

Kremen School of Education and Human Development

Vision: 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.

Mission: The Kremen School of Education and Human Development's mission 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.

Course Description: This course is designed to provide the student with the opportunity to gain experience as a counselor trainee in a field placement setting. The counselor trainee will have the opportunity to apply the theoretical knowledge and skill development accumulated during their course of study in the MFT program in an approved clinical site. It should be noted that this course is designed to augment supervision provided by your field practicum supervisor. See *Handbook for COUN 239: Field Placement in Counseling* for further details.

Class Meeting Day/Time/Location: Tuesday, 1:30 p.m. to 2:50 p.m. at FFCC.

Prerequisites: COUN 200 • Seminar in Counseling Techniques
COUN 208 • Practicum in Counseling
COUN 238 • Practicum in Marriage and Family Therapy
... and completion of 40+ units in the MFT Program.

Office Hours (ED 441): Tuesday, 8:30 a.m. to 11:30 a.m. AND by e-mail!

Communication: My office phone number is 559/278-0329, but I am there ONLY during office hours (as noted above). I monitor e-mail constantly, regardless of my schedule or my travels, so you might try this first: dans@mail.fresnostate.edu. We have our own web site portal at <http://hdansmith.com/coun239.html> where you can find additional information about the course, a replacement syllabus, links to required forms, etc.

Objectives: The basic objectives of this supervision experience are to see that you:

- Develop and adhere to an approved job description as defined in collaboration with your field practicum supervisor/organization (CACREP MFT I-A2,3,4).
- Implement counseling theories and techniques appropriate to the population being served (children, adolescents, and adults) (CACREP MFT I-A5; I-B2; I-J1,2,3).
- Demonstrate sensitivity to diverse client populations (gender, ethnic, racial, cultural, and sexual orientation) (CACREP MFT I-A6).
- Conform to ethical and legal standards in all therapeutic, administrative, supervisory, and collaborative duties related to the practice of marital, couple, and family counseling (e.g., American Counseling Association (ACA) "Code of Ethics and Standards of Practice" and the California Association for Marriage and Family Therapists (CAMFT) "Ethical Standards.") (CACREP MFT I-A3; I-B1; I-D5).
- Understand and define the administrative and organizational milieu of the Marriage and Family Therapy field placement site (CACREP MFT I-C4).
- Demonstrate an understanding of the roles of marital, couple, and family counselors/therapists in a variety of practice settings and in relation to other helping professionals (CACREP MFT I-A2,3,4).
- Gain awareness of professional issues unique to marital, couple, and family counseling/therapy including recognition, reimbursement, and right to practice (CACREP MFT I-A3,4).
- Demonstrate an understanding of marital, couple, and family life-cycle dynamics, healthy family functioning, family structures, and development in a multicultural society, family of origin and intergenerational influences, cultural heritage, socioeconomic status, belief systems (CACREP MFT I-A5,6; I-B2; I-C1; I-D1,2; I-F1; I-G2).
- Demonstrate awareness of societal trends and treatment issues related to working with diverse family systems (e.g., families in transition and/or crisis, dual career couples, and blended families) (CACREP MFT I-A6,7; I-C1,2; I-D4).
- Utilize family systems theories and other relevant theories and their application in working with couples and families, and other systems (e.g., legal, legislative, school and community systems) and with individuals (CACREP MFT I-D1,2,3; I-G1).
- Effectively interview, assess, and use case management skills when working with individuals, couples, families, and other systems; implementing appropriate skills in systemic interventions (CACREP MFT I-D2,3,4; I-H1,2,3).
- Utilize appropriate preventive approaches when working with individuals, couples, families, and other systems such as pre-marital counseling, parent skills training, and other relationship enhancement (CACREP MFT I-D1).
- Demonstrate an understanding of the specific problems that impede family functioning including issues related to socioeconomic disadvantage, discrimination and bias, addictive behaviors, person abuse, and interventions for their resolution (CACREP MFT I-F3,4; I-G3).

Required on-line "mini-workshop" for Site Supervisors: Site Supervisors are required to complete our mini-workshop, entitled "Supervisor's Guide to COUN 239 - Field Placement in Counseling," on line at <http://hdansmith.com/239guide>. Please inform your supervisor of this CACREP requirement, and ask them to pay special attention to the instructions on the last page of the mini-workshop. This should take them no more than 20 minutes. You should run through this, too; you'll learn a lot about how our program interfaces with BBS and CACREP!

Agencies must be "contracted" before trainees can begin seeing clients: In order for you to be covered by the Lloyd's of London SPLIP liability insurance program while working in your agency, the agency must have an a "Fresno State Interagency Risk Management Contract" with the university . . . or at least have a signed contract that has been submitted for processing. You can check the status of your agency on our COUN 239 website. Please go to:

<http://hdansmith.com/239sites.html>

If your agency is NOT on the list, there is a form at the top of the directory page for that purpose; please let your supervisor know, immediately ... this is a university requirement!

In the two far-right columns, you can check the status of the agency's contract. If it says "Contracted," you're good-to-go. If it says "Pending," we need to begin the process before you can start seeing clients. The contract form is a simple document that requires minimal effort, yet it must be signed by an official with contracting authority in the agency. The Fresno State Interagency Risk Management Contract is located on the COUN 239 "forms" web page, and is distinguished by a **green bar** in the margin to the left of the text.

The purpose of the "Fresno State Interagency Risk Management Contract" is to indemnify the parties should there be a problem, and to lay out the general terms of the supervisory relationship.

Attendance: Attendance at supervisory meetings is mandatory. The experiential nature of the class and the responsibilities associated with counseling practice makes regular attendance necessary. Professional demeanor dictates that MFT trainees are punctual and prepared to fully participate in all classes and supervisory experiences. The student is responsible for alerting the professor as soon as possible, when illness and/or other reasonable cause that prevents attendance to class/counseling sessions.

Professional behavior: Students are expected to maintain the highest ethical and professional behavior throughout the class and during counseling experiences in accordance with the American Counseling Association's (ACA) "Code of Ethics and Standards of Practice" and the California Association for Marriage and Family Therapists' (CAMFT) "Ethical Standards." Confidentiality and respect for client welfare and privacy must be maintained.

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

University policy 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 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.

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 (Facebook, LinkedIn, 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.

University Policy on 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 (SSD) at 559-278-2811 for information regarding accommodations. Please notify your instructor that instructions from SSD will be forthcoming so that reasonable efforts can be made to accommodate your needs. **IF YOU EXPECT ACCOMMODATION THROUGH THE ACT, YOU MUST MAKE A FORMAL REQUEST THROUGH SERVICES FOR STUDENTS WITH DISABILITIES.**

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:

1. Understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration);
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2. Neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading; and
3. Take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

It is important that we all do the "right thing" where exams, papers, and other academic matters are concerned, including the logging of hours and activities in field placements.

University 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").

University policy on student access to 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."

Method of Instruction: As a supervision course, instruction will take the form of clinical supervision. In addition, instruction in specialized counseling techniques will also be provided as needed.

Required Text: *Handbook for COUN 239: Field Placement in Counseling*, Revised recently (on the web: <http://hdansmith/coun239.html>)

Note: Students will be expected to read the required text. In addition, students will be required to review readings provided by the instructor, as would any professional i.e., pursuant to topics appropriate to their professional growth and/or their client's needs.

Liability Insurance: Students automatically purchase malpractice insurance through the university (written by Lloyd's of London); unfortunately, you are not a "named insured" and you don't get a policy in your hands. Dan's *personal* view of this is that the Lloyd's policy is designed to protect the university. The faculty recommend (and many placements demand) that students have their own insurance, with YOUR NAME on the policy.

Malpractice insurance is available through ACA, AAMFT, and/or CAMFT (and probably others, too). Since you are pursuing the MFT Degree (and the license in California), you are strongly encouraged to examine the CAMFT program for your independent insurance (it will be something you will carry during your career.) **Note:** ACA, AAMFT, and CAMFT are professional counseling organizations and not merely sources for liability insurance. Marriage and family therapy students/trainees are strongly encouraged to participate in counseling organizations to further promote professional growth and counseling identity.

Grading and Evaluation: Evaluation and grading will be determined by the University Supervisor in collaboration with the information and recommendations provided by the respective Field Placement Supervisor(s). Grading is based on **credit/noncredit** and will be based on performance in the weekly supervision class. The COUN 239 class is also approved for SP grading. Grading and evaluation is also based on the completion of all the required paperwork as defined in the *Handbook for COUN 239: Field Placement in Counseling*. These requirements include the completion of 300 hours of activities at the chosen field placement site of which 150 hours must be face-to-face client contact hours. Other requirements include the completion of evaluations forms and a written and oral case study as defined in the *Handbook for COUN 239: Field Placement in Counseling*.

Due Dates:

A) The following items are to be completed and submitted to the University Supervisor during the first two weeks of the semester.

- 1) Supervised Fieldwork Agreement Form (original)
- 2) Field Practice Contract Form (original)
- 3) Proof of Liability Insurance (copy)
- 4) Supervisor's License (or certification of validity from BBS License Verification)
- 5) BBS Supervisor Agreement Form (BBS) (copy)

B) Written Case Study *and* Oral Case Presentation (due date to be assigned) is required for **EACH 3-units** of the course. Documentation of both must be in the Field Placement File. The cases reflected by the written and oral presentation may be the same or different, depending on our needs (original).

C) The following items are due the final day of class (or at least at the time you want credit to be assigned for the class):

- 1) Final Evaluation of Counselor Trainee by filed supervisor (original)
- 2) Site Supervisor's Evaluation of CSUF Counselor Education Program (original)
- 3) Trainee's Evaluation of Field Practicum Placement (original)
- 4) Trainee's Evaluation of Field Supervisor (original)
- 5) Trainee's Evaluation of University Supervisor (original)
- 6) COUN 239 Activity Log(s) (original)
- 7) BBS Hours Log(s) (copy for the class, original for the BBS)

NO COURSE GRADE WILL BE ISSUED UNTIL THE STUDENT FILE IS COMPLETE. IT IS UP TO THE STUDENT TO ASSURE THAT MATERIALS ARE IN THE FILE.

Suggested Readings (a partial list of pertinent topics):

- Capuzzi, D. (2004). *Suicide across the lifespan* (2nd ed.). Alexandria, VA: American Counseling Association.
- de Shazer, S. (2005). *More than miracles: The state of the art of solution-focused therapy*. Binghamton, NY: Haworth Press.
- Gil, E. (1994). *Play in family therapy*. New York: Guilford. [a classic]
- Guerin, P.J., Fay, L.F., Burden, S.L., & Kautto, J.G. (1987). *The evaluation and treatment of marital conflict: A four-stage approach*. New York: Basic Books. [a classic]
- Haley, J. (1987). *Problem-solving therapy*. San Francisco: Jossey-Bass. [a classic]
- Humphrey, K.M. (2009). *Counseling strategies for loss and grief*. Alexandria, VA: American Counseling Association.
- Jongsma, A.E., & Peterson, L.M. (1995). *The complete psychotherapy treatment planner*. New York: John Wiley & Sons. [a classic, but very functional]
- Madanes, C. (1981). *Strategic family therapy*. San Francisco: Jossey-Bass. [a classic]
- Minuchin, S., & Fishman, H.C. (1981). *Family therapy techniques*. Cambridge, MA: Harvard. [a classic]
- O'Hanlon, B. (2003). *A guide to inclusive therapy: 26 methods of respectful, resistance-dissolving therapy*. New York: Norton.
- Payne, M. (2004). *Narrative therapy* (2nd ed.). Thousand Oaks, CA: Sage.
- Pearman, H. & Abrams, H. (2007). *Art therapy for children of all ages: A cookbook for therapists*. Parker, CO: Outskirts Press (a "vanity press," available on Amazon.com).
- Satir, V. (1988). *The new peoplemaking*. Palo Alto, CA: Science and Behavior Books. [remake of a classic]
- Seligman, L. (2007). *Selecting effective treatments: A comprehensive guide to treating mental disorders* (3rd ed.). San Francisco: Jossey-Bass.
- Seligman, L. (2004). *Diagnosis and treatment planning* (3rd ed.). New York: Kluwer Academic/Plenum.
- Thomlison, B. (2010). *Family assessment handbook: An introductory practice guide to family assessment and intervention* (3rd ed.). Pacific Grove, CA: Brooks/Cole.
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