



**UNIVERSITY OF SAN DIEGO**  
**SCHOOL OF LEADERSHIP & EDUCATION SCIENCES**  
 Department of Student Development  
 Counseling & Marital and Family Therapy  
**COUN 590F-3: Fieldwork in School Settings**  
*Fall 2019*

- Instructor:** Catherine Griffith, Ph.D.
- Office:** MRH, 215H
- Office Phone:** (619)260-4600 x2680
- E-Mail:** cgriffith@sandiego.edu
- Office Hours:** Wednesdays 11:00-12:30\*      \*Please make an appointment; available by  
 Thursdays 12:00-3:30\*      appointment other days as needed
- Meeting times:** Wednesdays 4:00 PM – 6:50 PM
- Class Location:** Hahn School of Nursing 104
- Required Text:** The instructor will provide electronic copies or online links to electronic copies of critical reports, state and federal research studies, journal articles, book chapters, and websites.  
*Students are expected to read assigned chapters/articles prior to each class meeting.*

**Course Description:**

Fieldwork is the culminating field experience of the M.A. in the School Counseling program. It is designed to provide the student with an on-site placement in a public or private school setting that will create the necessary bridge between training and professionalism. Students are expected to function per the expectations of other full-time employees and counseling staff at the internship site. Class meetings as well as weekly supervision meetings with site supervisors will provide the student with ample opportunity to discuss case material, develop counseling skills, increase self-awareness, and gain understanding of the critical issues facing students in our schools. Students will gain experience in case presentations and will practice giving and receiving professional feedback. Program staff will conduct site visits at each student's fieldwork placement. The primary emphasis in the course is on the development of clinical counseling and conceptualization skills as well as the advancement of skills grounded in conducting a comprehensive, results-based program based on the national standards.

**COURSE OBJECTIVES**

| Objective  | CACREP Standard                | NCATE Standard                   | ACE Framework Outcome |
|--|--------------------------------|----------------------------------|-----------------------|
| 1. Identify current trends in school counseling and educational reform by tracing the philosophy and history of school counseling.   | SC.A.1                         | 1.2, 1.5, 1.6                    | 1                     |
| 2. Demonstrate understanding of the professional role and identity of the school counselor and articulate the need for advocacy for the profession itself.   | SC.A.2-8                       | 1.6                              | 1 & 2                 |
| 3. Recognize and respond to ethical and legal concerns applicable to the practice of school counseling.  | SC.A.10                        | 1.5, 1.6                         | 3                     |
| 4. Plan and demonstrate activities that are relevant to the needs of students in a diverse school population, including demonstration of an understanding of the responsibilities inherent in serving the needs of exceptional children.   | SC.B<br>SC.C.2                 | 1.2, 1.7<br>4.1, 4.2<br>4.3, 4.4 | 3                     |
| 5. Investigate methods of advocacy for students that include a sensitivity to the role of racial, ethnic, cultural, nationality, socioeconomic, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical and mental status, and equity issues in school counseling | SC.A.7-8<br>SC.B.1<br>SC.C.2-3 | 4.1, 4.2,<br>4.3, 4.4            | 2                     |
| 6. Plan school counseling activities that integrate into the P-12 school curriculum by systematically providing information and skills training to assist students in maximizing their individual academic, career, and personal/social development.   | SC.B.3-7<br>SC.C.2             | 1.4, 4.4                         | 1                     |
| 7. Use developmental approaches in individual, small-group, and classroom counseling activities that take into account any issues affecting the development and functioning of students.   | SC.A.7-8<br>SC.C.2             | 1.7, 4.4                         | 1 & 3                 |
| 8. Analyze demographics, special needs of learners, school, local, and statewide educational goals, available resources, and the various systems that affect students in order to plan and assess program activities.  | SC.C.2                         | 1.2, 1.5,<br>1.7, 4.1,<br>4.4    | 1 & 3                 |
| 9. Use systems theories and relationships among and between community systems, family systems, and school systems, and how they interact to influence students and affect each system.   | SC.B<br>SC.C.2                 | 1.2, 1.5                         | 1 & 2                 |
| 10. Demonstrate knowledge and the ability to apply current and emerging technologies in education and school counseling to assist students, families, and educators in using resources that promote informed academic, career, and personal/social choices.  | SC.A.9<br>SC.C.1               | 1.5                              | 1                     |

*Note: ACE Framework consist of:*

*Outcome I: Academic Excellence & Critical Inquiry and Reflection*

*Demonstrate knowledge of how to represent content accurately and competently by affectively applying strategies and techniques in their field of study. Engage in reflective activities, critically analyze their practice and apply higher order thinking skills to a wide array of investigative pursuits.*

*Outcome II: Community and Service*

*Demonstrate the ability to create and support collaborative learning communities in their professional fields of practice. Bridge theory and practice by experiencing various dimensions of the community through*

*Outcome III: Ethics, Values and Diversity*

*Understand and adhere to the values and ethical codes of the university, of schools they work in, and of their professional organizations. Create inclusive, unified, caring and democratic learning communities that value all individuals regardless of background or ability, and equitably support their learning and development.*

## METHOD OF INSTRUCTION

1. Students will be supervised in a fieldwork experience in a school setting consisting of a total of 600 hours, minimum of 300 clock hours per semester. The requirement includes a minimum of 240 direct service clock hours. (CACREP IIIH1; School Standards D).
2. Students will be supervised an average of 1- hour per week in individual and/or triadic supervision throughout the fieldwork and an average of 1.5 hours per week of group supervision during the seminar class meetings during the semester. (CACREP III.H.2,3:School Standards D)
3. Panel discussions, small and large group discussion and peer/instructor review of case presentations and counseling tapes.

## GRADING

**Passing Grade:** This course is pass/fail. Participant attends class/supervision sessions and is an active participant in discussions and group work. Participant supports and encourages others in their learning process and is respectful of differences. Work is clearly and professionally written and presented. There is some evidence of creative application, evaluation of the material and reflective analysis, and is reflective of course goals. Professional relevance and implementation of the information is evident. Assignments are turned in on time. Case presentations demonstrate effort and understanding of content. Counseling skill demonstrations show clear progression towards attaining skills consistent with high expectations our training program holds for professional school counselors.

**Not Passing:** A failing grade indicates a pattern of coming to class and supervision sessions without adequate preparation and of limited involvement in class work. It indicates demonstration of less than adequate boundaries in group participation either by dominating or failing to facilitate the learning of others. More than two classes are not attended. Work demonstrates limited or minimal understanding of key concepts and applications, lacks depth, and demonstrates minimal evidence of reflective analysis, creative thought or evaluation. Students who do below passing work will be asked to redo the assignment. Case presentations do not demonstrate reasonable effort and understanding of content. Counseling skill demonstrations do not show progression towards attaining skills consistent with high expectations our training program holds for school counselors. Confidentiality of either clients or fellow students is violated.

**NOTE:** Keep in mind that the school counseling program maintains a continuous evaluation policy of students. If students demonstrate personal limitations that might impede future performance, or consciously violate ethical standards and/or are ineffective and/or harmful to clients, they may not receive instructor endorsement to continue in the program.

**If you have any problems with assignments and/or due dates, please contact me prior to the due date so possible accommodations may be made if necessary.**

---

## ASSIGNMENTS AND ACTIVITIES

---

### 1. Attendance & Participation:

- a. **Attendance:** Due to credentialing regulations around weekly supervision time, it is *required* that students regularly attended class. If for any reason you find that you are unable to attend a class session, it will be your responsibility to personally contact the instructor *prior* to the scheduled class meeting if possible. Missing more than two classes may be grounds for not passing.
- b. **Participation:** Participation includes: (a) having completed readings prior to class; (b) having completed all assigned work prior to class; and (c) participation in class activities (e.g., *triadic practice and peer supervision*) and giving/receiving respectful feedback to/from class members concerning the development of their counseling skills and self-awareness.

---

### 2. Weekly Journal:

You are expected to complete weekly journal entries to facilitate your reflection and processing of your fieldwork experience. Each week, the instructor will provide a description of the topics you will be asked to address. Journal entries should be brief (½ to 1 page), and must be provided as a hard copy at the beginning of class. Please make sure to put your name and date as the title on each submission.

---

### 3. Counseling Case Presentation:

Each student will have the opportunity to present at least one case over the course of the semester. An additional handout on case presentations that the instructor will provide to you. Students will be required to provide a video recording that is representative of the individual counseling session, group counseling session, or classroom guidance work that you are carrying out in your fieldwork. The camera should be pointed at you and not the student. Please check to see whether your individual school site requires that additional permission be sought out prior to filming your session. As part of the case presentations, you will also have the opportunity to engage in peer supervision through conversations about the material. Students are expected to contribute constructive feedback to the case presenter.

---

### 4. Weekly Log of Fieldwork Hours

Students will keep an electronic weekly log of their Fieldwork Hours, using software provided by USD. Weekly logs should be kept up to date and may be checked at any point throughout the semester. Final logs must be sent to the instructor by your last day on site.

---

### 5. Individual Meetings

Individual meetings with the instructor may be scheduled as the need arises, and may be initiated either by the student or the instructor. Concerns about your fieldwork situation or personal issues that are coming up as a result of your fieldwork are examples of situations that might prompt an individual meeting. Please don't hesitate to email to schedule a meeting.

## COURSE POLICIES

### **Policy on Children in Class:** *\*thank you Dr. Melissa Cheyney of Oregon State University for this content*

It is my belief that if we want parents in academia, that we should also expect children to be present in some form. Currently, the university does not have a formal policy on children in the classroom. The policy described here is thus, a reflection of my own beliefs and commitments to student, staff and faculty parents.

- All exclusively breastfeeding babies are welcome in class as often as is necessary to support the breastfeeding relationship. Because not all women can pump sufficient milk, and not all babies will take a bottle reliably, I never want students to feel like they have to choose between feeding their baby and continuing their education. You and your nursing baby are welcome in class anytime.
- For older children and babies, I understand that minor illnesses and unforeseen disruptions in childcare often put parents in the position of having to choose between missing class to stay home with a child and leaving him or her with someone you or the child does not feel comfortable with. While this is not meant to be a long-term childcare solution, occasionally bringing a child to class in order to cover gaps in care is perfectly acceptable.
- I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status.
- In all cases where babies and children come to class, I ask that you sit close to the door so that if your little one needs special attention and is disrupting learning for other students, you may step outside until their need has been met. Non-parents in the class, please reserve seats near the door for your parenting classmates.
- Finally, I understand that often the largest barrier to completing your coursework once you become a parent is the tiredness many parents feel in the evening once children have finally gone to sleep. The struggles of balancing school, childcare and often another job are exhausting! I hope that you will feel comfortable disclosing your student-parent status to me. This is the first step in my being able to accommodate any special needs that arise. While I maintain the same high expectations for all students in my classes regardless of parenting status, I am happy to problem solve with you in a way that makes you feel supported as you strive for school-parenting balance. Thank you for the diversity you bring to our classroom!

### **Professionalism (Confidentiality & Ethics):**

In this course you are entering an experience that involves a fair amount of disclosure about clients and self-disclosure from your peers. Naturally, in the course of discussion, it is possible for a student colleague to say something personally important or confidential information about a client. It is your duty and ethical responsibility to maintain confidentiality. You are expected to abide by the American Counseling Association (2014) *Code of Ethics* and the American School Counselor Association (2016) *Ethical Standards*. You will also need written permission from your client (or their legal guardian) prior to taping them for your case study assignment. Also, you have the right and personal responsibility to share only as deeply as you want. All experiential exercises in this course are optional and you may stop participating in any exercise you wish without penalty. At the same time, if you find yourself not wishing to engage in these exercises, you may prefer to drop the course.

**Experiential Practice:**

Fieldwork is a class in which you will be learning many new skills. The more you can practice, the faster you will improve. While it is important to understand the material in the readings, it is crucial that you be able to demonstrate the required skills.

**Accommodation Policy Statement:**

USD provides students with disabilities with accommodations or modifications to policies and practices in order to ensure that students have an equal opportunity to participate in all USD programs, services, and activities. The purpose of accommodations is not to guarantee success, but to provide access and equal opportunity. The University is a recipient of federal funds and must comply with section 504 of the Rehabilitation Act & the Americans with Disabilities Act, Title III, which sets regulatory standards for access for students with disabilities. . If you have a documented disability that requires an accommodation, **please notify me within the first two weeks** of the semester so that we may make appropriate arrangements.

**Grade of Incomplete:**

The grade of Incomplete (“I”) may be recorded to indicate (1) that the requirements of a course have been substantially completed but, for a legitimate reason, a small fraction of the work remains to be completed, and, (2) that the record of the student in the course justifies the expectation that they will complete the work and obtain the passing grade by the deadline. It is the student’s responsibility to explain to the instructor the reasons for non-completion of work and to request an incomplete grade prior to the posting of final grades. Students who receive a grade of incomplete must submit all missing work no later than the end of the tenth week of the next regular semester, otherwise the “I” grade will become a permanent “F.”

**SOLES Online Course Evaluation:**

Student evaluations in SOLES are collected via an on-line system that maintains student anonymity. SOLES’ uses these evaluations for continuous improvement of course content and instruction and as a component of its regular performance review of faculty members, so please take them seriously. Course evaluations are available to students in their MySanDiego accounts via the Active Registration link on the One-Stop Services tab. Your instructor will provide you with instructions on how to access the evaluations once they are activated near the scheduled conclusion of your course.

**Academic Honesty Policy:**

Academic dishonesty is a basis for disciplinary action. Academic dishonesty includes, but is not limited to, activities such as cheating, using or purchasing “ghost-written” papers, and plagiarism (presenting as one’s own the intellectual or creative accomplishments of another without giving credit to the source[s]). The faculty member, in whose course or under whose tutelage an act of academic dishonesty occurs, have the option of failing the students for the academic hours in question and may refer the case to other academic personnel for further action. Penalties for academic dishonesty may include expulsion from the university.

**Statement on Plagiarism:**

The complete plagiarism policy is available for your review at:

[http://www.sandiego.edu/associatedstudents/branches/vice\\_president/academics/honor\\_council/integrity\\_policy.php](http://www.sandiego.edu/associatedstudents/branches/vice_president/academics/honor_council/integrity_policy.php). All members of the University community share the responsibility for maintaining an environment

of academic integrity since academic dishonesty is a threat to the University. Acts of academic dishonesty include: a) unauthorized assistance on an examination; b) falsification or invention of data; c) unauthorized collaboration on an academic exercise; d) plagiarism; e) misappropriation of resource materials; f) any unauthorized access of an instructor's files or computer account; or g) any other serious violation of academic integrity as established by the instructor. It is the responsibility of the instructor to determine whether a violation has occurred.

An act of academic dishonesty may be either a serious violation, or, if unintentional, an infraction (a non-serious violation of course rules). If the instructor determines that an infraction (as opposed to a serious violation) has occurred, the instructor can impose penalties that may include: a) reduction in grade; b) withdrawal from the course; c) requirement that all or part of the course be retaken; and d) a requirement that additional work be undertaken in connection with the course or exercise.

Students may formally challenge the instructor's determination of infraction (see below). Instructors shall report all violations, whether, infractions or serious violations, both to the Dean's office and the student using the Academic Integrity Violation Preliminary Worksheet. The Associate Dean will contact the student and ensure they are aware of the Academic Integrity policy. The Associate Dean will appoint a hearing committee only when: 1) the instructor reports that a serious violation occurred, or 2) the instructor reports that an infraction occurred and the student wishes to appeal the determination of infraction. The hearing committee will include, in addition to the Associate Dean, a faculty member and two students from the School of Leadership and Education Sciences, and a faculty member from outside the School of Leadership and Education Sciences. If the hearing committee determines that a serious violation has occurred it also will determine sanctions to be applied which may include: a) expulsion from the University; b) suspension from the University for up to one year; c) a letter of censure; and d) imposition of a period of probation. If the hearing committee determines an infraction has occurred the penalty imposed by the faculty member will be upheld. If the hearing committee determines that no serious violation or infraction has occurred, it will request the instructor to take action consistent with that determination. If the hearing committee determines that expulsion is the appropriate sanction the student may appeal to the Provost.

### **Basic Needs Acknowledgement:**

Any student who faces challenges securing food or reliable housing, which may affect their academic performance in this course, is urged to contact the instructor and/or the Student Affairs Office (UC 232). If you find yourself in this situation, please reach out so that you can gain access to the [USD Food Pantry](#), Torero Closet, or other resources on or off campus.

### **Other Considerations:**

As part of this profession, you are **STRONGLY** encouraged to join both the American Counseling Association (ACA) and the American School Counseling Association (ASCA). Furthermore, it is suggested that you additionally join your specialty divisions and local divisions.

**NOTE: THE SYLLABUS, TENTATIVE SEMESTER OUTLINE, FORMAT OF ASSIGNMENTS,  
AND READINGS MAY BE ADJUSTED OVER THE COURSE OF THE SEMESTER**

| <b>Class Day</b>     | <b>Topics</b>  | <b>Readings<br/><small>should be done before class</small></b> | <b>Assignments Due</b>                               |
|----------------------|--|--|--|
| Sept 4<br>Week #1    | <ul style="list-style-type: none"> <li>• Orientation to the Course</li> </ul>  | Syllabus   | Student Information Sheet<br>(last page of syllabus) |
| Sept 11<br>Week #2   | <ul style="list-style-type: none"> <li>• Check-In/Site Issues</li> <li>• Goal Setting</li> <li>• School Counseling Evaluation</li> </ul> | To be assigned   | <b>Case Study Sign-Ups</b>                           |
| Sept 18<br>Week #3   | <ul style="list-style-type: none"> <li>• Check-In/Site Issues</li> <li>• Suicide Assessment</li> </ul>                                   | To be assigned   |  |
| Sept 25<br>Week #4   | <ul style="list-style-type: none"> <li>• Check-In/Site Issues</li> <li>• LGBTQ+ Students</li> </ul>                                      | To be assigned   |  |
| Oct 2<br>Week #5     | <ul style="list-style-type: none"> <li>• <b>NO CLASS (Site Visits)</b></li> </ul>  |  | <i>School Site Visits</i>                            |
| Oct 9<br>Week #6     | <ul style="list-style-type: none"> <li>• Check-In/Site Issues</li> <li>• Bullying</li> </ul>   | To be assigned   | <b>Case Studies</b>                                  |
| Oct 16<br>Week #7    | <ul style="list-style-type: none"> <li>• Check-In/Site Issues</li> <li>• School Safety</li> </ul>  | To be assigned   | <b>Case Studies</b>                                  |
| Oct 23<br>Week #8    | <ul style="list-style-type: none"> <li>• Check-In/Site Issues</li> <li>• School Climate</li> </ul>                                       | To be assigned   | <b>Case Studies</b>                                  |
| Oct 30<br>Week #9    | <ul style="list-style-type: none"> <li>• <b>NO CLASS (Site Visits)</b></li> </ul>  |  | <i>School Site Visits</i>                            |
| Nov 6<br>Week #10    | <ul style="list-style-type: none"> <li>• Check-In/Site Issues</li> <li>• School Teams</li> </ul>   | To be assigned   | <b>Case Studies</b>                                  |
| Nov 13<br>Week #11   | <ul style="list-style-type: none"> <li>• Check-In/Site Issues</li> <li>• Substance Use &amp; Abuse</li> </ul>                            | To be assigned   | <b>Case Studies</b>                                  |
| Nov 20<br>Week #12   | <ul style="list-style-type: none"> <li>• Check-In/Site Issues</li> <li>• Technology &amp; Social Media</li> </ul>                        | To be assigned   | <b>Case Studies</b>                                  |
| Nov 27<br>Week #13   | <ul style="list-style-type: none"> <li>• <b>NO CLASS (Thanksgiving Break)</b></li> </ul>   |  | <i>School Site Visits</i>                            |
| Dec 4<br>Week #14    | <ul style="list-style-type: none"> <li>• Check-In/Site Issues</li> <li>• PBIS/RTI/MTSS</li> </ul>  | To be assigned   | <b>Case Studies</b>                                  |
| Dec 11<br>Last Class | <ul style="list-style-type: none"> <li>• Final Site Visits</li> <li>• Reflecting on Progress</li> </ul>                                  |  | <b>Hours Logs &amp; Site Evaluations Due</b>         |

## CASE PRESENTATION INSTRUCTIONS

You are to select a 4-6 minute video clip of you offering direct services (e.g., individual counseling, group counseling, classroom guidance, family meeting, teacher/admin consultation, etc.) to display and discuss in class. The camera should be pointed at you and not the student(s) or adult(s). You will also turn in a written analysis of the session to your instructor following the guide below. **Please do not use your student's real name**, and select a pseudonym instead in order to protect confidentiality. The written analysis may be as long as it needs to be (which is usually 3-5 pgs), but you will also provide a handout no longer than 1 page with an overview of the case study for your classmates.

You must secure written permission from all clients involved and the client's parent/legal caretaker if the client is under the age of 18. Passive consent from may be all that is necessary for some group settings; please double-check what your site's policies are.

### **Written Analysis Guide (feel free to adapt as you see fit for group or classroom settings)**

#### ***Background Information***

- Demographic information (e.g., age, grade in school, history) that seems relevant to the issue
- Presenting problem: Why did the client approach you, from the client's perspective? Or why did you approach the client?
- Was there a precipitating set of circumstances? How long has the issue(s) persisted?
- If third parties are involved, what were their observations and concerns?

#### ***Overview of the Session***

- What did you talk about?
- What were the dominant issues and themes for this session?
- If this was a session beyond the initial meeting, what were your goals going into the session?

#### ***Observations and Assessment: Conceptualization of Problem***

- Describe your observations and impressions of the client.
- What is your view of the problem? What are the common themes?
- What are the potential causes of your client's issue(s)?
- What are the client's barriers to growth and coping skills?
- What are your counseling goals?

#### ***Observations about Self***

- Describe significant themes and patterns you observed in your own behavior, noting what you did that you considered especially effective and areas that were troublesome for you.
- Describe your own internal experiencing during the session, with special focus on times or places where you felt confused, tense, angry, or at a loss.

#### ***Plans for the Next Session***

- How do you hope to follow up in subsequent sessions?
- What issues and concerns do you think are worthwhile to explore?
- What goals will you try to accomplish?
- What theoretical framework might help guide your work with this client?

#### ***Help***

- Specifically what kind of help and/or feedback would you like, either from your pre-practicum supervisor or from fellow students, about this client, this session, and your helping efforts?

## GUIDELINES FOR CASE STUDY FEEDBACK

Feedback is a form of discourse that takes place in a here-and-now interaction and provides information to help the receiver recognize the impact of his or her words or behaviors. To be effective, feedback must be kindly delivered by the sender and graciously accepted by the receiver, without becoming defensive or hurt. It is conveyed in such a way that the relationship remains intact.

### Delivering feedback effectively:

- Deliver the feedback directly to the receiver.
- Be specific when you describe the behavior of interest. What exactly has happened? What did the receiver do that elicited the feedback?
- Use “I” messages to indicate that you assume full ownership and responsibility for what is being said.
- Address behaviors that can be changed, not traits or characteristics of which the receiver has no control.

### Receiving feedback effectively:

- Be open and listen first, without interrupting or immediately objecting to what is being said.
- Listen without turning the focus of the discussion back on the sender.
- Accept the feedback, rather than immediately refuting it.
- Recognize that the speaker has a right to their perceptions and to say what they are sharing.
- Be open and attentive to the sender and ask for clarification, if needed.
- Actively *hear* what is being said and try to understand what the sender means.
- Reflect upon what is being said about the behavior that prompted the feedback and accept responsibility for that behavior.
- Convey a genuine interest in receiving the feedback and in making the appropriate personal changes.

| Standard   | California Candidate Competencies & Evidence (KEY: I = information, P = process, A = Assessment)   |
|--|--|
| <b>Generic Standards</b>   |  |
| <b>2</b>   | Candidates demonstrate an understanding of typical and atypical growth and development, including relevant theories, research, and other information related to pupils’ strengths and weaknesses that affect learning in school, community & family environments |
|  | Candidates demonstrate an understanding of the effects of the following on pupil development: health and developmental factors, language, cultural variables, diversity, socioeconomic status, and factors of resiliency   |
| EVIDENCE: Assigned readings (I), class discussions (P), case conceptualization papers (A), journal entries (A), site visits/observations (A) |  |
| <b>3</b>   | Candidates display an understanding of ways in which ethnic, cultural, socioeconomic, and environmental factors influence pupil learning and achievement.  |
|  | Candidates demonstrate the skills needed to work effectively with pupils and their families from diverse backgrounds.  |
|  | Candidates demonstrate cultural competence to effectively serve diverse and changing communities.  |
|  | Candidates demonstrate 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.  |
| EVIDENCE: Class discussions (P), case conceptualization papers (A), site visits/observations (A)   |  |
| <b>4</b>   | Candidates demonstrate 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 climate.            |
|  | Candidates demonstrate an understanding of the influence of multiple factors on pupil achievement.   |
|  | Candidates analyze assessment information in a manner that produces valid inferences when evaluating the needs of individual pupils and assessing the effectiveness of educational programs.   |
| EVIDENCE: Assigned readings (I), class discussions (P), case conceptualization papers (A)  |  |
| <b>5</b>   | Candidates display an understanding of the factors that contribute to successful learning.   |
|  | Candidates demonstrate how to identify problems in their earliest stages and to implement prevention and early intervention strategies for addressing these problems.  |
|  | Candidates demonstrate knowledge of classroom, school, family, and community factors that support pupil learning and to develop skills to assist pupils who experience learning difficulties.  |
| EVIDENCE: Assigned readings (I), class discussions (P), case conceptualization papers (A)  |  |
| <b>6</b>   | Candidates demonstrate 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.                 |
|  | Candidates demonstrate the ability to access information about legal and ethical matters.  |
| EVIDENCE: Assigned readings (I), class discussions (P)   |  |
| <b>7</b>   | Candidates demonstrate an understanding of the ways in which pupil development, well-being, and learning are enhanced by family-school collaboration.  |
|  | Candidates demonstrate their ability to work with parents to foster respectful and productive family-school collaboration.   |
| EVIDENCE: Class discussions (P), journal entries (A), site visits/observations (A)   |  |
| <b>8</b>   | Candidates 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.   |
| EVIDENCE: Class discussions (P), journal entries (A)   |  |
| <b>9</b>   | Candidates demonstrate an understanding of the ways in which school environments can enhance the safety and well-being of all pupils.  |
|  | Candidates demonstrate knowledge of models of systematic school safety planning that include comprehensive school climate and crisis response plans addressing elements of prevention, intervention, and treatment.  |
|  | Candidates demonstrate knowledge and skills to assist in the development and implementation of a comprehensive program to reduce the incidence of school site violence.  |
|  | Candidates demonstrate 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.  |
| EVIDENCE: Assigned readings (I), class discussions (P), journal entries (A)  |  |
| <b>10</b>  | Candidates demonstrate knowledge and application of theories, models, and processes of consultation.   |

|  |  |
|--|--|
|  | Candidates 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. |
| EVIDENCE: Class discussions (P), journal entries (A), site visits/observations (A)   |  |
| 11   | Candidates demonstrate an understanding of 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 evaluate the congruence between instructional strategies and pupil learning assets and deficits.  |
| EVIDENCE: Class discussions (P), case conceptualization papers (A), site visits/observations (A)   |  |
| 12   | Candidates display an understanding of the development, improvement and evaluation of programs that support effective pupil learning.  |
|  | Candidates demonstrate an understanding of the importance of leadership by the pupil personnel services provider in operating as a systems change agent.   |
| EVIDENCE: Journal entries (A), site visits/observations (A)  |  |
| 13   | 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.  |
| EVIDENCE: Class discussions (P), journal entries (A)   |  |
| 14   | Candidates demonstrate self-awareness, sensitivity to others, and skillfulness in relating to individuals and groups.  |
|  | Candidates demonstrate an understanding the importance of socio-psychological concepts of group formation, reference groups, inter-group and intra-group relations and conflict.   |
|  | Candidates demonstrate an ability to facilitate group process and mediate conflict.  |
| EVIDENCE: Class discussions (P), site visits/observations (A)  |  |
| 15   | Candidates 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 & individual student achievement.  |
| EVIDENCE: Assigned readings (I), class discussions (P), journal entries (A)  |  |
| <b>School Counselor Specialization Standards</b>   |  |
| 17   | Candidates know 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; & the theoretical bases for counseling in schools.  |
| EVIDENCE: Class discussions (P)  |  |
| 18   | Candidates demonstrate how to develop a professional identity congruent with the knowledge of all aspects of professional functions, professional development, and organizational representation.  |
|  | Candidates know current legal mandates impacting school counselors and pupils.   |
|  | Candidates know the ethical standards and practices of the school counseling profession and how to apply these ethical standards to specific counseling situations.  |
| EVIDENCE: Assigned readings (I), class discussions (P), journal entries (A), site visits/observations (A)                                    |  |
| 19   | Candidates understand 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.  |
| EVIDENCE: Assigned readings (I), class discussions (P), case conceptualization papers (A), journal entries (A), site visits/observations (A) |  |
| 20   | Candidates know the components of and demonstrate how to develop, implement, and evaluate career development programs in schools.  |
| EVIDENCE: Class discussions (P), case conceptualization papers (A), journal entries (A), site visits/observations (A)                        |  |
| 21   | Candidates know 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.   |
| EVIDENCE: Class discussions (P), case conceptualization papers (A), site visits/observations (A)   |   |
| 22   | Candidates know the qualities, principles, and styles of effective leadership.  |
|  | Candidates 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.   |
| EVIDENCE: Class discussions (P), site visits/observations (A)  |   |
| 23   | 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.   |
| EVIDENCE: Assigned readings (I), class discussions (P), case conceptualization papers (A), journal entries (A), site visits/observations (A) |   |
| 24   | Candidates demonstrate 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.   |
| EVIDENCE: Class discussions (P), site visits/observations (A)  |   |
| 25   | 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 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.  |
|  | 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.  |
| EVIDENCE: Assigned readings (I), class discussions (P), case conceptualization papers (A), journal entries (A), site visits/observations (A) |   |
| 26   | Candidates understand group dynamics and possess skill in group work, including counseling, psycho-educational, task, and peer helping groups; and facilitation of teams to enable pupils to overcome barriers and impediments to learning.   |
| EVIDENCE: Class discussions (P), case conceptualization papers (A), site visits/observations (A)   |   |
| 27   | 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.   |
|  | Candidates demonstrate collaborative 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 demonstrate skills in building effective working teams of school staff, parents and community members for eliminating personal, social, and institutional barriers to learning and increasing student academic achievement and learning success.   |
| EVIDENCE: Class discussions (P), site visits/observations (A)  |   |
| 28   | Candidates understand the organization, structure, and cultural context of schools as educational systems and are able to plan, develop, implement and evaluate systemic and comprehensive counseling and guidance programs that are part of an overall school plan and that reflect the impact of counseling and guidance programs on student learning and academic achievement. |
| EVIDENCE: Class discussions (P), journal entries (A), site visits/observations (A)   |   |
| 29   | Candidates demonstrate skills in planning, organizing and implementing educational programs designed to promote pupil learning and high academic achievement.   |
|  | Candidates have knowledge in preventing problems that pose barriers to learning and achievement.  |
|  | Candidates demonstrate skill in working with school staffs, parents, and family members to enable them to eliminate barriers to learning and achievement.   |
| EVIDENCE: Assigned readings (I), class discussions (P), journal entries (A), site visits/observations (A)                                    |   |
| 30   | Candidates understand and utilize computer technology and attendant technological applications for conducting program evaluation.   |
| EVIDENCE: Assigned readings (I), class discussions (P), journal entries (A)  |   |

## CONFIDENTIALITY AGREEMENT

Establishing trust in the helping relationship and providing a safe place for personal disclosure are hallmarks of the helping professions. These characteristics are facilitated by the ethical practice of maintaining confidentiality within the helping relationship and part of your professional development is to learn to respect what is disclosed by others. Throughout this course, it is possible that personal information will be shared; therefore, learning to maintain confidentiality is essential. By signing this form, you are agreeing to keep your fellow students' personal disclosures to yourself. You may describe the general activities of the class to others, but it would be highly inappropriate to disclose another student's personal information to someone not in this class or to discuss/gossip about what is shared in your private sessions with classmates (or anyone else) who are not present in those sessions.

However, confidentiality has its limits. Under certain conditions, such as those involving physical safety, it is necessary for you to advise the instructor, who will determine if formal reporting is in the disclosing student's best interests.

## CLASS GUIDELINES

- Personal information shared in class is not to be shared outside of this environment.
- You will be the one to decide your comfort level for disclosure. No one will be forced to discuss issues that elicit discomfort or that take you "deeper" than you want to go.
- Depending on the type of personal issues that you bring up in class, your instructor may provide you with a referral to campus counseling services. You are not compelled to follow-up on this referral.
- Fully attend to the other individuals when they are sharing. Listen with your ears, observe with your eyes, pay attention to what you are feeling, and reflect upon your reactions.
- Use "I" statements when giving feedback. Be concrete, specific, and objective.
- Give feedback based on your experience of the issue at hand and clarify when you are unsure about what the other is saying. Do not overly probe, particularly when the questions serve you more than they will help the other person.
- Practice being courageously authentic in this class.
- Note that ultimately you get out of this class what you put into it.

I agree to the conditions stated above.

---

Student's Printed Name

---

Student's Signature

---

Date

---

---

### Student Information Sheet

#### Contact Information

Name (and preference for what I call you):

Gender pronouns you use (e.g., he/him, she/her, they/them, etc.):

Phone number (only if comfortable providing):

USD email address:

**PLEASE NOTE – all course correspondence will be sent to your USD email address unless you let me know otherwise. Be sure to forward USD email to the address you check regularly.**

---

---

What motivated you to take this course/what do you hope to gain from the experience?

Do you have any questions for me?

Is there anything else that I need to know about you to help me to teach you more effectively?