with the counselor. She becomes tearful and sad as she speaks about her relationship with her mother. At times when she is talking about a subject that is painful she incongruently strives for an up-beat quality in her voice to cover it up. She expresses herself well, with just a slight accent and hesitancy about word usage, which indicates that English is her second language.

INTERVENTIONS

I attempted to utilize empathy to establish rapport with client. This seems to be particularly important owing to client’s hesitancy to disclose information about her family of origin. I used immediacy when I sensed that she was “testing” my understanding and/or explaining her behavior to me. Added to the core conditions, I frequently relied upon summarizing and clarifying statements to ensure the client that I was listening and willing to go at her pace. Overall, it is critical that the client be encouraged to take the lead in the sessions. It is also important that appropriate supportive interventions be implemented.

ASSESSMENT

The client is experiencing denial, sadness, and feelings of abandonment from the losses she has felt in her life. There are unresolved feelings about her parents, their absence, and whether she should attempt to have a closer relationship with them. Adding to this, she also feels unresolved grief from the death of her grandfather. There is heavy internal and external pressure to succeed in school and to get top grades, and a feeling of abandonment when she thinks that she may lose her family’s support if she should fail. There is a cultural conflict about dependence, independence issues for women with the older generation in her family. She expresses lack of self-esteem when her weight goes up, concern about her eating habits (starving and bingeing patterns suggest bulimia) and use of food as a solution for stress.

Client’s strengths include an ability to laugh about her problems with her friends to whom she goes for support, she is also able to affirm her own actions in a positive way when she successfully completes a goal. She shows a responsible attitude toward school and an ability to make plans and carry them to fruition.

SELF-EVALUATION

I felt much better about my pacing during the session. I found myself more “present” with her during the long silences. I was able to forego my agenda regarding “solving the problem,” and encouraging my client to be more assertive with her parents. As I was able to do this, I sensed that my client was more talkative with me. She made more eye contact than last week, and her body posture relaxed as the session
progressed. In fact, at one point during the session, as I conveyed an empathic statement, she placed her notebook on the floor and turned her body more directly toward me. I need to remember to follow the client’s agenda, not my own.

PLAN FOR NEXT SESSION

Explore issues of abandonment further, including past losses, present feared or real losses in terms of mother, father, and other family members. Also cultural and generational differences need to be brought out; these issues need to be addressed in conjunction with dependence, independence issues. Explore eating disorder and self-esteem issues. Include time at the end of session for a summary of session and questions by the client.

The client desires to resolve her feelings of abandonment by her parents and decide what role they will now have in her life. She seeks resolution of the inter cultural, intergenerational conflicts as she moves to assert her independence. These goals will be attained when she can end her inner struggle, look to herself for approval, and make her own decisions about her future. She also wants to return to normal healthy eating patterns as she copes with self-esteem issues. When she has learned better nutritional and eating habits and applies them in her everyday life that will show that she has reached her goal.
SESSION NOTES

Client Name: ______________________  Counselor Trainee Name: ________________

Date of Session: _________________  Session #: ____________

Provisional Diagnosis:  Axis I: ________________________________________

Issues of Focus in Session: ____________________________________________

Data: ________________________________________________________________

Interventions: _________________________________________________________

Observations: _________________________________________________________
Plan: ______________________________________________________________________________________
INSTRUCTIONS FOR SESSION NOTES
(Note: It is not required that they be typed, but they must be readable.)

Client Name:  (FIRST NAME ONLY)  Counselor Trainee Name: ________________________

Date of Session: ________________  Session #: __________

Provisional Diagnosis:  Axis I:  Include diagnosis identified for case write-up (provisional)

Issues of Focus in Session:  Summary of pertinent issues raised and addressed in the session

Data:  In this section include information about your observations of client behaviors at beginning of
session, as well as anything client reports about symptoms and behaviors outside of the session that
relate to changes/improvements or lack thereof.

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Interventions:  Describe the core conditions and any other interventions used by you and the purpose
for which you used them, i.e. how you hoped they would help, how you hoped they might
therapeutically affect the client.

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Observations:  Objectively describe how your interventions appeared to affect the client, i.e. what
client did/said in response to them. This is also a place where you identify what might have been
more helpful at times core conditions were not used or did not seem to result in desired effect (i.e.
some self assessment).

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Plan:  Describe a tentative plan for how you might use the core conditions in the next session to
continue and/or better facilitate client’s progress toward goals, i.e. which conditions might be used
more and for what.
EXAMPLE OF SESSION NOTES
(Note: It is not required that they be typed, but they must be readable.)

Client Name: Jane D. Counselor Trainee Name: Tom Thumb

Date of Session: 12/25/25 Session #: 3

Provisional Diagnosis: Axis I: 309.0 Adjustment Disorder with Depressed Mood (Provisional)

Issues of Focus in Session: Unresolved feelings regarding divorce

Data: Client was tearful at first, made poor eye contact, posture was slumped. She reported some continued difficulty falling asleep. She said she did attend an ADAPT meeting and feels less isolated and lonely. She often seemed to smile when describing painful feelings.

Interventions: Empathy and immediacy were used to encourage identification and expression of feelings related to grief over loss. Confrontation was used to note that her continued requests for help from her ex-husband seem inconsistent with her stated goal of letting go and moving on. Concreteness was used to encourage more specific verbalizations of thoughts and feelings. Attempted immediate confrontation by noting client’s frequent incongruent smiling.

Observations: Client identified and expressed feelings of hurt, abandonment, failure, and finally anger. Her body posture and tone of voice appeared to reflect increasing energy. Client identified friends she might contact instead of ex-husband for help with needed household repairs. Client responded defensively to statements about smiling and expressed irritation. At end of session client stated she did feel some relief from being able to talk about her feelings.

Plan: Continue using empathy, concreteness, immediacy, and other appropriate core conditions to facilitate a healthy grieving process. Use confrontation and concreteness to help client identify any behaviors which seem inconsistent with her goals and to help her identify possible alternatives she believes might be more helpful. Be careful to follow through further when using immediate confrontations of incongruent body language so as to not seem disrespectful and to fulfill their
purpose, perhaps try adding self-disclosure/genuineness about effects of incongruent smiling on me when I do it myself.
APPENDIX P

California State University, Fresno
Pupil Personnel Services in School Counseling
Candidate Disposition Assessment

This assessment is used by practicum instructors to give students feedback on their professional disposition in order to help students develop those qualities as professionals. This assessment is not included in calculating the course grade.

Name of Candidate: ________________________________

To be completed by Practicum (Coun 208) Faculty

Name of Coun 208 Faculty Member: ________________________________ Date: __________

To be completed by Field Placement (Coun 249) Field Placement Supervisor

Name of Field Placement Supervisor: ________________________________ Date: __________

(Circle one) First Field Placement    Second Field Placement

Descriptors are listed as evaluation guidelines for each of the dispositions. Included with each disposition are examples of behavioral indicators. Each indicator is offered as a suggested behavior, and not as a conclusive determining factor. Please check the appropriate box for each of the dispositions.

Rating scales

0 = not observed   1 = inadequate  2 = meet expectations  3 = exceeds expectations

<table>
<thead>
<tr>
<th>DISPOSITION</th>
<th>0</th>
<th>1</th>
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<tbody>
<tr>
<td>Reflection. Examples of behavioral indicators include, but are not limited to:</td>
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<tr>
<td>Continually evaluates the effects of his/her choices and actions on others (e.g., students, parents, and other professionals in the learning community).</td>
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<tr>
<td>Applies, assesses, reflects upon, and adjusts counseling strategies to different needs of clients</td>
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<tr>
<td>Accepts and incorporates suggestions in subsequent practice.</td>
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<tr>
<td>Demonstrates accurate self-analysis regarding one’s own strengths and weaknesses.</td>
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<tr>
<td>Collects accurate data and incorporates it into the reflective process.</td>
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<tr>
<td>Is open to corrective feedback.</td>
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<tr>
<td>Critical thinking. Examples of behavioral indicators include, but are not limited to:</td>
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<tr>
<td>Utilizes assessment data to adjust counseling approaches, consultation practices, or program implementation.</td>
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<tr>
<td>Student work (e.g., case studies, group process evaluations, article critiques) indicates an ability to identify problems and solutions.</td>
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</table>
### Professional ethics. Examples of behavioral indicators include, but are not limited to:
- Recognizes the importance of research to inform counseling for students with diverse needs.
- Shows commitment to ethical conduct.
- Actively advocates for students and encourages student self-advocacy.
- Works within the system to meet the needs of students and their families.
- Respects the confidentiality of students and their parents.
- Solicits and gives thoughtful consideration to alternative and contradictory opinions.
- Maintains a positive working relationship with peers in practicum/with school personnel in field placement.
- Views families as partners in the educational and counseling process.
- Exhibits care for quality in the preparation and implementation of work responsibilities.
- Adheres to ethical standards for counselors.

### Valuing diversity. Examples of behavioral indicators include, but are not limited to:
- Diagnose clients’ needs by interpreting data from diverse sources (e.g., formal/informal assessments, student behavior and feedback, and parent responses).
- Develop intervention plans compatible with diverse needs of clients.
- (Field placement) Accommodates all learners, including those from diverse backgrounds, experiences, and cultures.
- Respects clients/students as individuals with differing personal and family backgrounds and various skills, talents, and interests and is sensitive to community and cultural mores.
- (Field placement) Identifies guidelines and strategies for facilitating the academic and social inclusion of students with exceptionalities in general classrooms and in various inclusive activities and environments.

### Collaboration. Examples of behavioral indicators include, but are not limited to:
- Demonstrates the ability to work creatively and collaboratively with colleagues, parents, and the community.
- Values families as full partners in the educational process.
- (Field Placement) Collaborates with school personnel and families in all phases of intervention when possible.
- (Field Placement) Communicates on a regular basis the progress of students to parents and involved parties with proper consent.
- Works well with others to develop opportunities for peer and student learning.
- Plans and collaborates to ensure that appropriate supports for smooth transitions are in place.

### Life-long learning. Examples of behavioral indicators include, but are not limited to:
- Seeks out opportunities for professional development (e.g., attendance at workshops, inservice trainings, conferences) using the information learned to improve counseling practice.
- Seeks out opportunities to serve the school, students, and community (e.g., extracurricular activities, Big Brothers, Big Sisters).
<table>
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<th>Requirement</th>
<th>Score 1</th>
<th>Score 2</th>
<th>Score 3</th>
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<tr>
<td>Demonstrates a positive attitude toward learning.</td>
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<tr>
<td>Demonstrates intellectual and academic curiosity.</td>
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<tr>
<td>Maintains membership in professional organizations.</td>
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<tr>
<td>Personal philosophy statement includes goals for professional development.</td>
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<tr>
<td>Presents on an area of expertise or interest to teachers and/or parents at local, state, national or international conferences or trainings.</td>
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APPENDIX Q

COUNSELING SERVICES

Alliant International University 253-2277
Onsite Counseling 452-1796
Family Service Center 227-3576
Exceptional Parent Unlimited 229-2000
Fresno New Connections 248-1598
Fresno County Mental Health 453-6304
Northwest Family Center 225-3222
Clinca Sierra Vista 457-5900
Comprehensive Youth Services 229-3561
PACT (Suicidal) 453-8622
Fresno Crisis Hotline 453-8622
Suicidal Hotline 1-800-273-8255
CSU, Fresno- Psychological Services (Students only) 278-6738

SPANISH SPEAKING

Centro la Familia (accepts medical) 237-2961 Ext. 29

SUBSTANCE ABUSE

Kings View 459-0334
Westcare (Inpatient) 265-4800
Narcotics Anonymous 255-5881
Spirit of Women (Inpatient) 244-4353
Alcohol Anonymous Spanish-266-6752, English-265-3560

CHILD/ELDER ABUSE

Child Protective Services 255-8320
Adult Protective Services 255-3383

MEDICAL & PSYCHIATRIC RESOURCES

Fresno County Mental Health- Adult Services 453-4099
Fresno County Mental Health-Children’s Services 453-8918
Community Behavioral Health Center 449-8000

DOMESTIC VIOLENCE RESOURCES

Holy Cross Center for Women 237-3379
Marjoree Mason Center (Anger Management) 226-1831
Marjoree Mason Center (Victim Service) 237-4706/(800)640-0333

SHELTERS/HOMELESSNESS/FOOD/FINANCIAL

Family Service Center 233-0138
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<tr>
<td>Fresno County Dept. of Temp. Assistance/Employment.</td>
<td>453-4357</td>
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<td>Poverello House</td>
<td>498-6988</td>
</tr>
<tr>
<td>Fresno Rescue Mission</td>
<td>268-0839</td>
</tr>
<tr>
<td>Youth Sanctuary</td>
<td>268-1045</td>
</tr>
<tr>
<td>Hotline Crisis</td>
<td>1-800-784-2433</td>
</tr>
<tr>
<td>Evangel Home (women and children in crisis)</td>
<td>264-4714</td>
</tr>
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**SUICIDE**
Urgent Care Wellness Center 253-9171
Fresno Suicide Survivors of Loss 322-5877
Suicide Hotline 1-800-273-8255

**PARENTING/CHILD & FAMILY RESOURCES**
Comprehensive Youth Services 229-3561
WIC 263-1150
Families First (Medi-cal) 248-8550
Fresno Health Consumer Center 570-1205
E.P.O. 229-2000

**AIDS/STDs**
AIDS Program 445-3434
All About Care 222-9471

**LOW COST COUNSELING**
Alliant International University- Psych. Services 253-2277
CSU, Fresno- Psych. Services (students only) 278-6738
Foster Friends Adoption Agency 431-0500
Link Care (Christian Based) 439-2647
Onsite Counseling 452-1796
Centro La Familia (Medi-cal) 237-2961
Wellness Community Center 326-5100x202

**ANGER MANAGEMENT**
Comprehensive Youth Services (adult & youth) 229-3561
D.S.E Counsulting 264-0499

**GRIEF & LOSS**
Footsteps/ St. Agnes Hospice 450-5600
Hinds Hospice Center 222-0793
Life After Loss 450-5600
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APPENDICES

Appendix A - Petition of Advancement to Candidacy
Appendix B - Recommendation for Course Validation
Appendix C - Independent Study Approval Form
Appendix D - Master’s Degree Program Adjustment Request
Appendix E - Certification by Director of Student Health Services
Appendix F - Field Practice Approval Form
Appendix G - Field Placement Contract
Appendix H - Pupil Personnel Services Credential Completion Form
Welcome to the
COUNSELOR EDUCATION PROGRAM
in the
DEPARTMENT OF COUNSELING, SPECIAL EDUCATION, and
REHABILITATION
KREMEN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT
CALIFORNIA STATE UNIVERSITY, FRESNO

Dear Counseling Graduate Student:

The faculty and staff of the Department of Counseling, Special Education, and Rehabilitation welcome you to graduate studies. The decision to complete a Master's Degree in Counseling or a PPS credential is one of the most important decisions you will make in your professional life and we want to do everything possible to make it one of your most rewarding experiences.

The Student Handbook will provide guidelines to assist you with your course of study. Please refer to your handbook as you progress through each phase of your selected program in counseling: MFT, Counseling and Student Services, Pupil Personnel Services Credential, or Criminal Justice Counseling Specialist Certificate.

The counselor education faculty look forward to working with you toward achieving your educational goals. It is a pleasure having you here and we extend a welcome to you as a member of the counselor education program.

MISSION of the
COUNSELOR EDUCATION PROGRAM

The counselor education faculty in the Department of Counseling, Special Education, and Rehabilitation have the responsibility for providing quality graduate programs in the counseling professions. The Counselor Education Program has four major areas of emphasis: 1) Marriage and Family Therapy (MFT); 2) Counseling and Student Services (K-12 and Higher Education); 3) PPS Credential; and 4) a Criminal Justice Counseling Specialist Certificate. The latter is offered as an adjunctive curriculum to MFT and graduate level Criminology students. Our mission is to provide quality instruction and to contribute to our community through research, technical assistance, partnerships, training and other related public service activities. Our primary service areas include Fresno, Madera, Kings, and Tulare counties.
Instructional programs within the Kremen School of Education and Human Development (KSOEHD) have adopted the theme “Making a Difference in a Diverse Society,” and strive to develop reflective, collaborative learners at the advanced credential and graduate program levels. Our programmatic goals include the following:

1. To provide a curriculum that successfully integrates counseling theory with research and practice.
2. To recruit and retain talented and culturally diverse students.
3. To provide field placements that are relevant to the educational needs of each student.
4. To monitor students' progress throughout the program.
5. To help students develop a sense of professional identity as counselors.
6. To contribute to the counseling profession through local, regional, state and national service.
7. To provide class offerings which meet the needs of students and support the completion of the degree and/or PPS credential in a timely manner.
8. To provide a framework for collaborative study and research with schools, community agencies, private practices, and state institutions of higher learning.
9. To encourage the study and exploration of current societal issues such as substance abuse, disabilities, divorce, blended families, at risk students, career differences, cultural diversity, life styles, and other related issues.
10. To promote and encourage graduate student participation in a variety of research and scholarly activities.
CACREP
The Counseling Program, MFT option, is accredited by the Council on Accreditation of Counseling and Related Educational Programs. CACREP is the accrediting body of the American Counseling Association (ACA). Accreditation allows students to sit for the National Counseling Exam (NCE) during their last year of the program and after they graduate. Students graduating from CACREP approved programs do not have to accrue any supervised counseling hours post graduation in order to sit for the NCE.

NCE
The National Counselor Examination for Licensure and Certification (NCE) is one of the criteria used to evaluate counseling professionals who may be eligible to become National Certified Counselors (NCC’s). The NCE is also used by most states as part of the state credentialing or licensure process. The purpose of the NCE is to access professional counselors’ knowledge of counseling information and skills viewed as important for providing appropriate counseling services.

The exam is based on the following eight content areas:

- Human Growth & Development
- Social & Cultural Foundations
- Helping Relationships
- Group Work
- Career & Lifestyle Development
- Appraisal
- Research & Program Evaluation
- Professional Orientation & Ethics

The NCE is also based on the following five work behaviors:

- Fundamental Counseling Practices
- Counseling for Career Development
- Counseling Groups
- Counseling Families
- Professional Practice
INTRODUCTION

The purpose of the Student Handbook is to provide information regarding the counselor education program housed in the Department of Counseling, Special Education, and Rehabilitation which is in the Kremen School of Education and Human Development at California State University, Fresno. The information contained in this handbook pertains to the following programs:

- Master of Science Degree in Counseling
  (Option in Counseling and Student Services:
   Specialization: K-12 or Higher Education)
- Master of Science Degree in Counseling
  (Option in Marriage and Family Therapy)
- Pupil Personnel Services (PPS) Credential in School Counseling
- Criminal Justice Counseling Specialist Certificate of Advanced Study

The Student Handbook has been divided into the following sections:

- SECTION I General Policies of the Division of Graduate Studies
- SECTION II Admission Requirements for the Four Counseling Programs and One Certificate Program
- SECTION III Financial Aid for Graduate Students
- SECTION IV Counselor Education Faculty
- SECTION V The Counseling Program Options
- SECTION VI Project and Thesis Requirements
- SECTION VII University Graduation Requirements
- SECTION VIII Student Services
- SECTION IX Telephone Directory
SECTION I

GENERAL POLICIES OF THE DIVISION OF GRADUATE STUDIES

Maintaining Post Baccalaureate Standing

When a student is admitted to the university as a post baccalaureate student, he/she can maintain this standing by enrolling in and completing one or more courses each semester. Summer session or Extended Education enrollment may not maintain a student's admission status. Please consult with your advisor.

Re-Admission to Graduate Standing

Former students who completed an undergraduate degree and who have not enrolled in one or more subsequent courses during a semester and are planning to return to the university and take more courses must go to the CSUF Admissions office and complete an application for post baccalaureate standing. Students seeking re-admission after being absent for two or more consecutive semesters must also pay the university admission fee.

Change of Major

Students who have not declared a specific degree program on the CSUF admission application must complete a Change of Major form. This form can be obtained from the Division of Graduate Studies Office in the Thomas Administration Building, Room 132 (TA 132) or at the following website: http://www.csufresno.edu/gradstudies/handbook/forms.html

This will result in the formation of a university file with a specific degree goal, which is required for graduate program enrollment.

Student Enrollment Status

For the purposes of reporting enrollments, students taking twelve (12) or more units are considered full-time and students taking less than 12 units are considered part-time.

For purposes of financial aid recording, each graduate unit (200 series courses) that a student takes is counted as 1.5 units and each undergraduate unit (100 series courses) is counted at face value. Therefore, a full-time student would take 12 "equivalent units". A student enrolled in 9 units of 200 series courses would be considered full-time. A student enrolled in fewer than 9 graduate units is considered part-time.
Time Limitations

Graduate students are allowed five (5) years to complete all requirements for the master's degree. This time limit is indicated on the approved advancement to candidacy form, which can be obtained at the following website: http://www.csufresno.edu/gradstudies/handbook/forms.html

Courses that are completed after the five-year limit cannot be used to meet total unit requirements for the degree. There are two exceptions to this rule: 1) Advancement to Candidacy form; or 2) approval by the graduate dean and the department of a maximum of one-third of the required degree units as shown on the Recommendation for Course Validation form which can be obtained at the following website: http://www.csufresno.edu/gradstudies/handbook/forms.html

Independent Study

Independent Study is available to students who wish to outline a course of study on their own initiative under departmental supervision. Independent study should deal with an area of interest that is not normally covered in a regular course. The intent is to explore a subject in greater depth than was presented in a course.

To be eligible for independent study, the student should have an overall GPA of at least 3.0. A maximum of six (6) units of graduate level coursework (COUN 290) is allowed toward the Master’s degree with a maximum of three (3) units allowed per semester.

To enroll in independent study, students must:

A. Obtain an Independent Study form from CSER Department office located in ED 350.

B. Obtain the approval of a full-time faculty member who will supervise the independent study and the department chair. Approval must be obtained before receiving the schedule number for registration.

C. A student may register for COUN 190 or COUN 290 independent study during early registration, late registration, summer session, or during the first two weeks of instruction.

D. When the independent study is completed, the student must submit a written report to the instructor who is then responsible for submitting a grade to the University Admissions office.

Grade Requirements

Graduate students must maintain a minimum GPA of 3.0 on all work taken after admission to the program. A grade of B or better is required in certain courses in the program; e.g., Practicum courses. If two “C” grades are received in the program, students will be expelled.
Program Adjustment

Students wishing to request substitutions or revisions in a department's degree requirements should complete a Master's Degree Program Adjustment Request. This form can be obtained from the Student Services Office through the Admissions Technician, ED 151. The request form must be approved by the department program coordinator as well as by the KSOEHD Graduate Programs Coordinator.

Appeals

When a student is not approved for a program, an appeal procedure exists. Any appeal made by the student is required in writing and must contain documentary evidence stating justification for an appeal. The appeal is directed to the Program Coordinator who reviews the information and carries it forward to the Faculty Review Committee for action. It is the general rule of the Faculty Review Committee to meet personally with the applicant and discuss the appeal in detail. In the event this procedure does not fit the personal needs of the students, the student may then take the appeal through the School and to the University, based on procedures printed in the University Catalog.

Academic Appeals

Students on the California State University, Fresno campus have access to a written procedure for filing an appeal or a grievance through the Dean of Student Affairs Office. The following information is provided to each student through the general catalog of the University.

The student must first make a good faith effort to solve the matter informally by talking directly with the individual concerned, the individual's direct supervisor (or department chair) and the program coordinator or (school dean). If resolution is not effected through the informal procedures, students should contact the Dean of Student Affairs Office for assistance and for a copy of the formal procedures for filing a grievance.

In addition to providing written policies on due process and grievance procedures for faculty and staff, the University also has in place well defined student policies for student rights, grade protest, and review processes for student petitions. The process for grade protest is outlined in the Academic Policy Manual (pp. 242-3 to 6) and the university's General Catalog, the Schedule of Courses, and on a handout from the Office of the Dean of Student Affairs. The policy detailing the student academic petition process is available in the General Catalog and on a handout from the Office of the Vice President for Student Affairs.
SECTION II

ADMISSION REQUIREMENTS

for

THE COUNSELOR EDUCATION PROGRAMS

&

One Certificate of Advanced Study

All applicants desiring a Master's degree and/or PPS Credential must complete the following requirements to attain full admission (classified standing) and to be allowed to enroll in 200-series (graduate level) courses. The requirements must be met and submitted in a completed application packet to the Kremen School of Education and Human Development (KSOEHD) Student Services Office through the Admissions Technician located in ED 151, by the Fall and Spring Semester Deadlines. Please Note: Incomplete application files will not be reviewed for admission consideration.

The following section is an overview of the admission requirements. To secure an application and to view the most recent and complete application requirements as well as deadline information, refer to the Kremen School of Education and Human Development website: http://csufresno.edu/kremen

Requirements

1. Provide verification of post baccalaureate admission to CSUF. A copy of your Notice of Post Baccalaureate Admission will meet this requirement.

2. Possess a GPA of at least 2.75 in the last 60 semester (90 quarter) units attempted. Continuing CSUF post baccalaureate students must possess a cumulative GPA of at least 3.00 on all units attempted.

3. Demonstrate writing competency through one of the following ways:
   a. Obtain a minimum score of 114+ on the Upper Division Writing Examination (UDWE); or
   b. Obtain a grade of B or better in ENG 160W - Writing Workshop; or
   c. Pass the California Basic Education Skills Test writing section (CBEST). This is a requirement for the PPS Credential.

4. International students must take the Test of English as a Foreign Language (TOEFL) and obtain a minimum score of 560.

5. Applicants for the MS in Counseling Options in MFT or Counseling and Student Services must complete prerequisite coursework:
   a. COUN 174 - Introduction to Counseling or equivalent, and
   b. ERA 153 - Educational Statistics or equivalent.
   c. COUN 176 – Counseling and Mental Health, or PSYCH 166
Abnormal Psychology or their equivalent.

PPS Credential applicants must also:

1. Provide verification of having taken the CBEST.
2. Submit a Medical Clearance. Obtain a "Certification by Director of Student Health Services" form and submit it to the CSUF Health Center and follow their procedures.
3. Character and Identification Clearance, referred to as the Certificate of Clearance. Students must complete and receive this clearance form in order to be allowed to perform services in a California school. Complete the application, pay the current application fee and complete two fingerprint cards. This information must be submitted to the Commission on Teacher Credentialing. A student who holds a valid California Teaching Credential does not need the Certificate of Clearance.
4. Complete prerequisite coursework:
   a. COUN 174 - Introduction to Counseling or equivalent, and
   b. ERA 153 - Educational Statistics or equivalent.

Procedures:

1. Complete a CSUF application for graduate study. Applications can be obtained [http://www.csufresno.edu/](http://www.csufresno.edu/) or contact the Division of Graduate Studies (TA 132) or call 278-2448.
2. Complete the entire application for KSOEHD including a statement of purpose and three (3) letters of recommendation. Applications are available in the KSOEHD Student Services Office, ED 151.
3. Attendance at an orientation session is highly recommended. Orientation sessions are offered once per month.
4. Provide official transcripts of all prior college or university work.

All individuals applying for a counseling degree program must include all required materials in one complete application packet and submit it to Student Services Office, ED 151.

Please Note: Incomplete application files will not be reviewed for admission consideration.
Program Admission Review

An applicant's admission to the desired graduate program is determined by the Faculty Review Committee. This committee reviews all documents submitted and recommends or denies the applicant for admission. Candidates may be requested to attend an interview as part of the review process. The applicant will receive a letter of admission or a letter of denial.

Please refer to the CSER webpage for admission criteria at the following address: http://www.csufresno.edu/kremen/applications/graduate_admin.shtml

Appeal of Admission Decision

An applicant can request a formal appeal if denied admission to the program. To make an appeal:

A. Bring the letter of denial to the Graduate Admissions Technician in the KSOEHD Graduate Office, ED 151, within two (2) weeks of the date of the letter.
B. Obtain and submit the Special Consideration Application form from the Graduate Admissions Technician.
C. All appeals must be made in writing and a copy must be referred to the Coordinator of Counseling Programs for action.

Advisement

Once admitted to the program, students will be assigned to a faculty advisor by the Graduate Technician in the Student Services Office, ED 151. If a student wishes to have a specific faculty member as an advisor, a request must be made, in writing, to the Graduate Admissions Technician. Additionally, a “New Student Orientation” is held the first week of each fall and spring semesters.

Each faculty member also serves as program advisors. The role of the advisor is to provide guidance in the selection and sequencing of courses. Upon acceptance into a program, each student is sent a letter, which includes the name of his/her assigned advisor. When that information is received, students are urged to make contact with their advisor, meet, and plan his/her program. An advisor in the program is expected to:

A. Meet with students and assist them with course planning.
B. Provide information to students regarding their selected field of study.
C. Monitor student’s progress and maintain progress files for each advisee.
D. Write letters of recommendations, letters of support for University programs such as financial aid, and other information letters University
officials might require.
E. Meet and confer with prospective students who have an intent to apply to a counseling program.

Please note: Refer to the CSER webpage at http://csufresno.edu/cser/ for additional advising information.

Student Competency in the Program

Student competency in the program begins when the student applies for a program, becomes eligible for review in a selected program and continues until the program is completed. It is the intent of the counselor education faculty to monitor a student throughout the program by way of the advisement plan and offering support and guidance when the need arises. Through this interactive process, a professional identity is fostered encouraging students to maintain a sense of professional responsibility. In the event that a student is identified as not meeting expected academic and professional standards, the student may be placed on probation as outlined in the Educational Code. The faculty has the responsibility to notify a student who is not progressing well in the program and if needed, placing a student on probation. At that time, the student meets with an ad hoc faculty committee, which includes the student's advisor, to discuss the candidate's future in the program. The faculty reserves the right to ask for dismissal of a candidate who is determined to be unsuited to be a counseling professional and will consider candidate appeals based on University policy.

Clinical Review Committee

While evaluations are ongoing, a formal evaluation of students' progress is conducted during the COUN 208 (and COUN 238 for students enrolled in the MS in Counseling; Option Marriage and Family Therapy) semester(s) by the Clinical Review Committee comprised of counselor education faculty. Students who are evaluated as progressing satisfactorily will be permitted to continue in the program. Students who are not considered ready to continue are informed by their practicum instructor, and their cases are discussed in more detail and plans for remediation are developed. Some students may wish to address the committee and are allowed to do so to clarify any remedial steps, which may have been given. After completion of the COUN 208, Practicum in Individual Counseling, students in the MS in Counseling Option: Counseling and Student Services must receive an evaluation of satisfactory progress by the Clinical Review Committee before they proceed to the COUN 219: Field Placements. Students enrolled in the MS in Counseling Option: MFT must receive an evaluation of satisfactory progress by the Clinical Review Committee upon completion of the COUN 208, Practicum in Individual Counseling before they proceed to the COUN 238: MFT practicum.

Classification

Classification (full admission) is dependent upon the completion of all admission
requirements and procedures. Usually, students receive classified standing at the time of admission into the program. However, some students may be conditionally admitted to the program pending completion of prerequisite courses or other admission requirements. In such cases, the student must fulfill all prerequisites and attain a classified standing no later than the semester in which the student completes ten (10) units toward the Master’s degree. Applicants for the MS in Counseling (Counseling and Student Services), MS in Counseling (Marriage and Family Therapy) and Pupil Personnel Services Credential are required to attain classified standing prior to enrollment in any 200-series counseling courses.

Students will receive a letter from the KSOEHD Graduate Programs Coordinator notifying their attainment of classified standing. This is an important document and students are urged to keep a copy or this letter in their files when discussing their program with their advisor.

Advancement to Candidacy

Advancement to candidacy grants a student permission to work toward qualifying as a candidate for the Master’s degree. It establishes the catalog year and requirements that a student must fulfill to graduate. Advancement to candidacy must be attained one semester prior to the term in which the student wishes to register for COUN 298-Project or COUN 299-Thesis. Requirements/Procedures for advancement to candidacy include the following:

A. Attained classified standing.

B. Completion of any additional prerequisites.

C. Completion of at least nine (9) semester units, which includes passing the Graduate Writing Requirement (GWR).

D. COUN 220: Seminar in Career Development serves as the GWR course for students enrolled in the MS in Counseling: Options in Counseling and Student Services and MFT.

E. Maintain an overall minimum GPA of 3.0.

F. Successfully complete Clinical Review.

G. Complete and submit a Petition for Advancement to Candidacy form to the KSOEHD Student Services Office by the sixth (6th) week of the semester prior to the semester in which you will register for the culminating experience or exam. Advancement to Candidacy forms can be obtained at the Division of Graduate Studies website: http://www.csufresno.edu/gradstudies/handbook/forms.html
Criminal Justice Counseling Specialist Certificate

For an application, please see Coordinator, Criminal Justice Counseling Specialist Certificate Program.

Admission Requirements are:

1) Application to Program
2) Transcript of undergraduate and graduate work
3) Copy of Advancement to Candidacy Form for either MS in Counseling: option in MFT or MS in Criminology
4) Personal Essay
5) Personal Interview

If applicant has already graduated from one of the two masters programs, he/she must **reapply** to the University.

Program is highly competitive, only 3 to 5 students admitted per academic year.
SECTION III
FINANCIAL AID for GRADUATE STUDENTS

California State University, Fresno has a variety of financial aid resources available to students pursuing post baccalaureate study. The most common types of financial aid are in the form of loans, grants, fellowships, scholarships, college work/study and assistantships. These types of support are administered through the Division of Graduate Studies, Departments and Schools and the CSUF Financial Aid Office. For a complete list and description of financial aid available to graduate students, contact the Division of Graduate Studies located in Thomas Administration Building, Room 132 (TA 132) or call 278-2448.

Fellowships, Grants and Awards

The following types of financial aid are available through the Division of Graduate Studies and are competitive and open to all graduate students. Students are not required to repay the money they receive from these sources:

- Claude Laval, Jr. Award
- Outstanding Thesis Award
- Leon S. Peters Foundation Scholarship
- Research Grants
- Rodman Presidential Fellowship
- Travel Grants
- Graduate Equity Fellowships
- Historically Underrepresented Student Enrichment (HUSE) Internships
- Patricia Roberts Harris (PRH) Fellowships
- Minority Advancement and Graduate Incentive Coordination (MAGIC) Program
- Sally Casanova Pre-doctoral Scholar

Assistantships

Assistantships are designed to provide students with training and experience relevant to their academic-related careers. Graduate, research and teaching assistantships are available. Students can obtain more information about assistantships from the department and/or selected faculty members.
Loans, Grants and Scholarships

The following types of financial assistance are available from the CSUF Financial Aid Office located in Joyal Administration Building, Room 296. Students must complete the Financial Aid Federal Student Application (FAFSA) Student Aid Application for California (SAAC) to qualify for these types of financial aid. This application should be completed and submitted as soon as possible after January 1 for the upcoming academic year. Students submitting the FAFSA after March may be too late to qualify for grants or scholarships. Some of the funds available include:

- Perkins Loan
- Robert Stafford Student Loan
- State Graduate Fellowship
- California State University, Fresno Institutional Scholarships
- California State University, Fresno Alumni Trust Council Scholarships

Travel/Conference Expenses

Students interested in presenting a research paper at a conference or workshop may be eligible to receive money for registration and/or travel expenses from the Associated Students Inc. (ASI) or the Division of Graduate Studies. For more information contact the ASI office at 278-2657 or the Division of Graduate Studies at 278-2448.
SECTION IV
COUNSELOR EDUCATION PROGRAM
FACULTY

The counseling education faculty want to take this opportunity to welcome the students in the counselor education programs. We as a faculty are dedicated to working with each of you as you work toward the completion of your selected programs. The following is a list of the faculty along with brief descriptions of their background and training. Feel free to contact each of us at any time if you have a question regarding any part of the counseling program.

Charles Arokiasamy, Ph.D., CRC, NCC, Chair of the Department of Counseling, Special Education, and Professor in rehabilitation counseling. Charles Arokiasamy obtained his undergraduate degrees in Journalism and Psychology and worked a number of years as a journalist in Malaysia and the United States before moving on to get his masters and doctorate in Rehabilitation Counseling from the University of Southern Illinois. He has worked with people with a variety of mental, physical, or psychological disabilities or with substance abuse problems. In the past eight years he has concentrated on traumatic brain injury rehabilitation establishing himself as an expert in post-acute brain injury rehabilitation. Prior to coming to Fresno, he taught for three years at the Rehabilitation Counseling Department in Louisiana Medical Center in New Orleans. He is a Certified Rehabilitation Counselor and also holds a NCC certification. Charles is a member of ACA, NRA and the NBIA.

Sari H. Dworkin, Ph.D., Coordinator, Criminal Justice Counseling Specialist Credential. Professor. BA, MS, City University of New York, Lehman College. PhD, University of Nebraska, Lincoln, a Licensed MFT, and a Licensed Psychologist. Dr. Dworkin teaches courses in group counseling, counseling techniques and supervises the field practice and the counseling practicum for the MFT program. She holds the PPS Credential and the School Psychologist Credential. She has a strong background, having served as a guidance counselor in public schools along with clinical work with children with special problems. She is a member of ACA and APA; she is often a presenter at conferences involving change in counseling; she has written a book and is a nation wide leader in the area of gay and lesbian counseling.

Juan C. Garcia, Ph.D., Professor. BA, University of California, Santa Cruz; MA, Stanford University; MS, San Jose State University; PhD, Stanford University. Dr. Garcia teaches courses in multicultural counseling and supervises the field practice for the Student Services program. Dr. Garcia serves as the Director of the Fresno Family Counseling Center. He has also worked with the family court system and county mental health systems. He is a member of the State Board of the California Court Appointed Special Advocates Association. Current research
interests include Central American refugee psycho-cultural adjustment and the relationship between mechanisms of social control and adolescent gang membership. He has an extensive background in psychology and anthropology and is often called on to be a guest speaker and panelist in the areas of understanding cultural differences. He holds the MFT License and is a member of ACA and CAMFT.

Sarah Lam, Ed.D., Assistant Professor. Dr. Lam received her Bachelor Degree in Social Sciences from the University of Hong Kong, majoring in Psychology and minoring in Sociology. She received her post-graduate Diploma in Education from the Chinese University of Hong Kong. She graduated from CSU, Fresno with a Master's Degree in Science, majoring in Marriage, Family & Child Counseling, and a Credential in Pupil Personnel Services in School Counseling. She received her doctorate (EdD) from the Joint Doctoral Program in Educational Leadership of CSU, Fresno and UC, Davis. Besides the PPS credential, she also holds the license as a Marriage and Family Therapist in California.

Dr. Lam has a particular interest in the integration of mental health services in educational settings, multi-cultural issues in counseling and education, and counselor education. She has practiced in both clinical and educational settings for ten years. She has done a lot of grief work with adults and children and provided consultations for parents with young and/or exceptional children. As the Mental Health Clinician/Coordinator at Fresno County EOC Head Start-Preschool, which enrolls about 3000 children annually and employs 500 staff members, Dr. Lam has provided staff training and collaboration, parent consultations, mental health presentations and program development and implementation. She has been a part-time faculty member of the Department of Counseling, Special Education, and Rehabilitation for five years before she joins the department as a full-time faculty member this year.

Song Lee, Ph.D., Assistant Professor. Dr. Lee was born in Laos, but has spent most of her life in California. She received her MS in Counseling, with a concentration in Marriage and Family Therapy, and a Credential in Pupil Personnel Services in School Counseling from California State University, Fresno. She then earned her PhD in Counselor Education from North Carolina State University. Prior to becoming an assistant professor at California State University, Fresno, Dr. Lee worked as an inpatient mental health counselor at a level-12 group home and as an outpatient mental health counselor at the Children’s Outpatient Mental Health Services Division in Fresno, California. She also worked as a Marriage, Family, and Child Therapist in Clayton, North Carolina and an instructor for the Transition Program at North Carolina State University.

Dr. Lee’s primary interests are identity development of marginalized
populations, the Southeast Asian population, and multicultural issues relating to providing counseling services. She has presented at several national and state counseling conferences on topics relating to identity development, the Hmong population, and multicultural counseling issues and interventions. Her dissertation on identity issues and mental health of Hmong women earned the Graduate School Dissertation Award from the College of Education at North Carolina State University.

Christopher F. Lucey, Ph.D., Associate Professor is the Associate Director of the Fresno Family Counseling Center. He received his BA in psychology from Allentown College of St. Francis de Sales, PA; MS in Counseling from West Chester University, PA; PhD in Counselor Education from Kent State University, OH. Dr. Lucey is a Licensed Professional Clinical Counselor (LPCC) in the State of Ohio. He currently teaches psychopathology, practicum, and other clinically oriented coursework. Areas of interest include marriage and family therapy, adolescent suicide, and crisis intervention. Professional experience with at-risk youth and crisis intervention. Professional affiliations include American Counseling Association (ACA), Association for Counselor Education and Supervision (ACES), International Association of Marriage and Family Counseling (IAMFC), and Counselors for Social Justice (CSJ).

Claire Sham Choy, Ph.D., Coordinator of Counselor Education Programs, CACREP Liaison, and Associate Professor. Dr. Sham Choy currently teaches courses in Orientation to Counseling, Seminar in Career Development Theory and Seminar in Group Counseling. Her primary responsibility is teaching, however she is also engaged in research activities related to retention of students from diverse backgrounds. She pursued her BA in Psychology and Sociology and BEd in Special Education (Intermediate and Secondary levels) at the University of Toronto. She later pursued a MEd in Guidance and Counseling and EdD in Counseling Psychology at the Ontario Institute for Studies in Education at the University of Toronto. In 1991 she received an OAS fellowship which allowed her to pursue a diploma in Counseling Evaluation in Santiago, Chile.

Dr. Sham Choy worked with the Ministry of Education in Trinidad and Tobago as a school counselor where she was assigned to both the Guidance and Curriculum departments. During this time, she had the opportunity to work with various stakeholders at the local, national, regional and international levels. She has also been a consultant to private sector, state and non-governmental organizations within the Caribbean community. She has lectured at Community Colleges in Toronto and with the Continuing Education Department of the University of the West Indies at St. Augustine, Trinidad and Tobago.

She has contributed to a text on Personal and Career Exploration, currently used at California State University, Long Beach and other Colleges in the United States. This summer, Dr. Sham Choy and one of her co-authors presented on the topic of "Effective Holistic and Development Innovations in Educational and Career
Planning in a Multicultural Classroom" at the Fourteenth International Conference of the First Year Experience. She has also contributed to the writing of the AIDS curriculum and the development of curriculum materials for the AIDS education program in the school system in Trinidad and Tobago.

Her research interests are in the areas of improving minority student/teacher and counselor relationships and enhancing the experiences of students in transition with an emphasis on those students from diverse backgrounds.

**H. Dan Smith, Ed.D.,** Professor. BS, MEd, University of Texas at El Paso; EdD, University of Northern Colorado. Licensed MFT, PPS Credential. Dr. Smith teaches courses in counseling techniques and fieldwork. He has also taught courses in introduction to counseling and assessment. Dr. Smith first established an off campus clinic with the Clovis Family Counseling Center for working with families with children in the public schools, and that set the stage for supervising the family practicum in MFT at Fresno Family Counseling Center. He has a strong background in school counseling, having served as a high school counselor in a public school system. He is a member of the ACA and president elect of the CAMFT; has served as an officer of WACES and President of the San Joaquin Counselor's Association, a local organization for school counselors. Dr. Smith is a well know family therapist in the community and ties his teaching and administrative duties with a private practice.

**Albert Valencia, Ed.D.** Coordinator, Pupil Personnel Services, and Associate Professor. BA (social science) from California State University at Los Angeles, received his MA (counselor education) from San Jose State University, EdD in counseling psychology from the University of the Pacific. Dr. Valencia practiced for eleven years as a marriage, family, and child counselor, lectured at two community colleges, was a college level counselor, was on the faculty at the College of Education, San Jose State for ten years, was an elected trustee of the Gilroy Unified School District Board of Education, served on statewide and county commissions, was clinical director at a mental health agency, served as executive director for a multi-service community-based organization, served as a board member for two foundations and five non-profit organizations and wrote many funded grants. Albert's research interests include violence against women, multicultural issues in counseling, and the applied perspectives of mediation, conflict resolution, reconciliation, and peace. Albert is a member of ACA and APA.

**Kyle Weir, Ph.D.** was born and raised in the San Gabriel Valley of California. He received his BS in Public Policy & Management, MA in Sociology (Organizations), MMFT in Marital & Family Therapy, and a PhD in Sociology/Marriage & Family Therapy ALL from the University of Southern California.

Kyle served as a Foster Family Agency Social Worker at Rosemary's Children Services in Pasadena, CA providing in-home therapy to foster children before accepting a position as an Assistant Professor of Human Development Counseling.
at the University of Illinois at Springfield from 2000-2005. While in Springfield he also maintained a private practice as a Licensed Marriage & Family Therapist. After five great years in the Midwest, Kyle and his family were ready to come home to California.

Currently, Kyle is a Professional Member of the American Counseling Association, a Clinical Member of the American Association for Marriage & Family Therapy, and a former Board Member of the Illinois Association for Marriage & Family Therapy.

Dr. Weir has taught a variety of courses, but he especially enjoys teaching in the areas of adoption, foster care, human/family development, MFT theory, couples counseling, sexual dysfunction, and child therapy. He has also published several articles related to adoption studies and is the author of the book Coming Out of the Adoptive Closet (2003; University Press of America) that explores the social disclosure and family development patterns of adoptive families.

On a personal note, Kyle is married to Allison Brown Weir (his junior high school sweetheart), and they have five amazing children: Kellie (11), Nathan (8), Samantha (7), Joshua (6), and Jason (5). It was through the personal adoption experiences with his children that Dr. Weir developed an academic interest in adoptive studies.

Kyle served as a missionary for two years in Brisbane, Australia where he enjoyed numerous multicultural experiences that continue to enrich his teaching and professional endeavors. He continues to serve in voluntary capacities for his church.

Kyle loves to fish. Most of the time he's seeking for bass, but often catches weeds and rocks just as frequently. He also follows USC Football (Fight On!), loves baseball, plays duets with his daughter Kellie on the trumpet, hikes, and occasionally engages in creative writing, but his favorite hobby is being with his family.
SECTION V
THE COUNSELING PROGRAM OPTIONS

The graduate programs in counseling at CSUF, collectively known as the Counselor Education (CE) Program, provide students with the skills and knowledge appropriate for counseling work in community agencies, school systems, private practice and/or the private business sector. The goal of the CE Program is to prepare students to deliver professional counseling services in their anticipated work setting.

The programs are structured to provide both theoretical emphasis and practical application. The CE Program has earned special recognition from the Western Association for Counselor Education and Supervision (WACES) by receiving the Exemplary Program Award for outstanding innovations in providing professional
preparation for counselors. WACES is a subdivision of the Association for Counselor Education and Supervision (ACES) which is a division of the American Counseling Association (ACA). ACA is the national association dedicated to the field of counseling. The CE Program in MFT is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) which is a nationally recognized accreditation body for counselor education programs. CACREP seeks to ensure that programs meet the accreditation standards and requirements to provide students with the skills necessary to be effective counselors. PPS is accredited by the California Commission of Teacher Credentialing (CCTC). Additionally, the CE program in Counseling and Student Services (K-12 and Higher Education) expects to be accredited by 2011 (CACREP). The CE Program offers several graduate degrees in counseling:

Master of Science (MS) degree in Counseling: Option Counseling and Student Services:
   Specialization: K-12 or Higher Education
Master of Science (MS) degree in Counseling: Option MFT
Pupil Personnel Services (PPS) Credential
Criminal Justice Counseling Specialist Certificate of Advanced Study

Please refer to the Kremen School of Education and Human Development webpage for admission criteria at the following address:
http://csufresno.edu/kremen
Program Policies

Student Evaluation

Students are expected to maintain satisfactory progress throughout their graduate program. An evaluation is conducted during the COUN 208 and COUN 238 courses to assess the student's progress. Should any concern arise at this checkpoint, faculty will consult with the student to determine the best course of action. Students are expected to maintain a minimum GPA of 3.0. If a student's GPA falls below 3.0, he/she will need to consult with his/her advisor and may be asked to leave the program.

Cheating and Plagiarism

Cheating is the practice of fraudulent or deceptive acts for the purpose of improving a grade or obtaining course credit. Typically, such acts occur in relation to examinations. Plagiarism is a specific form of cheating that consists of the misuse of the published and/or unpublished works of another by representing the material so used as one's own work. Both cheating and plagiarism are grounds for expulsion, suspension, and/or probation of students.

Liability Insurance

All students enrolled in the graduate programs in counseling are required to have professional liability insurance to complete the assessment, practicum and fieldwork courses. Students can obtain information on insurance coverage from the faculty who teach the practicum and field placement and internship programs, their faculty advisor or from the Coordinator of the CE Program.

Course Curriculum

The time it takes a student to complete the MS or PPS credential programs depends upon which program track the student follows. Full-time students typically complete a maximum of 15 units per semester while part-time students usually complete a maximum of 9 units per semester. The actual time taken to complete the degree depends upon the student's pace. For example, a full-time student can complete a 60-unit degree program in two years while a part-time student may take three or more years to complete the same degree. The following is a description of program options and course requirements. Students are encouraged to talk with their advisor to determine a suggested course sequencing pattern. Suggestions for course sequencing can be found on the CSER Department webpage at: http://csufresno.edu/cser/
MASTER OF SCIENCE DEGREE IN COUNSELING
Option: Counseling and Student Services
Higher Education Specialization

This 48 unit program is designed for individuals seeking advanced preparation for a career in counseling within an educational setting such as a community college or university. This degree is often obtained concurrently with coursework for the Pupil Personnel Services Credential.

<table>
<thead>
<tr>
<th>Prerequisites</th>
<th>Units</th>
</tr>
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<tbody>
<tr>
<td>A. COUN 174</td>
<td>3</td>
</tr>
<tr>
<td>B. COUN 176</td>
<td>3</td>
</tr>
<tr>
<td>OR PSYCH 166</td>
<td>3</td>
</tr>
<tr>
<td>C. ERA 153</td>
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**Pre-requisite Total:** 9

I. Core Course Requirements

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<tr>
<th>Course</th>
<th>Units</th>
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<tr>
<td>COUN 200</td>
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<tr>
<td>COUN 201</td>
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<tr>
<td>COUN 220*</td>
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</tr>
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<td>ERA 220</td>
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Subtotal: 25

II. Counseling and Student Services Option

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<td>EAD 261</td>
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<tr>
<td>CI 285</td>
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<tr>
<td>OR ERA 288</td>
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Subtotal: 18

IV. Culminating Experience

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<td>COUN 298**</td>
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<tr>
<td>OR COUN 299**</td>
<td>5</td>
</tr>
<tr>
<td>OR Comprehensive Exam**</td>
<td>5</td>
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</tbody>
</table>

Subtotal: 5

Total Required Units 48

* Students must pass the graduate writing requirement, which is part of COUN 220, prior to applying for Advancement to Candidacy.

** Advancement to Candidacy must be attained one semester prior to the term in which the
student wishes to graduate or register for the culminating experience (i.e., COUN 298 or COUN 299 Thesis or Comprehensive Examination).

Elective Requirements for Counseling and Student Services and Student Services Option: Specialization in Higher education courses may include the following:
COUN 232, Psychopathology and the DSM (3 units)
COUN 234A, Seminar in Sexuality Counseling (1 unit)
COUN 234B, Seminar in Domestic Violence (1 unit)
COUN 234C, Seminar in Substance Abuse (1 unit)
COUN 234D, Seminar in Psychopharmacology (2 units)
COUN 234E, Seminar in Consultation (1 unit)
COUN 253, Psychological and Social Aspects of Disability (3 units)
COUN 280T, Advanced Topics in Counseling (1-3 units)
CI 285 OR ERA 288 [(3 units)-not included in the Higher Ed. Specialization]
COUN 290, Independent Study (1-3 units)

Note: Other electives courses may be taken with permission from advisor.
MASTER OF SCIENCE DEGREE IN COUNSELING  
Option: Counseling and Student Services  
K-12 Specialization

This 48 unit program is designed for individuals seeking advanced preparation for a career in counseling within an educational setting such as an elementary, middle and high school. This degree is often obtained concurrently with coursework for the Pupil Personnel Services Credential.

I. Prerequisites

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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</tr>
<tr>
<td>B. COUN 176</td>
<td>3</td>
<td>Counseling and Mental Health</td>
</tr>
<tr>
<td>OR PSYCH 166</td>
<td>3</td>
<td>Abnormal Psychology</td>
</tr>
<tr>
<td>C. ERA 153</td>
<td>3</td>
<td>Educational Statistics</td>
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</table>

**Pre-requisite Total:** 9

II. Core Course Requirements

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<th>Description</th>
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</thead>
<tbody>
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<td>COUN 200</td>
<td>3</td>
<td>Counseling Techniques</td>
</tr>
<tr>
<td>COUN 201</td>
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<td>Multicultural Counseling</td>
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<tr>
<td>COUN 202</td>
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<td>COUN 203</td>
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<td>Assessment in Counseling</td>
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<td>COUN 206</td>
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<td>Counseling through the Lifespan</td>
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<td>COUN 208</td>
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<td>Practicum in Counseling</td>
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<tr>
<td>COUN 220*</td>
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<td>Career Development Theory</td>
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<tr>
<td>ERA 220</td>
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<td>Research in Education</td>
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**Subtotal:** 25

III. Counseling and Student Services Option

Choose one of the Specializations listed below

a) Specialization in Higher Education Settings

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN 240</td>
<td>3</td>
<td>Counseling Parents of Exceptional Children</td>
</tr>
<tr>
<td>COUN 241</td>
<td>3</td>
<td>Organization of Counseling Services</td>
</tr>
<tr>
<td>COUN 242</td>
<td>3</td>
<td>Consultation</td>
</tr>
<tr>
<td>CI 285</td>
<td>3</td>
<td>Seminar in Advanced Educational Psych</td>
</tr>
<tr>
<td>OR ERA 288</td>
<td>3</td>
<td>Ed. Measurement and Program Eval. (spring only)</td>
</tr>
<tr>
<td>COUN 249</td>
<td>4</td>
<td>Field Practice School Counseling</td>
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**Subtotal:** 16

IV. Culminating Experience

<table>
<thead>
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<th>Course</th>
<th>Units</th>
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<tbody>
<tr>
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<td>Project (3 units) plus 4 units of electives</td>
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<tr>
<td>OR COUN 299**</td>
<td>7</td>
<td>Thesis (3 units) plus 4 units of electives</td>
</tr>
<tr>
<td>OR Comprehensive Exam**</td>
<td>7</td>
<td>plus 7 units of electives</td>
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</tbody>
</table>

**Subtotal:** 7

Total Required Units 48

* Students must pass the graduate writing requirement, which is part of COUN 220, prior to applying for Advancement to Candidacy.
** Advancement to Candidacy must be attained one semester prior to the term in which the student wishes to graduate or register for the culminating experience (i.e., COUN 298 or COUN 299 Thesis or Comprehensive Examination).

**Elective courses for k-12 Specialization include the following:**

- COUN 150, Laws Related to Children (3 units)
- COUN 232, Psychopathology and the DSM (3 units)
- COUN 233, Counseling Children, Adolescents, and Their Families (3 units)
- COUN 234A, Seminar in Sexuality Counseling (1 unit)
- COUN 234B, Seminar in Domestic Violence (1 unit)
- COUN 234C, Seminar in Substance Abuse (1 unit)
- COUN 234D, Seminar in Psychopharmacology (2 units)
- COUN 234E, Seminar in Consultation (1 unit)
- COUN 249, Field Placement in k-12 Schools (4-8 units-whichever course not included in the k-12 Specialization)
- COUN 280T, Advanced Topics in Counseling (1-3 units)
- COUN 290, Independent Study (1-3 units)
- Sped 120, Teaching Students with Special Needs in General Education Settings (3 units)
- CI 285, or ERA 288 [(3 units) not included in the k-12 option total]

**Note:** Other courses may be taken with permission from advisor. Student pursuing a PPS Credential are required to take additional coursework to fulfill the NCATE/CCTC requirements.

**Field Practice - COUN 249 & COUN 219**

Students seeking the MS degree in Counseling and Student Services are required to successfully complete a field practice in an elementary, middle or high school or in a community college, college or university or at a site approved by the Field Placement Coordinator. Students must obtain professional liability insurance and have obtained a certificate of clearance form (this needs to be ordered when the student first enters the program). For details on field practice in COUN 249, see the section of Field Practice for the PPS Credential in this handbook. Field practice in COUN 219 consists of 600 hours of supervised experience at the college or university level. Students enrolled in COUN 219 typically provide academic advising, counseling, and support to college students in a variety of settings.

Please Note: After January 2008, Field Practice hours will increase from 160 to 600.
PUPIL PERSONNEL SERVICES (PPS) CREDENTIAL

This is a 48-unit program designed to prepare students to be counselors in a public school setting, grades K-12 in which the PPS Credential is a requirement. Completion of the credential program satisfies the educational requirements for the PPS Credential. This credential may be attained in conjunction with the MS degree or by itself. Some school districts prefer that applicants possess prior teaching experience or a Masters degree or both to be employed as a counselor, but this is not mandated by law.

PUPIL PERSONNEL SERVICES (PPS) CREDENTIAL
PREREQUISITES AND COURSE REQUIREMENTS

<table>
<thead>
<tr>
<th>Prerequisites</th>
<th>Units</th>
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<tr>
<td>ERA 153 Educational Statistics</td>
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<td>COUN 174 Introduction to Counseling</td>
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<table>
<thead>
<tr>
<th>Course Requirements</th>
<th>Units</th>
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<tr>
<td>COUN 150 Laws Relating to Children</td>
<td>3</td>
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<tr>
<td>COUN 200 Counseling Techniques</td>
<td>3</td>
</tr>
<tr>
<td>COUN 201 Multicultural Aspects of Counseling</td>
<td>3</td>
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<tr>
<td>COUN 202 Group Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 203 Assessment in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 206 Seminar in Lifespan Development</td>
<td>3</td>
</tr>
<tr>
<td>COUN 208 Practicum in Counseling</td>
<td>4</td>
</tr>
<tr>
<td>COUN 220 Career Development Theory</td>
<td>3</td>
</tr>
<tr>
<td>COUN 233 Therapeutic Methods with Children</td>
<td>3</td>
</tr>
<tr>
<td>COUN 240 Counseling Exceptional Children and Their Parents</td>
<td>3</td>
</tr>
<tr>
<td>COUN 241 Organization of Counseling Services</td>
<td>3</td>
</tr>
<tr>
<td>COUN 242 Parent Education, Pupil Advocacy and Consulting</td>
<td>3</td>
</tr>
<tr>
<td>CI 285 Educational Psychology</td>
<td>3</td>
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<tr>
<td>COUN 249 Field Practice in School Counseling</td>
<td>8</td>
</tr>
<tr>
<td>Total required units</td>
<td>48</td>
</tr>
</tbody>
</table>
Field Practice for the PPS Credential

The student must complete six hundred (600) clock hours of field practice in order to be eligible to apply for the PPS Credential. The student must complete field practice in any two of the following grades; the elementary, the middle, or secondary school setting. Field placement courses are approved for Credit/No Credit grading and students must receive a grade of Credit in order for the field practice course to count toward the completion of the program. Students must complete three hundred (300) clock hours for four (4) units of field practice.

Students must have completed a minimum of fifteen (15) units in the PPS program prior to enrolling in a field placement course; they will receive a letter grade for the course, not credit, pass or fail grade. If a student wants to apply for a field placement course prior to completing fifteen (15) units in the program, special permission is required from the University Field Placement Supervisor. A student who wants to participate in a field practice course for the PPS Credential needs to make provisions for the assignment the semester prior to enrolling in the course. In that manner, the supervisor will be more able to assist the student in receiving an assignment in line with the student's needs. Both 249 and 219 are offered each semester for the student and when special needs arise, students may complete the assignment in the summer through extended education. Completion of 219 will not count toward the PPS Credential.

WHEN ENROLLING IN COUN 249, THE FOLLOWING ITEMS NEED TO BE COMPLETED:

1. **Certificate of Clearance**
   This is a form required by the State of California and must be applied for at the time of enrollment in the program. The Certificate of Clearance is not required if the student holds a valid teaching credential from the State of California or has been approved to work as a substitute teacher in the schools. A STUDENT MUST HAVE CERTIFICATE OF CLEARANCE, OR, A VALID CALIFORNIA TEACHING CREDENTIAL WHEN THE PPS CREDENTIAL IS ORDERED OR THE STATE WILL NOT HONOR THE APPLICATION.

2. **CBEST**
   Each student wanting to receive a PPS Credential must offer proof of having passed ALL THREE SECTIONS of the CALIFORNIA BASIC EDUCATIONAL SKILLS TEST.
3. **Field Placement Contract**
   A Field Placement Contract must be completed at the site, which the field placement student has chosen to complete the assignment. THE CONTRACT MUST INCLUDE THE DUTIES OF THE FIELD PLACEMENT AND MUST BE SIGNED BY THE STUDENT AND THE UNIVERSITY AND THE OFF CAMPUS SUPERVISOR.

4. **Site Evaluation**
   This form is provided by the instructor and must be completed by the student prior to the field placement.

5. **Program Checklist**
   The student is provided a program check-list for the elementary, middle and secondary schools; this checklist contains the types of activities the placement entails and is used in completing the log.

6. **Completion Of The Field Placement**
   Each student must complete a log for the clock hours in the program; in addition the off campus supervisor must supply an evaluation of the work for the student’s record.

7. **Pupil Personnel Services Credential Program Completion Form**
   THIS FORM IS RECEIVED FROM THE UNIVERSITY COORDINATOR AND IT IS THE RESPONSIBILITY OF THE STUDENT TO COMPLETE IT AND RETURN IT TO THE COORDINATOR. The University Supervisor is responsible for clearing the student for the credential once the form has been received. (See Appendix I for a copy of the form.)

**Credential Authorization**

The State of California issues the credential and the approval for the credential is provided by the University since the CSUF program has been received and cleared by the State. Students are asked to complete an application for the PPS Credential during the first two weeks of their last semester of credential coursework. The Office of the Credential Analyst in the Student Services Office, ED 151, provides the application; students must pay state fees plus a $25.00 KSOEHD processing fee.
The MS degree in Counseling Option: Marriage and Family Therapy is a 60-unit program that is designed for individuals seeking a career as a counselor specializing in Marriage and Family Therapy (MFT). Applicants completing this degree may qualify to work in public or private agencies or private practice. The structure of this degree program is designed to meet the education program requirements of the Business and Professions Code. Completion of this degree fulfills the educational requirements for the MFT license as dictated by the Board of Behavioral Sciences (BBS) and the requirements of the Council on Accreditation of Counseling and Related Educational Programs of the American Counseling Association.

**MISSION of the MS in Counseling Option: Marriage and Family Therapy**

The MS Degree program in Counseling with an Option in Marriage and Family Therapy at California State University, Fresno is designed to prepare professional counselors, in accordance with the ethical standards of the American Counseling Association, to serve the mental health needs of an increasingly diverse and changing society throughout the greater central California’s San Joaquin Valley. The Counselor Education program is actively committed to the recruitment and retention of students who reflect the rich ethnic and cultural diversity existing the greater California State University, Fresno service area. The purpose of the program is to provide students with the academic and practica experiences that prepare them for entry level counseling positions, leading to state licensure as Marriage and Family Therapists. The Counselor Education faculty is committed to providing a program milieu that offers students the opportunity for professional and personal growth. The learning goals of the program emphasize achieving a firm understanding of the theoretical foundations of counseling and its practical applications, and becoming responsive to the cultural, ethnic, racial, disability, gender, sexual identity, and socio-economic context of individuals, couples, and families.

**ENDORSEMENT POLICY**

The Counseling Program, MFT option, has the following student endorsement policy:

The counseling Program at CSU, Fresno trains MFT Counselors in a 60-unit program. The MFT Counselor is trained to work with individuals, couples, children and families, as well as with groups, where family system relationship issues are of a primary concern. The student is trained primarily in relational skills where the core conditions of empathy, respect,
concreteness, genuineness, self-disclosure, immediacy, and confrontation are used to establish a therapeutic relationship and to move the client through the therapeutic process. Students are trained in family systems theories (structural, strategic, and communication models) and receive supervised practice in these techniques in their family practicum and field work courses. The MFT training program has courses in marriage, family, and couples counseling theories and techniques; group counseling theories and techniques; individual counseling techniques; multicultural counseling theories and techniques; assessment; life-span development; diagnosis; child and adolescent counseling; counseling research techniques; and various practicums and field site training. In addition every course has an ethics component. Ethical and legal decision making is stressed throughout the program.

The student who graduates from this program is prepared to work in a variety of settings. These include, but are not limited to social service agencies, mental health agencies, private practice (when registered as an MFT intern or when licensed as an MFT), psychiatric hospitals, and university and community college counseling centers.

Program Goals and Objectives for the Marriage and Family Therapy Option

The following overall goals and objectives of the program are used to reflect the projected needs of a pluralistic society for which specialized counseling and human development activities have been developed.

The program goals and objectives reflect consideration of input from all persons involved in the conduct of the program, including program faculty, current and former students, and personnel in cooperating agencies.

Personnel involved in the development of goals and objectives include faculty, students, advisory board members, community and agency counselors, and graduates of the program. The counseling education faculty, as a whole, act as the primary committee in development of goals and objectives for the program. The Counseling option in MFT curriculum is comprised of a competency based program and course objectives for each course are designed and written with approval from the faculty as a whole. Goals and objectives for the program originate from the published standards for training counselors advocated by CACREP, professional associations such as ACA, APA, ASCA, CAMFT and licensing bodies. Faculty review and rate/revise objectives based upon input from faculty, student end of course evaluations, and changes brought about by state licensing boards. A Counseling Advisory Board meets two times a year to review and comment directly on changes recommended by the faculty. Feedback is received from on-site supervisors from local agencies and institutions regarding the addition or deletion of materials within the program. When students graduate from the program, they are asked to complete a questionnaire covering the training
program and at that time recommend changes for the program. As a result of these types of inputs, the goals and objectives are reviewed and revised as need for change arises.

It is the intent of the faculty, staff and administrators of the MFT Program at CSU, Fresno to prepare students who will be able to understand, conceptualize and perform the following as both counseling professionals and human relations specialists. Upon completion of the Ms in Counseling option in MFT, the program will:

**Goal 1:** Prepare professional counselors to meet the mental health needs of an increasingly diverse and changing society.

**Learning Objectives:** The MS degree program in Counseling: Option in Marriage and Family Therapy will prepare students to:

**Objective 1.1** Articulate orally and in written form a theoretical base and rationale for counseling.

**Objective 1.2** Conduct effective individual, couples, marriage, family, child, and group counseling.

**Objective 1.3** Identify the needs of people in a changing society related to human development and human sexuality over the life span.

**Objective 1.4** Apply professional counseling expertise under direct supervision.

**Objective 1.5** Accurately perform mental health diagnosis and apply measurement and evaluation in the field of counseling.

**Objective 1.6** Articulate orally and in written form a theoretical base and rationale for career development and describe the importance of career choice in a changing society.

**Objective 1.7** Demonstrate awareness of the existence of cultural diversity, develop sensitivity to people with differences, and demonstrate responsiveness to recognized differences through counselor interventions with individuals and groups.
Objective 1.8 Recognize the need for and become directly involved with research in the field of counseling that is consistent in style and format with that of the American Psychological Association Publication Manual, (Current) Edition.

Goal 2: Prepare qualified counselors who are proficient in written and verbal communications.

**Learning Objectives:** The MS degree program in Counseling with an Option in Marriage and Family Therapy will prepare students to:

Objective 2.1 Use writing skills to communicate in a style and format consistent with the American Psychological Association Publication Manual, (Current) Edition.

Objective 2.2 Communicate with peers, professors, and supervisors utilizing appropriate mental health terminology and consultative practices.

Goal 3: Prepare professional counselors to practice effectively in collaborative and interdisciplinary environments.

**Learning Objectives:** The MS degree program in Counseling with an Option in Marriage and Family Therapy will prepare students to:

Objective 3.1 Develop and participate in cooperative and collaborative ventures with members of our professional and service community.

Objective 3.2 Maintain effective consultative practices with members of the mental health and service community.

Goal 4: Promote the development of counselor professional identity and an understanding of the ethical standards of the American Counseling Association and the legal statues of the State of California.

**Learning Objectives:** The MS degree program in Counseling with an Option in Marriage and Family Therapy will prepare students to:

Objective 4.1 Identify counseling, legal, and ethical concerns related to the needs of people
who are living and developing in a pluralistic society.

Objective 4.2 Adhere to the legal statutes of the State of California and ethical standards of the American Counseling Association.

Program Objectives:

Goal 5: Provide counseling students with the academic and practical experiences that satisfy the program accreditation standards set forth by the Counsel for the Accreditation of Counseling and Related Education Programs (CACREP) and satisfy the licensure requirements of the State of California’s Board of Behavioral Science as a Marriage and Family Therapist.

Learning Objectives: The MS degree program in Counseling with an Option in Marriage and Family Therapy will:

Objective 5.1 Monitor and adjust program curricula to comply with regulations of the State of California’s Board of Behavioral Science.

Objective 5.2 Maintain academic and pratica curricula consistent with the standards set by the Counsel for the Accreditation of Counselor Education and Related Programs (CACREP).

On a more general and basic nature, students will be expected to:

1. Establish rapport in working with families.
2. Conduct interviews with all family members.
3. Develop systemic thinking.
4. Diagnose family problems.
5. Apply family systems theories in working with families.
6. Develop hypotheses and help family members set goals.
7. Receive and use feedback in working with families.
8. Follow ethical practices in working with families.
9. Be able to make referrals to other professionals.
10. Apply research findings and readings with family members.
11. Identify personal blocks which might arise.
12. Demonstrate knowledge of change in working with families.
13. Conduct pre-marital counseling.
14. Apply parenting concepts when working with families.
15. Identify interactional systems which influence the family.
16. Demonstrate sensitivity with culturally different families.
17. Persistently work toward developing a personal image.
MS in Counseling option in Marriage and Family Therapy
(Degree Requirements)

I. Prerequisites

<table>
<thead>
<tr>
<th>Units</th>
<th>Course and Title</th>
</tr>
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<tbody>
<tr>
<td>3</td>
<td>COUN 174 Introduction to Counseling</td>
</tr>
<tr>
<td>3</td>
<td>COUN 176 Counseling and Mental Health OR PSYCH 166 Abnormal Psychology</td>
</tr>
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<td>3</td>
<td>ERA 153 Educational Statistics</td>
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Pre-requisite Total: 9

II. Core Course Requirements

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<tr>
<td>3</td>
<td>COUN 200 Counseling Techniques</td>
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<tr>
<td>3</td>
<td>COUN 201 Multicultural Counseling</td>
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<td>COUN 203 Assessment in Counseling</td>
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<td>COUN 208 Practicum in Counseling</td>
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<td>COUN 220* Career Development Theory</td>
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Subtotal: 25

III. Marriage and Family Therapy Option

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<td>COUN 231 Ethics and Professional Practices of MFT</td>
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<tr>
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<td>COUN 232 Psychopathology and the DSM</td>
</tr>
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<td>COUN 233 Therapeutic Methods with Children</td>
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<td>COUN 234a Sexuality in Human Relationships</td>
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<td>COUN 234b Violence in Intimate Relationships</td>
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<tr>
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<td>COUN 234c Substance Abuse Treatment</td>
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<td>COUN 234d Psychopharmacology</td>
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<td>COUN 234e Consultation</td>
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<td>4</td>
<td>COUN 238 Practicum in MFT</td>
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<td>COUN 239 Field Placement in MFT</td>
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Subtotal: 28

IV. Culminating Experience

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<th>Units</th>
<th>Course and Title</th>
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<tbody>
<tr>
<td>8</td>
<td>COUN 298** Project (3 units) plus 4 units of electives</td>
</tr>
<tr>
<td>8</td>
<td>COUN 299** Thesis (3 units) plus 4 units of electives</td>
</tr>
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<td>8</td>
<td>Comprehensive Exam** plus 7 units of electives</td>
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Subtotal: 60

Total Required Units 60

* Students must pass the graduate writing requirement, which is part of COUN 220, prior to applying for Advancement to Candidacy.

** Advancement to Candidacy must be attained one semester prior to the term in which the student wishes to graduate or register for the culminating experience (i.e., COUN 298 or COUN 299 Thesis or Comprehensive Examination).
Practicum in MFT - COUN 238

Students are required to complete an advanced practicum course held at the Fresno Family Counseling Center. Students who enroll in the COUN 238 practicum receive close supervision as they work directly with individuals, couples, families and children.

Students must apply to take COUN 238 one (1) year prior to enrollment and must indicate on the application form which semester they prefer to take the course. The FFCC application can be obtained from the Program web-site: http://csufresno.edu/cser/. Students will receive a letter indicating which semester in which they have been accepted along with a statement telling them they are eligible to enroll. The letter will also indicate the course schedule number by which the student will need to officially register for the course. Students must be certain of the semester in which they plan to enroll in COUN 238 and indicate this information on the application. If a student cannot enroll in the course during the semester in which they have been accepted, they will forfeit their priority status and will be placed at the end of the waiting list.

MFT Fieldwork - COUN 239

Students are advised to purchase the Fieldwork Manual one (1) semester prior to registering in COUN 239, Fieldwork in Marriage and Family Therapy. Students are required to have completed at least 40 units in the program and prerequisite coursework before enrolling in COUN 239. Students in COUN 239 are expected to make a two-semester commitment to a selected field site. The student must complete 300 hours of approved fieldwork hours per semester for a total of 600 hours. Students have the option of completing the total 600 hours in one semester but this must be approved by the faculty member supervising the fieldwork course.

The student is responsible for selecting a site that will provide the type of counseling experience that is of interest to his/her individual preferences. The fieldwork site must be approved by the university faculty member who supervises this course.

In addition to selecting a field site, students must contact the CSER Department at 278-0340 and request enrollment in COUN 239. The student will then obtain the course schedule number to register. For more information about field placement, and field placement sites, consult the MFT Fieldwork Manual or your university advisor.

Students who want the 600 hours for fieldwork to be applied toward the hours required for MFT licensure must follow the regulations established by the BBS.
MFT Licensure Requirements and Regulations

Students in the MFT program must comply with the requirements established by the BBS in order to qualify to take the licensing examination. To receive a full description of the BBS rules and regulations for MFT, request in writing a copy of the "Rules and Regulations Manual" along with a fee (call for current fees) and send the letter to:

Board of Behavioral Sciences  
400 "R" Street, Suite 3150  
Sacramento, CA 95814  
(916) 445-4933  
www.bbs.ca.gov

A brief summary of significant requirements/regulations for MFT students include but are not limited to the following:

Coursework

Students must complete coursework in substance abuse, domestic violence, sexuality, and child abuse as part of their educational program. Child Abuse Assessment and Reporting is included in the COUN 231: Ethics and Professional Practices course.

Intern Registration

After attainment of the Master's degree, candidates for the MFT license must register as an MFT Intern to continue to collect hours to qualify for the licensing examination. The application to register as an intern can be obtained, through request, from the BBS.

Experience Requirements

Candidates seeking to qualify for the MFT license must complete 3000 hours of supervised counseling experience over a period of not less than two (2) years. Candidates are allowed to gain up to 750 hours prior to attaining the Master's degree. Not less than 2250 hours of experience shall be gained after attainment of the degree. Hours obtained prior to graduation must be completed in a setting approved by the Counselor Education Program. Students may not begin trainee hours until they have completed eighteen (18) units of coursework.

Employment Settings

MFT trainees may gain supervised counseling hours in a governmental
entity, a school, college or university, a nonprofit and charitable organization or a licensed health facility as defined by the Health and Safety Code.

MFT interns may gain supervised counseling hours in a governmental entity, a school, college or university, a nonprofit and charitable organization, a licensed health facility as defined by the Health and Safety Code or a private practice.

**Supervision**

Individuals who supervise MFT trainees or interns must meet the following requirements, which include but are not limited to:

1. Supervisor must be a licensed Marriage and Family Therapist, Clinical Social Worker, Psychologist, or Psychiatrist for at least two (2) years;
2. The supervisor cannot be a spouse or relative by blood or marriage or someone with whom the trainee/intern has a personal relationship which would undermine the authority or effectiveness of the supervision;
3. The supervisor shall provide at least one hour of direct supervision to the trainee/intern per week.

For more information about educational requirements, registration status, employment settings and supervision, refer to the "Rules and Regulations" manual of the BBS.

**MFT Licensing Examinations**

Applicants must fulfill both the educational and experience requirements to qualify for the MFT licensing examination. Applicants must apply for the MFT license and take a written and written clinical vignette examination administered through the BBS in order to obtain the MFT license.

**NCE**

For information regarding the National Counseling Examination, please see the CACREP liaison for the counseling program. If you are in a CACREP program that is participating in the NBCC/CACREP:

- You may take the NCE prior to graduation if you are in the final academic year of your master's program.
- You have reduced fees and a later deadline than regular applicants applying for the National Certified Counselor (NCC) credential.
- The 3,000 hours of post-master's experience required for the NCC credential is waived, so you could be nationally certified right after graduation.
You can take the NCE on campus, rather than having to travel to a national site.

✓ If you will be seeking licensure in a state, which uses the NCE, you can complete part of that state’s credentialing process.

CRIMINAL JUSTICE COUNSELING SPECIALIST CERTIFICATE OF ADVANCED STUDY

Individuals who are fully classified and advanced to candidacy in (or graduates of) the MS in Counseling program (MFT option) may elect to take courses leading to the Criminal Justice Counseling Specialist Certificate of Advanced Study. The certificate program is co-sponsored by the Department of Counseling, Special Education, and Rehabilitation and the Department of Criminology. It is designed to enhance professional skills for counseling service within the criminal justice system.

In addition to coursework required for the MS in Counseling, students seeking the Criminal Justice Counseling Specialist Certificate of Advanced Studies are required to take a total of 16 units in Criminology (in addition to prerequisite CRIM 100 or equivalent), 6 of which may be used as electives in the MS in Counseling (MFT option) program. The Certificate courses are: CRIM 153, 201, 203, and 281. MS in Criminology students seeking the Certificate are required to take an equivalent number of Counseling courses. Counseling courses are: COUN 176, 200, 208, and 239 (3 units).
SECTION VI

PROJECT, THESIS, or COMPREHENSIVE EXAM REQUIREMENT

A culminating experience, COUN 298-Project, or COUN 299-Thesis, or Comprehensive Examination is required to attain the MS in Counseling, Counseling and Student Services option or the MS in Counseling, Marriage and Family Therapy option. The policies and procedures manual for project or thesis are provided to students enrolled in ERA 220: Research Methods or by the Graduate Admissions technician. Examples of previous project/thesis abstracts are available for students in the faculty offices (Project) or the University Library (Thesis).

COUN 298-Project

A project consists of a significant scholarly undertaking that is relevant to the field of counseling. It must demonstrate originality, independent thinking, good organization, and writing proficiency that is commensurate with graduate level work. The completed project includes a comprehensive literature review and a creative project component.

Procedures for completing the requirements for project are as follows:

A. Attain advancement to candidacy and completed a minimum of 24 semester units with a B or better including ERA 220.
B. Select a faculty member who will supervise the project.
C. Develop a project proposal. An example of this proposal is given in the "Policies and Procedures Manual" for 298/Project.
D. Obtain a schedule number from the Admissions Technician in ED 151 for 298/Project and register for the course.
E. Complete all work on 298/Project in consultation with the faculty supervisor.
F. Meet with supervisor and receive final editing and endorsement.
G. Complete final typing and get the project bound, including the abstract.
H. Submit the final project to the supervisor, which will include the project report and one copy of the abstract.
I. The final grade for project is awarded by the faculty supervisor.
COUN 299-Thesis

A thesis is a written product of the study of a specific or well-defined question or issue which merits being investigated. It is a document resulting from original research and includes the following elements: statement of the problem, review of relevant theoretical and empirical literature, methodology, results and implications. The thesis format can take two forms, empirical or theoretical. For more information, consult the "Policies and Procedures Manual for 299/Thesis."

Students become eligible to register for COUN 299-Thesis once the research topic has been formulated, a thesis committee has been established and a substantial amount of the initial writing has been completed. Students are encouraged to initiate this process at least one (1) semester prior to enrolling in 299/Thesis.

Procedures for completing a thesis include the following:

A. Develop a thesis prospectus which includes the description of the problem, justification and statement of purpose. Also obtain a thesis formatted disk from the Graduate Studies office.

B. Submit the prospectus to one’s selected faculty members. Usually, at least two of the faculty members are selected from the CSER department and have specific content expertise while the third faculty member typically has expertise in methodology. This group will be known as the Thesis Proposal Committee and will include three (3) members.

C. The thesis prospectus is expanded and developed into the thesis proposal which consists of the following first three chapters:
   - Chapter 1 Introduction
   - Chapter 2 Review of Literature
   - Chapter 3 Methodology

D. The student will meet with the Thesis Proposal Committee who will examine and assess the thesis proposal. The committee either approves the thesis proposal or recommends further development. After approval of the thesis proposal, the committee will then be known as the Thesis Committee.

E. The final stages of the thesis development include the collection of research data and completion of the written report. In addition to the first three chapters, the completed thesis should also include:
   - Chapter 4 - Results
   - Chapter 5 - Conclusions

F. The student will then complete a final oral review of his/her thesis with the Thesis Committee.

G. The student will submit an "Approved for Final Submission" form with the completed thesis to the Division of Graduate Studies office, TA 132.

12. The thesis will be reviewed and returned to the student by an official from the University Graduate Studies Office. Once received, the student will make the necessary corrections and then submit the final publication copy.
back to the Graduate Studies Office.
Comprehensive Exam Policy

For a culminating experience, students in the MS Counseling with Options in Marriage and Family Therapy, and Counseling and Student Services may elect to take a Comprehensive Exam during the final stages of their program. (This Comprehensive Exam option does not preclude doing a project or thesis for those students desiring more research preparation). Students choosing the comprehensive exam must be advanced to candidacy before registering for the exam. Please note that it is university policy that once a student officially registers for one of the three culminating experiences the culminating experience chosen cannot be changed.

Students in the MFT option should complete 40 units by the end of the semester in which they take their exam, students in Counseling and Student Services should complete 27 units by the end of the semester in which they take their exam.

The two-part exam consists of 100 multiple-choice questions and essay questions. Approximately 50% of the multiple-choice questions will come from the core counseling courses and the balance will come from the content areas of your specialization. The multiple-choice section of the test will be two-hours long and administered in a designated area on campus (unless special arrangements have been made for those with special needs—see below). The essay portion will be administered in the computer lab. You will be allowed three-hours to complete this portion of the exam (unless special arrangements have been made for those with special needs). The essay portion will require an integration and application of theory to a case vignette. (See below for more information on this portion of the exam.)

Students should expect to study for a minimum of six months prior to the exam in order to pass the exam.

You are directed to the University Policy on Cheating and Plagiarism published in the University Catalogue, the Schedule of Courses each semester, and in the Academic Policy and Procedures Manual in the Department office.

Registration for the Exam

The Comprehensive Exam will be given once a semester. The date of the exam will be announced during the initial weeks of the semester. Typically, exams are conducted during the final five to six weeks of the semester. It is YOUR RESPONSIBILITY to register for the exam with the department administrative assistant. Failure to register and take the exam in a timely fashion will DELAY YOUR GRADUATION and might result in further financial expenses as you may need to pay graduate continuation fees.
Format of Exam

Sections Covered in the Multiple Choice Portion of the Exam

1. **CORE Sections for all students:**
   As mentioned earlier, approximately 50% of the multiple-choice questions will cover core curricula taken by all counseling students. These areas include: Human Growth and Development, Multicultural Dimensions in Counseling, Helping Relationships, Group Counseling, Career Development, Assessment, Research, Professional Orientation, and Ethics (Ethics Code of the American Counseling Association).

2. **Specialized Sections:**
   The remaining 50% of the multiple-choice section of the exam will cover topics that are relevant to your specializations.

   - **MFT option (COUN 230, 231, and 232)** will have additional questions on diagnosis, family theory, and legal, and ethical issues in marriage and family therapy.
   - **K-12 specialization (COUN 240, 241, and 242)** will have additional questions on organization of counseling services, consultation, parent education and advocacy, and counseling parents with exceptional children.
   - **Higher Education specialization (COUN 214, 215, and EAD 261)** will have additional questions on student development theory, foundations of student services, and managing educational organizations.

Sections Covered in the Essay Portion of the Exam

1. **MFT Students:** The essay portion of the MFT exam will include questions addressing a single case vignette. *All questions will require you to apply what you have learned throughout the program to a specific case family.* The questions will address the following:

   - Assess the case family including strengths, multi-cultural issues, diagnostic assessment, and systemic assessment.
   - Identify legal and ethical issues related to the case.
• Treatment of the case using one theoretical approach, including identifying the focus of treatment for the family based on the theory, developing a treatment plan with goals and interventions based on the theory, and adapting the theory to address diversity issues.

Answers that just describe therapeutic interventions associated with the respective theories will not be accepted. You must pick interventions appropriate to the family described in the vignette. This paper must be typed in the computer lab.

2. K-12 students: The essay portion of the K-12 exam will include questions addressing a consultation vignette. All questions will require you to apply what you have learned throughout the program to a specific situation. The questions will address the following:

• Provide intervention for the case using one model of consultation, including establishing a consulting relationship, identifying the problem(s), implementing strategies for intervention, exploring school/community resources, and conducting outcome evaluation.
• Adapt the models to address diversity issues.
• Identify legal and ethical issues related to the case.

Answers must always be connected to the particular case and you must address all areas of the questions posed.

3. Higher Education students: The essay portion of the Counseling and Student Services – Higher Education comprehensive exam will include questions addressing a single case vignette. All questions will require you to apply what you have learned throughout the program to a specific case. The questions will address the following:

• Identification of a particular Student Services area for addressing the case
• Description and application of one theory of student development
• Challenges, Needs and Multicultural Issues to be considered
• Professional Ethics and Standards (Council for the Advancement of Standards in Higher Education)
• Intervention: Objectives and Strategies to be addressed
• Evaluation of intervention

Answers must always be connected to the particular case and you must address all areas of the questions posed.

In-Text Citations
For the essay part of the exam, students are expected to provide in-text citations to support their answers. In-text citations include author name and year of publication (i.e., Anderson & Goolishian, 1982 Keeney, 1982; Whitaker, 1965). Students are NOT EXPECTED to memorize the full citation (i.e., author, year, title, publisher).

**Special Needs**

All reasonable accommodations as required by the Americans with Disabilities Act will be made. If you have a disability that requires special accommodations it is incumbent on you to request these accommodations through Services for Students with Disabilities.
Grading
Seventy percent (70%) on each section is needed to pass. A Faculty Review Committee comprised of two program faculty will evaluate the essay portion of the exam. If there is a discrepancy in scoring between the two readers as to whether the essay passes or fails then a third faculty member will be asked to review and score the essay question. The average of the three scores will be the final score for the essay. Students will be identified only by their student identification number.

Failure
Failure on a section of the exam (multiple choice question portion or essay portion) will require you to take the failed section of the exam again during the next scheduled administration. The exam may be taken three times. After the second failure you will need to meet with the Faculty Review Committee to explore options. After the third failure your Masters Degree will be denied.

Appeals
Students may appeal the Faculty Review Committee’s decision to the Comprehensive Exam Committee. Any appeal must be made in writing within two weeks of receiving their comprehensive examination results. The Comprehensive Examination Committee is comprised of full-time counseling faculty. The Committee will render a final decision regarding the completion of the comprehensive exam. The committee will also be available to meet with the student to discuss findings and provide suggestions for remediation.
There are various resources available to students, which can be used to enhance graduate education and provide an opportunity for professional and personal growth. The following is a list of professional organizations and associations and professional research literature.

**Professional Organizations/Associations**

Students can obtain application information about the following organizations and associations from their faculty advisor or the Coordinator of the CE Program.

**National:**
- American Counseling Association (ACA)
- American Association of Marriage & Family Therapists (AAMFT)
- American Psychological Association (APA)
- International Association of Marriage and Family Counselors (IAMFC)
- Association for Counselor Education and Supervision (ACES)
- International Association of Marriage and Family Therapy (IFTA)
- Association for Multicultural Counseling and Development (AMCD)
- Counselors for Social Justice (CSJ)
- American School Counselor Association (ASCA)
- Association for Specialist in Group Work (ASGW)
- Association for Gay, Lesbian and Bisexual Issues in Counseling (AGLBIC)
- American College Counseling Association (ACCA)

**State:**
- California Association for Counseling & Development (CACD)
- California Association of Marriage & Family Therapists (CAMFT)

**Professional Conferences/Workshops**

Students are provided with opportunities to receive additional knowledge and training in their field of interest by attending conferences and workshops. Frequently, students can attend and participate in these events for a reduced fee. Students must contact the organization sponsoring the conference or workshop to determine their eligibility for a reduced fee. For more information about conferences and workshops, students should refer to the office bulletin board, attend student organization meetings or visit with a faculty advisor.
Student Organizations

Chi Sigma Iota (CSI)

“Chi Sigma Iota is the international honor society for counselors-in-training, counselor educators, and professional counselors. Its mission is to promote scholarship, research, professionalism, leadership and excellence in counseling, and to recognize high attainment in the pursuit of academic and clinical excellence in the field of counseling. The Society was established in 1985 through the efforts of leaders in the counseling profession whose desire was to provide recognition for outstanding achievement as well as outstanding service within the counseling profession” (CSI, 2002). Chi Sigma Phi (CSP) is the California State University, Fresno chapter of CSI. The purpose of CSP is to encourage graduate students in the counseling program who are preparing to become MFT Counselors and Student Services Counselors to increase their involvement and knowledge of their respective fields. The association provides a supportive environment for members, opportunities to listen to professional speakers, to participate in educational workshops and the opportunity for social interaction and personal growth. Membership in CSI/CSP requires that the individual is a graduate student in the CE program and has completed 12 or more units with a minimum GPA of 3.5. Students pay an initial membership fee of $35.00 to CSI (the annual fee is $25.00) and a $20.00 CSP chapter fee. For more information about membership contact the faculty advisor of CSI, Dr. Chris Lucey or check out the information listed on the CSP bulletin board on a regular basis.

Professional Journals

The following list of journals, which is not exhaustive, are available in the periodicals section of the CSUF library:

- Journal of Counseling and Development
- Counselor Education and Supervision
- American Journal of Family Therapy
- American Rehabilitation
- Counseling Psychologist
- The Family Journal: Counseling and Therapy for Couples and Families
- Counselors Information Service
- Educational Psychologist
- Family Therapy Network
- Journal of College Student Development
- Journal of College Student Personnel
- Journal of Counseling Psychology
- Journal of Higher Education
- Journal of Marital and Family Therapy
- Journal of Rehabilitation
- Journal of Sex and Marital Therapy
- Measurement & Evaluation in Guidance
Counseling Assessment Tools

A section of the INTERESC has been set aside for the storage of and lending of assessment tools (personality inventories, intelligence tests, etc.) and career information. INTERESC office is ED 420 and its hours are M-TH 7:30 am - 9:30 pm and F 7:30 am - 5:00 pm. All material may be checked out.
SECTION VIII

UNIVERSITY GRADUATION REQUIREMENTS
and
PROCEDURES

Graduation Requirements

Once a student has achieved advancement to candidacy status, the following requirements are to be fulfilled in order to graduate:

A. Complete a total of forty-eight (48) approved units for the MS in Counseling, Counseling and Student Services option or sixty (60) units for a MS degree in Counseling, MFT option. Prerequisite units are not included in the total required units.

B. Maintain a minimum GPA of at least 3.0 on all program coursework.

C. Complete at least seventy percent (70%) of the units in 200 series coursework. This includes 33 graduate level units for the MS degree Option in Counseling and Student Services or 42 graduate level units for the MS degree Option in MFT.

D. Satisfactory completion of a culminating experience is required for the student's degree program.

E. Complete all incomplete (I) or satisfactory progress (SP) coursework for final degree clearance by the following dates:

Please refer to the Division of Graduate Studies web-site: http://www.csufresno.edu/gradstudies/deadlines.html for graduation filing dates.

G. The following courses cannot be applied toward a Masters degree:

13. Three hundred (300) series courses.

14. Courses with CR (credit) and NC (no credit) grading unless CR/NC grading is indicated by footnote 14 in the Schedule of Courses.

15. Courses taken through correspondence study.

16. Transfer units exceeding including courses taken through Open Enrollment that exceed:
   a) 14 units for the (48) unit MS degree in Counseling: Option in Counseling Student Services. or
   b) 18 units for the (60) unit MS degree in Counseling: Option in MFT.

17. Independent study taken that has exceeded:
   a) 9 units for the (48) unit MS degree in Counseling: Option in Counseling Student Services. or
   b) 12 units for the (60) unit MS degree in Counseling: Option in MFT.

6. Courses that fall outside the 5-year time limit given for completion of all Master's degree requirements.
Graduation Procedures

Students must apply for the degree to be granted during the first two weeks of the semester (Fall, Spring or Summer) in which they expect to graduate. Applications are available in the KSOEHD Student Services (ED 151) or in the Evaluations Office in Joyal Administration Building, Room 115. The specific filing dates are published each semester in the University Schedule of Courses and students must follow these announced dates. Such dates are also available on the University Calendar.

Exit Evaluations

Students are contacted one year after graduation by the CSERR department for a follow-up interview to obtain information regarding their experiences since graduation from the program and how much they feel they have gained from the program. A follow-up interview is also conducted with the former student's current supervisor. The primary goal of these exit interviews is to aid in evaluating the program's effectiveness in educating and training MFT counselors, school counselors and higher education advisors.
SECTION IX

STUDENT SERVICES

Career Development and Employment

The career development and employment services provides students with career counseling, part-time employment openings, cooperative education, job search training, campus career interviews and career information. Students are encouraged to establish a job application file, which includes recommendations by faculty, when requested. This office will assist students in writing a personal resume to be used in job searches. These services are free to enrolled students. To receive more information, call 278-2703.

The following is a description of some of the services provided by the Career Development and Employment Center:

Career Resource Center

The Career Resource Center provides information on career exploration, requirements for careers, job search, employee selection and the development of a job placement file for students. A listing of current jobs from national, regional and local organizations is also available at the center. For more information call 278-2381.

Cooperative Education

This program incorporates major-related work experience into a student's academic study. Students are given the opportunity to gain "on-the-job" training and to work with professionals in their field of study. There are two options for participation. The alternating plan provides students with one semester full-time employment. The parallel plan provides students with part-time employment that relates to the student's current career interests. For more information call 278-2703 or visit the office located in the Joyal Administration Building, Room 256.

Part-time/Summer Employment

The Career Services Office, Joyal Administration Building, Room 256, provides a listing of current part-time employment opportunities for students. The telephone number is 278-2381. The jobs are listed according to various job categories. Jobs available include those that are computer related, office/clerical, arts, delivery services, childcare, maintenance and sales.
Testing Office

This office provides a variety of testing services to students. The testing office handles the administration of many tests such as personal and career assessments, GRE, LSAT, TOEFL, GMAT, NTE and the CBEST. The testing office can also provide information to faculty as well as students about test development and analysis, research design, statistical analysis, test evaluation and computer applications. For more information call 278-2457 or visit the office, which is located on campus in the Family/Food Sciences Building, Room 110.

Student Health Center

University Health and Psychological Services provides outpatient clinical medical care and, separately, psychological counseling services to students enrolled in the university in accordance with policies set by the board of trustees of the California State University. For more information call 278-2734 or visit the office, which is located on campus next to the Lab School facing Shaw Avenue.

Information Technology Services (ITS)

The Help Desk provides general computing and communications support to the campus and is available to answer questions about electronic mail, the Internet, telephone and voice mail services, as well as some specific applications for the PC, Macintosh, and Unix platforms. Students can contact the ITS Help Desk by calling 278-7000. The ITS Help Desk is available to the campus (via phone or e-mail) seven days a week from 7 a.m. to 10 p.m. The Help Desk can also be reached via e-mail at help@csufresno.edu or at http://www.csufresno.edu/ITS/wo.

Learning Resource Center (LRC)

The LRC provides services to all university students who would like to become more independent and efficient learners. Workshops and handouts on improving learning skills such as time management, note taking, text anxiety, plus other areas are available each semester.

The LRC web page, http://studentaffairs.csufresno.edu/lrc/main.asp features numerous links to learning skills and research sites. The LRC is located in the Lab School, Room 137. The telephone number is 278-3052.
University Library

Library facilities and resources are appropriate for scholarly inquiry, study and research by program faculty and students. The library facilities and resources:

1. Include basic resources (e.g., books, journals) directly relevant to the program as well as resources from related disciplines such as anthropology, business, economics, education, psychology, and sociology.
2. Are open evenings and weekends. The Henry Madden Library publishes a daily, evening and weekend schedule at the beginning of every semester. The library hours are scheduled through the restriction of budget allocations; to this date, students in the program have been able to meet program needs through the allocated hours.
3. Provide services including computerized searches, inter-library loans, reserved books/materials, microfiche and microfilm reviewing and photocopying. The library continues to become increasingly more automated and now has equipment that includes microfilm reader-printers, Automated Library Integrated System (ALIS) terminals, video players, compact disc players, CD-ROM workstations, laser disk players, LEXIS/NEXIS/MEDIS workstations.

The library maintains an interlibrary borrowing agreement with UC Berkeley, UCLA, and UC Davis to supply CSU libraries with materials not available through the CSU system. The CSU libraries also have a very active inter-library loan service for exchange of requests via high-speed, tele-facsimile and the United Parcel Service.

Education Holdings: Due to building construction, the Henry Madden Library now operates in UC 200; all materials must be requested and retrieved from storage. The following services are available in the temporary office: check-out and check-in for requested materials, a catalogue search station, and assistance from library staff.

The telephone number for additional information is 278-2174.

Disabled Student Services

This office provides specialized assistance and resources that enable students with physical, perceptual, and learning disabilities to achieve maximum independence while they pursue their education goals. The program offices are in Student Affairs, Main Cafeteria West, Room 125, 278-2811.

Student Affairs

The Division of Student Affairs provides a full array of services and programs that support student success at the university. Services are designed to encourage student development and to enable students to realize their academic, personal,
and career goals. The office is located in Joyal Administration, Room 262, and the telephone number is 278-2541.

**Credential Analyst**

The KSOEHD provides a full-time credential analyst to assist students when they complete programs and have need for applying for credentials approved by the State of California. Visit ED 151 or call 278-0299.
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<tr>
<td>California State University, Fresno</td>
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<tr>
<td>Dean, KSOEHD, Dr. Paul Beare</td>
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<td>Assoc. Dean, KSOEHD, Coleen Torgerson</td>
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<td>Admissions Technician, Maria Elrod</td>
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<td>Board of Behavioral Science Examiners</td>
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<td>Career Development &amp; Employment Services</td>
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APPENDIX A

Petition of Advancement to Candidacy

Please go to http://www.csufresno.edu/gradstudies/forms/index.shtml
APPENDIX B

Recommendation for Course Validation

Please go to http://www.csufresno.edu/gradstudies/forms/index.shtml
APPENDIX C

Independent Study Form

Please go to http://www.csufresno.edu/academics/documents/Independent_Study.pdf
APPENDIX D

Masters Degree Program Adjustment Request

Please go to http://www.csufresno.edu/gradstudies/forms/index.shtml
APPENDIX E

Certification by Director or Student Health Services

Please go to program application to find this form
http://education.csufresno.edu/applications/pdf/Coun_k12.pdf
APPENDIX F & Appendix G

Field Practice Approval Form & Field Placement Contract

Please go to program application to find these forms
http://education.csufresno.edu/cser/249forms.html
APPENDIX H

Pupil Personnel Services Completion Form

Please go to program application to find this form
http://education.csufresno.edu/cser/counforms.html