

## **ECC 601: Counselling Field Experience**

### **School of Education and Leadership**

1 Credit

Effective Date: 4/1/2022

Grading Type: Pass/No Pass

Pre-requisite or Co-Requisite: None

*Access to the Internet is required.*

*All written assignments must be in Microsoft-Word-compatible formats.*

*See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.*

### **Faculty Information**

Professional experience information for instructors is found under *Syllabus, Schedule, and Course Team* in the online course menu.

### **Contact Information**

Contact information for instructors is found under *Syllabus, Schedule, and Course Team* in the online course menu.

## Course Description

The practicum field experience is the first of two mentored, integrated, sequential field experience courses planned by the student, the university instructor, and where possible, a mentoring school counsellor to meet program standards and individual learning goals. Learners practice basic counselling microskills, confidentiality, reflective practice, and writing personalized learning objectives. Class activities include a focus on wellbeing and the experience of being a practicum student. Students are oriented to processes such as finding a mentor and completing required forms. In the field, students observe school counsellors at elementary and/ or secondary levels to become familiar with the breadth and variation of the school counsellor role.

## Course Resources

Required and recommended resources to complete coursework and assignments are found on the course [Reading List](#). Access is provided through the *Reading List* link in your online course as well as from the library homepage (“Find Your Reading List” button).

**Note:** Required resources that must be purchased by the student are tagged “Purchase from a vendor of your choosing.” Required resources with a direct link, “Available through CityU Library”, are available electronically at no cost to students.

Students in Canada may purchase course resources from the [Canada Bookstore](#), and students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

## Course Outcomes

This course will prepare students to:

- Explore microskills in practice
- Explore obligations of confidentiality
- Describe, define, and explore the meaning of wellbeing and its significance in professional practice, and maintain sufficient level of personal wellbeing in the role of school counselling practicum student
- Use professional terms
- Develop strategies for skill and knowledge development
- Apply a reflective process
- Demonstrate professional administrative and collaborative practices in work with instructor, and follow policy and practice related to internship requirements

## Core Concepts, Knowledge, and Skills

- Active listening skills
- Reflection, including one’s thinking, beliefs, emotions, values, and behaviours at a basic level
- Goal setting in learning
- Administrative and policy requirements (logs, benchmarks, assignments, practicum agreements)
- Familiarity with one’s own tolerance of ambiguity

## Grading Scale

The grades earned for the course will be calculated using City University of Seattle’s decimal grading system, found in the current University Catalog (<https://www.cityu.edu/catalog/>).

## Course Assignments and Grading

<b>Overview of Required Assignments</b>	<b>% of Final Grade</b>
Participation and Counselling Skills	35%
Field Experience Activities	25%
SMART Goals Assignment	20%
Reflection Assignments	20%
<b>TOTAL</b>	<b>100%</b>

### **Participation and Counselling Skills (35% of Final Grade)**

Class participation and counselling skills practice are an integral part of this course. Students develop their self-awareness regarding how their participation, including approach to collaboration, impacts learning opportunities for themselves as well as others. Ideal qualities of participation are described in the rubric.

During class time, students observe and review their own use of counselling microskills as well as other members of the seminar group. The main goal of this practice session is to be able to identify specific counselling skills, critically assessing the use of skill in practice, following informed consent, and advancement in skill development.

*Learning Outcomes:*

- *Explore microskills in practice*
- *Explore obligations of confidentiality*
- *Describe, define, and explore the meaning of wellbeing and its significance in professional practice, and maintain sufficient level of personal wellbeing in the role of school counselling practicum student*

<b>Grading components</b>	<b>% of Grade</b>
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Participation	50%
Counselling Skills	50%
TOTAL	100%

### **Field Experience Activities (25% of Final Grade)**

Students engage in the process of being oriented to the role of the school counsellor through interactions with and observations of practitioners in the field.

Other tasks include collaborative communication with the instructor, planning, undertaking practicum activities (in the field), and completing a log form, benchmarks form and practicum agreement (if not already completed).

*Learning Outcomes:*

- *Demonstrate professional administrative and collaborative practices in work with instructor, and follow policy and practice related to internship requirements*
- *Use professional terms*

<b>Grading criteria</b>	<b>% of Grade</b>
Collaboration with instructor	30%
Field experience	25%
Log form, practicum agreement	45%
TOTAL	100%

### **SMART Goals Assignment (20% of Final Grade)**

Practicum students articulate **two learning goals** to meet SMART criteria and share this document with their instructor and mentor. The formation of goals and objectives is a fundamental skill to counselling work and to supporting students' learning plans. For this assignment, goals should be informed by the School Counselling benchmarks, keeping in mind one's current stage of development in the role of school counselling practicum student. The two goals for this assignment are a sample of an informal, ongoing learning plan developed and revised throughout the program. As a repeated assignment throughout internship courses, students' proficiency with this skill should advance.

The assignment should be written in paragraphs, well organized, and conform to APA standards.

*Learning Outcomes:*

- *Develop strategies for skill and knowledge development*
- *Use professional terms*
- *Apply a reflective process*

<b>Grading criteria</b>	<b>% of Grade</b>
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SMART criteria	65%
Strategies	15%
Academic standards	20%
<b>TOTAL</b>	<b>100%</b>

### **Reflection Assignment (20% of Final Grade)**

The purpose of this assignment is to develop a systematic process for reflection, to support the development of professional practice. Reflective practice is a widely-used method in professional training. In this case, the focus of reflective practice is not to identify mistakes or correct actions but to develop self-awareness and to begin to integrate ideas, theories, knowledge from the coursework to these practice 'events'.

#### **Reflection in, on and for Action**

Write a reflection using the following process. The reflection will likely be 2 pages in length. Follow APA writing and formatting standards and take care to review and revise the writing before submitting. The examples below are outlines of potential intentions.

1. Choose an intention on which to focus.
2. As you go through your day, notice when you feel discomfort within and try to identify the feeling (irritation, frustration, embarrassment, etc.)
3. Take a moment to reflect on that feeling and then choose a response based on your intention.
4. Write a reflection on your experiences with this when it was and was not successful.

*Learning Outcomes:*

- *Apply a reflective process*
- *Explore the meaning of wellbeing and its significance in professional practice*
- *Use professional terms*

<b>Grading criteria</b>	<b>% of Grade</b>
Reflection	80%
Academic standard	20%
<b>TOTAL</b>	<b>100%</b>

## **Course Policies**

### **Declaration of Inclusion**

CityU Canada's Master of Education in School Counselling program honours human diversity in all its forms and is committed to the principle of universal human dignity. We respectfully

acknowledge that we live and work on the unceded and traditional territory of the Coast Salish Nations of xʷməθkʷəy̓əm (Musqueam), sə́lilwətaʔt̚ (Tsleil-Waututh), and Sḵwxwú7mesh (Squamish) people & many others whose histories, languages, & cultures continue to influence our vibrant community. We further acknowledge that our learning community is greatly enriched through the voices and perspectives of staff, faculty, and students from all intersections of society including LGBTQ+, BIPOC, and diversely-abled communities.

## **University Policies**

Students are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the [University Catalog](#) that is linked from the CityU Web site.

### **Antidiscrimination**

City University of Seattle and its staff and faculty are committed to supporting our students. We value equity, diversity, and inclusion as a way of life as well as the educational opportunities it provides. City U will not tolerate any form of discrimination based on race, color, ethnicity, sexual orientation, gender identification, socioeconomic status, or religious values. If you have experienced any discrimination based on any of the above, we encourage you to report this to the University. Please report this to your instructor. If you do not feel safe reporting this to your instructor, please report to the Provost or to the Vice President of Student Affairs.

### **Non-Discrimination & Prohibition of Sexual Misconduct**

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex include sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit <https://my.cityu.edu/titleix> or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person to person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet

or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at <https://www.cityu.edu/discover-cityu/about-cityu/> under the Policies section or at <https://www.cityuniversity.ca/about/> .

## **Religious Accommodations**

City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the my.cityu.edu student portal. Accommodations must be requested by the 20% mark of this course (e.g. day 14 of a ten-week course, day 7 of a 5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

## **Academic Integrity**

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the [University Catalog](#) under *Student Rights and Responsibilities* on the page titled *Academic Integrity Policy*.

## **Attendance**

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly.

Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if they are present at any time during the class session. For online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be in the [University Catalog](#) under *Student Rights and Responsibilities* on the page titled *Attendance*.

# **Support Services**

## **Disability Services Accommodations Statement**

Students with a documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at [disability@cityu.edu](mailto:disability@cityu.edu) or 206.239.4752 or visit the [Disability Support Services](#) page in the my.cityu.edu portal.

Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with course instructors.

## **Library Services**

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian](#) service, or access [library resources and services online](#), 24 hours a day, seven days a week.

## **Smarthinking Tutoring**

CityU students have access to free online tutoring offered through Smarthinking, including writing support, from certified tutors 24 hours a day, seven days a week. Contact CityU's Student Support Center at [help@cityu.edu](mailto:help@cityu.edu) to request a user name and password.