

SCHOOL COUNSELING
FIELDWORK HANDBOOK
FOR SUPERVISORS



California State University, East Bay

Department of Educational Psychology
<http://www.csueastbay.edu/epsy/index.html>

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Greetings Supervisor!

Dear School Counselor Fieldwork Supervisor,

Thank you for your professionalism and your willingness to supervise a school counselor-in-training from California State University, East Bay (CSUEB). Supervising speaks to your professionalism and goodwill. Supervising counselors-in-training can be fulfilling because you mentor your future colleagues. CSUEB's theme is educating for social justice and democracy. The CSUEB Pupil Personnel Services (PPS) Cluster trains School Counselors and School Psychologists to collaborate as multidisciplinary professionals promoting prevention and school-wide programs that build upon students' strengths. The program is guided by an ecological developmental theory that assumes professionals-in-training develop more effectively when they are placed in contextual, authentic, well-supervised settings where they work shoulder-to-shoulder finding solutions to educational problems by promoting youth wellness.

The field-based experience is an exciting developmental stage where school counselors-in-training make the transition into becoming credentialed professional school counselors. Given CSUEB's commitment to transforming the role of the school counselor, social justice, and democracy, we want our fieldwork counselors-in-training to be stretched and challenged to demonstrate how they help students learn to live, learn to learn, learn to work, and learn to contribute to a democratic society. The **Professional Expectations and Activities for School Counseling Fieldwork** guides school counselors-in-training and supervisors how to document how candidates meet the requirements defined by the California Commission on Teacher Credentialing (CCTC). In addition, all fieldwork counselors-in-training are required to complete a project related to results-based practice. Fieldwork counselors-in-training consult with their supervisors regarding possible worthwhile projects that will help improve the school counseling program or services to students being served in the school.

We have written this Supervisor's Handbook to: 1) provide an overview of the program; 2) outline student and supervisor requirements and responsibilities; and 3) present resources for supervisor's professional reflection and evaluation of professionals-in-training. We believe that supervision is a co-evolving process that requires the collaboration of university faculty and professional practitioners. We appreciate your role in helping CSUEB school counselors-in-training become professional leaders who are able to help all students to live up to their greatest potential. Please encourage school counselors-in-training to become active professionals in the California Association of School Counselors (CASC) at www.schoolcounselor-ca.org, American School Counselor Association (ASCA) at www.schoolcounselor.org, and the National Office for School Counselor Advocacy (NOSCA) at <http://advocacy.collegeboard.org/college-preparation-access/national-office-school-counselor-advocacy-nosca>

We welcome feedback regarding this Supervisors' Handbook and plan to make on-going improvements based on your suggestions. Feel free to call or e-mail Jack Davis jack.davis@csueastbay.edu if you have any questions or suggestions.

Thank you for your support and for your dedicated supervision of our counselors-in-training.

Sincerely,
PPS Faculty

PROGRAM OVERVIEW

Purpose

The purpose of the School Counseling program is to provide an opportunity for well-qualified candidates to become credentialed School Counselors in California. In order to assure a high-quality program, the School Counseling program is nationally accredited by the National Council for Accreditation of Teacher Education (NCATE) and approved by the California Commission on Teacher Credentialing (CTC). We encourage candidates to become actively involved in their professional organizations—the American School Counselor Association (ASCA) and the California Association of School Counselors (CASC).

The CSUEB School Counselor Specialization is guided by a contextual learning theory that assumes counselors-in-training develop more effectively when they are placed in authentic, well-supervised settings where they work shoulder-to-shoulder in finding solutions to educational problems. Furthermore, we believe that school counselors must reflect upon the effectiveness of their interventions and counseling program in promoting social justice and democracy, and to that end, the Professional Practice Portfolio is one approach for helping professionals to document their actions and reflections in serving clients.

School Counseling Program Mission

The School Counseling Specialization at California State University, East Bay (CSUEB) is designed to promote social justice and democracy by preparing knowledgeable and competent professional school counselors who: (1) advocate care and support for all students, (2) engage in participatory leadership to help all students reach high academic expectations, (3) collaborate with others in and beyond their school communities to ensure opportunities for meaningful participation for all students, and (4) commit to lifelong professional development.

We prepare professional school counselors to develop comprehensive and coordinated school counseling programs based on the **American School Counselor Association National Model** and the California Commission on Teacher Credentialing. We teach school counselors to actively engage as self-reflexive practitioners in developing and evaluating counseling programs and educational practices that promote teaching effectiveness, community responsibility, and social justice. We are guided by the College of Education and Allied Studies theme of promoting social justice and democracy and the **American School Counselor Association National Model** that promotes the learning of all students by integrating academic, career, and personal /social development. We promote professional excellence, community involvement, and collaboration between school counselors and other professionals in order to create learning communities where students are engaged as learners, passionate about what they do, and empowered as people. We are informed by a vision for school counselors that defines five school counselors competencies: (1) leadership, (2) advocacy, (3) teaming and collaboration, (4) counseling and coordination, and (5) assessment and use of data.

CEAS Mission

The *Mission* of the College of Education and Allied Studies is, **“To prepare collaborative leaders committed to professional excellence, social justice and democracy who will influence a diverse and interconnected world.”** The School Psychology (SP) Program promotes social justice and equity through the competent training of school psychology candidates.

Relationship: Providing Care and Support

Our program is designed to help professional school counselors foster effective human relationships grounded in respect for and celebration of diversity, the support for the learning success of all students, and the recognition that human development is a lifelong endeavor. School counselors must be knowledgeable and competent in fostering positive relationships that link students, parents, teachers, administrators, and the larger school community in conversations and actions directed toward the care and support of all youth.

Structure: Defining High Expectations

Our program is committed to social justice and high expectations for all students. School counselors are responsible for advocating that high expectations be defined in a manner that ensures opportunities for success for all students. School counselors are responsible for recognizing and confronting cultural, socio-economic, and other inequities, such as racism, sexism, ageism, classism, consumerism, homophobia, and institutional and instructional approaches that limit educational access for students with special needs. We prepare school counselors to be assertive advocates who reduce the effect of environmental, institutional, and attitudinal barriers that impede student success. We focus considerable efforts on poor and minority students in order to ensure that all students complete school, prepared to choose from a wide range of post-secondary options, including college. We teach school counselors to work within their organizations to promote community peace and the fulfillment of human potential.

Community: Opportunities for Meaningful Participation

Our program is committed to meaningful participation for all students. Our school counselors collaborate with professionals within the school and with members of the community to develop contextual learning opportunities that engage students in learning activities with adult mentors, service projects, and other community enterprises. Our school counselors help students see that social/personal, academic, and career preparation are connected to the real world and that assessment is authentically grounded in activities students themselves find meaningful.

Commitment to Lifelong Professional Development, Research, and Evaluation

Our program prepares school counselors to enter the profession with a commitment to lifelong development. We believe effective school counselors take on the role of being participatory leaders engaged in the ongoing assessment and research directed toward the success of all students. In our program, students are engaged as participatory learners through an active

program of evaluation and action research. We want our school counselors to be self-reflexive practitioners who take a collaborative approach to research that engages in real world research that arises from their experience, definition of questions for study, courses of action taken, and analysis and interpretation of findings. To this end, students generate their own projects documenting prevention and intervention strategies, complete action research projects, and prepare a Professional Practice Portfolio as an authentic form of assessment.

Cohort

The program uses a cohort system. A "cohort" is a group of professionals who enter, move through, and graduate from the program in the same group, at the same time. Cohorts foster learning communities where professionals-in-training from both School Counseling and School Psychology take core courses together and support each other in **I**ntervention, **C**onsultation, **A**ssessment, **R**esearch, and **E**ducation (I CARE).

Faculty

Faculty members in the Department of Educational Psychology are recognized in the counseling field for their professional excellence and academic achievement.

California Commission on Teacher Credentialing Approval

The School Counseling Program is fully approved by the California Commission on Teacher Credentialing (CTC). The program for School Counseling reflects an integration of local program needs, the campus mission, and the direction provided by the National Standards and National Model provided by the American School Counselor Association (ASCA) and the National Career Development Guidelines (NOICC).

Credential and Licenses

The School Counseling/Marriage and Family Therapy (MFT) Program provides a course of study leading to the P.P.S. Credential in School Counseling. Students apply for their Professional Clear Credential at the end of their second year upon satisfactory completion of all credential competency requirements. Candidates must apply for their P.P.S. credential within five years of completing the program.

Students will have fulfilled the academic requirements plus the minimum of 150 hours of required clinical experience toward their Marriage and Family Therapist (MFT) License at the end of the program. Students apply for their MFT Intern License upon receipt of their Master's Degree. This license enables the candidate to engage in private practice after three years of experience and successful completion of the State examination.

AMERICAN COUNSELING ASSOCIATION (ACA) CODE OF ETHICS ON SUPERVISION

www.counseling.org

Counselors aspire to foster meaningful and respectful professional relationships and to maintain appropriate boundaries with supervisees and students. Counselors have theoretical and pedagogical foundations for their work and aim to be fair, accurate, and honest in their assessments of counselors-in-training.

A primary obligation of counseling supervisors is to monitor the services provided by other counselors or counselors-in-training. Counseling supervisors monitor client welfare and supervisee clinical performance and professional development. To fulfill these obligations, supervisors meet regularly with supervisees to review case notes, samples of clinical work, or live observations. Supervisees have a responsibility to understand and follow the *ACA Code of Ethics*.

Counseling supervisors work to ensure that clients are aware of the qualifications of the supervisees who render services to the clients.

(See A.2.b.)

Prior to offering clinical supervision services, counselors are trained in supervision methods and techniques. Counselors who offer clinical supervision services regularly pursue continuing education activities including both counseling and supervision topics and skills. *(See C.2.a., C.2.f.)*

WHAT CHARACTERISTICS ARE NEEDED BY AN EFFECTIVE SUPERVISOR?

The Supervision Interest Network (1993), a committee of the Association for Counselor Education and Supervision (ACES), established 11 standards for counseling supervisors. Please read, complete, and reflect on the standards checklist in Exercise 1.1.

Standards for Counseling Supervisors

As a supervisor, read over these standards and indicate your level of knowledge by placing an "X" in the appropriate column using the following scale: 1 = *not at all* and 5 = *very much*.

	1	2	3	4	5
1. Knowledge and Competencies <i>I am able to . . .</i>					
(1.1) demonstrate knowledge of various counseling theories, systems, and their related methods.					
(1.2) demonstrate skill in the application of counseling theory and methods that are appropriate for the school setting.					
2. Personal Traits and Characteristics <i>I . . .</i>					
(2.1) am sensitive to individual differences.					
(2.2) recognize my own limits through self-evaluation and feedback from others.					
(2.3) am encouraging, optimistic, and motivational.					
(2.4) possess a sense of humor.					
(2.5) am comfortable with the authority inherent in the role of supervisor.					
3. Knowledge of Ethical, Legal, and Regulatory Aspects of the Profession <i>I am able to . . .</i>					
(3.1) communicate to the trainee a knowledge of the professional code of ethics (ASCA, ACA).					
(3.2) demonstrate and enforce ethical and professional standards.					
(3.3) communicate to the trainee an understanding of legal and regulatory documents and their impact on the profession.					
4. Conceptual Knowledge of the Personal and Professional Nature of the Supervisory Relationship <i>I . . .</i>					

	1	2	3	4	5
(4.1) demonstrate knowledge of individual differences with respect to gender, race, ethnicity, culture, and age and understand the importance of these characteristics in a supervisory relationship.					
(4.6) provide facilitative conditions (empathy, concreteness, respect, congruence, genuineness, and immediacy).					
(4.7) establish a mutually trusting relationship with the trainee.					
(4.8) provide an appropriate balance of challenge and support.					
(4.9) elicit trainee thoughts and feelings during counseling or consultation sessions, and respond in a manner that enhances the supervision process.					
5. Conceptual Knowledge of Supervision Methods and Techniques <i>I am able to . . .</i>					
(5.1) state the purpose of supervision and explain the procedures being used.					
(5.2) negotiate mutual decisions regarding the needed direction of learning experiences for the counselor.					
(5.3) elicit new alternatives from trainees for identifying solutions, techniques, and responses to counselees.					
(5.4) integrate knowledge of supervision with personal style of interpersonal relations.					
(5.5) clarify own role in supervision.					
(5.6) interact with the trainee in a manner that facilitates his/her self-exploration and problem solving.					
6. Conceptual Knowledge of the Counselor Development Process <i>I am able to . . .</i>					
(6.1) understand the development nature of supervision.					
7. Knowledge and Competency in Case Conceptualization and Management <i>I am able to . . .</i>					
(7.1) recognize that a primary goal of supervision is helping the counselee (student) of the counselor.					

	1	2	3	4	5
(7.2) understand the role of other professionals (school psychologist, nurse) and assist with a referral process, when appropriate.					
(7.3) assist the trainee in using observation and assessment in preparation of counseling goals and objectives.					
(7.4) assist the trainee in synthesizing counselee psychological and behavioral characteristics into an integrated conceptualization.					
(7.6) assist the trainee in adjusting steps in the progression toward a goal based on ongoing assessment and evaluation .					
8. Knowledge and Competency in Student Assessment and Evaluation <i>I am able to . . .</i>					
(8.1) monitor the use of tests and test interpretations					
(8.2) assist the trainee in providing rationale for assessment procedures					
(8.3) assist the trainee in communicating assessment procedures and rationales					
(8.4) assist the trainee in the description, measurement, and documentation of counselee and trainee change					
(8.5) assist the trainee in integrating findings and observations to make appropriate					
9. Knowledge and Competency in Oral and Written Reporting and Recording <i>I am able to. . .</i>					
(9.1) understand the meaning of accountability and the supervisor's responsibility in promoting it					
(9.2) assist the counselor in effectively documenting supervisory and counseling-related interactions					
(9.3) assist the trainee in establishing and following policies and procedures to protect the confidentiality of counselors and supervisory records					
10. Knowledge and Competency in the Evaluation of Counseling Performance <i>I am able to . . .</i>					
(10.1) interact with the trainee from the perspective of an evaluator					
(10.2) identify the trainee's professional and personal strengths, as well as weaknesses					

	1	2	3	4	5
(10.3) assist the trainee in the description and measurement of his or her progress and achievement					
(10.4) evaluate trainee skills for purpose of grade assignment, complete					
11. Knowledge Regarding Research in Counseling and Counselor Supervision and Consistency Incorporate This Knowledge Into the Supervision Process <i>I am able to . . .</i>					
(11.1) facilitate and monitor research to determine the effectiveness of programs, services, and techniques.					
(11.2) read, interpret, and apply counseling and supervisory research.					
(11.3) formulate counseling or supervisory research questions.					
(11.4) report results of counseling or supervisory research and disseminate as appropriate (e.g., in-service conferences, publications, etc.).					
(11.5) facilitate an integration of research findings in individual case management.					

Based on your responses to the checklist, complete the following:

What are your goals as a supervisor?

1. _____
2. _____
3. _____

List the strategies you will use to reach these goals:

1. _____
2. _____
3. _____

How will you evaluate your progress on these goals?

1. _____
2. _____
3. _____

Note: Edited version of "Ethical Guidelines for Counseling Supervisors," by the Supervision Interest Network, Association for Counselor Education and Supervision, 1993 (Summer), ACES Spectrum, 53(4), pp. 5-8. Copyright 1993 by the Association for Counselor Education and Supervision. Adapted with permission.

PROFESSIONAL EXPECTATIONS AND ACTIVITIES FOR SCHOOL COUNSELING FIELDWORK

At California State University, East Bay (CSUEB), the School Counseling program is informed by professional efforts to transform school counseling practices. We orient school counselors-in-training (CITs) to help all students learn. We educate professional school counselors to the School Counselor Specialization Standards of the California Commission on Teacher Credentialing (CCTC), the American School Counselor Association's (ASCA) National Model, and what works to help all students to tap their learning power. We want to be respectful of local practices that work, explicit about our expectations for CITs, and engaged in evolving conversations with wise practitioners. At the very least, our commitment is to help all K-12 students learn to live, learn to learn, learn to work, and learn to contribute to a democratic society. We hope the list of fieldwork expectations will promote an on-going professional dialogue with your CIT and with us.

Program Development: Academic, Career, and Personal/Social

Academic Development. CITs are given opportunities to develop strategies and activities for maximizing learning and preparing pupils to experience academic success and to achieve at high expectations. CITs are active in the following:

1. conduct audit of academic development program.
2. review data regarding student success, i.e. test scores, achievement gap, etc.
3. collaborate with teachers, counselors, parents, and other stakeholders to develop programs or activities related to helping all students achieve academically.

Career Development. CITs collaborate with school counselors, teachers, and other stakeholders to construct career development programs for the appropriate level of pupils. CITs are active in the following:

1. conduct audit of career development program.
2. review strengths of current career development program and activities.
3. collaborate with teachers, counselors, and other stakeholders to develop programs or activities related to helping all students understand career development as a lifelong developmental activity.

Personal and Social Development. CITs participate in programs that enable pupils to acquire knowledge, attitudes, and interpersonal skills that help them understand and respect themselves and others, show interest in, tolerance of and appreciation for differences between people, and learn to work through conflicts, problems and disagreements successfully. CITs are active in the following:

1. conduct audit of personal and social development program.
2. review strengths of current personal and social development program and activities.
3. collaborate with teachers, counselors, and other stakeholders to develop programs or activities related to helping all students participate in a civil learning community.

Participatory Leadership. CITs are mentored to develop leadership knowledge, skills, and attitudes necessary to act as agents of change in planning, organizing, implementing, managing, and evaluating the outcomes of the school counseling and guidance program in order to increase student learning power. CITs are active in the following:

1. engaged in conversations and actions directed toward developing an effective developmental school counseling program that serves all students in reaching their greatest potential.
2. take responsibility for specific activities under the direction of their site supervisor, i.e. transition program, parent night, etc.
3. communicate the strengths of the school counseling program to teachers, administrators, and other stakeholders, i.e., develop flyers, prepare PowerPoint presentations, etc.

Advocacy. CITs are guided to identify institutional, systemic, interpersonal, and intrapersonal barriers to learning, and are directed to plan and implement strategies to eliminate those barriers and effectively support positive learning and achievement outcomes for all pupils. CITs are active in the following:

1. engaged in activities where they analyze barriers and roadblocks to student success.
2. collaborate with supervisors when advocating for individual or groups of students.

Learning Power/Achievement. CITs develop understanding of curriculum design, lesson plan development, evaluation techniques, and instructional strategies for teaching counseling and related materials.

1. develops action plans and present guidance lessons in classes.
2. review and assess success of guidance activities using prepared results reports.

Individual Counseling. CITs develop knowledge and skills in helping pupils cope with personal and interpersonal problems as well as skills in crisis interventions in response to personal, school, and community crises.

1. meet with individual students.
2. maintain contact with 5-10 students for 6-10 contact meetings.
3. practice strength-based counseling with students.

Group Counseling. CITs develop knowledge and skills of group dynamics and group work, including counseling, psycho-educational, task, peer helping groups; and facilitation of teams to enable pupils to overcome barriers and impediments to learning.

1. co-lead groups with counselor.
2. lead groups related to specific needs in school, i.e. divorce group, friendship group, success group.

Collaboration, Teaming, Coordination. CITs participate in intervention teams, SSTs, IEPs, and collaboration/coordination efforts.

1. participate in IEP and other meetings that focus on student success.

2. participate in case management or other meetings related to individual students or program success.

Prevention Education. CITs develop knowledge and skills in planning, organizing, and implementing educational programs designed to promote pupil resilience, wellness, learning, and high academic achievement.

1. engage in activities related to prevention education.
2. organize school-wide events related to prevention education, i.e., Wellness Day, etc.

Program Evaluation. CITs develop knowledge and skills using current research, complete Support Personnel Accountability Report Cards (SPARCs), and conduct evaluations of counseling, guidance, and other educational programs in terms of student outcomes in the context of a complex school and community ecology.

1. collaborate with school counselors and other stakeholders to conduct program audit.
2. collaborate with school counselors to develop a SPARC or other report related to the school counseling program.

Field-Based Activities for School Counseling Course Requirements *

	Fall	Winter	Spring
First-Year	<p>1. (EPSY 6765) <u>Counseling Services</u> Interview school personnel, tour school, and learn about the levels of parent-school-community collaboration.</p> <p>2. (EPSY 6500) <u>Cognitive Behavioral Therapy</u> Fieldworkers conduct FBA observations and interviews & implement CBT techniques with one student on caseload.</p> <p>3. (EPSY 6768) <u>Foundations of School Counseling</u> Fieldworkers are oriented to the ASCA National Model, data-driven practices, guidance lessons, and other research-supported professional practices.</p> <p>4. (EPSY 6670) <u>Fieldwork Supervision</u> Supervisors coordinate fieldworkers' caseload of approximately 10 students. (These are students <i>without learning or social-emotional difficulties</i>). Fieldworkers shadow supervisors (SSTs,</p>	<p>1. (EPSY 6752) <u>Cross Cultural Counseling</u> Fieldwork students should review data regarding grades, test scores, and other measures as they relate to different groups. The driving question should be: What can we do to reduce the achievement gap, if it exists.</p> <p>2. (EPSY 6762) <u>Group Counseling</u> Participate in an 8-10 week group in your school setting as an <i>observer</i> or as a <i>co-facilitator</i>. (Students also attend one support group meeting and participate in a group for 8 weeks.)</p> <p>3. (EPSY 6671) <u>Fieldwork Supervision</u> Supervisors coordinate fieldworkers' caseload and review case studies that include ORS and SRS data. Continue fieldwork experience profile.</p> <p>4. (EPSY 6701) <u>Appraisal</u> Fieldworkers will be asking about how test results are used to help promote student success</p>	<p>1.(EPSY6767) <u>Academic Counseling in Schools</u> Fieldwork students will develop and deliver guidance lessons related to academic success.</p> <p>2. (EPSY 6672) <u>Fieldwork Supervision</u> Supervisors coordinate fieldworkers' caseload and review case studies that include ORS and SRS data. Finish fieldwork experience profile activities.</p> <p>3. (EPSY 6023) Fieldwork students conduct a review of the literature related to a school counseling topic.</p>

	IEPS), carry caseload of 10 students- provide tutoring, counseling, practice assessments, interviews, observations as specified in fieldwork experience profile.	and improvement. Or (EPSY 6711) <u>Careers</u> Fieldworkers will review how career education and counseling are approached at their school site.	
	Fall	Winter	Spring
Second-Year	<p>1. (EPSY 6669) <u>MH Consultation</u> Advanced Fieldworkers work with <i>one teacher</i> for the entire quarter in collaborative problem solving- individual student or classroom. Identify the teacher ASAP who will be the consultee.</p> <p>2. (EPSY 6770) <u>Advanced Supervision</u> Review CASC Skill Standards and connect cases to professional skill development. Present cases each quarter using Advanced Case Study forms.</p> <p>3. (EPSY 6205) <u>Child Psychopathology</u> Conduct 5 videotaped and/or audio taped sessions with a child. The child may be at a school site, the CCC, OR other setting (e.g., a child that the student somehow knows).</p> <p>4. <u>Action Research Orientation</u>. Begin</p>	<p>1. (EPSY 6771) <u>Advanced Supervision</u> Review CASC Skill Standards and connect cases to professional skill development. Present cases each quarter using Advanced Case Study forms.</p> <p>2. (EPSY 6764) <u>Intervention Strategies: Systems & Organizations</u> Fieldworkers conduct a needs assessment for a Program Development project. They request the school's California Healthy Kids Survey Report. May develop SPARC or action research project.</p> <p>3. (EPSY 6820) <u>Crisis Intervention</u> Fieldworker review school/district crisis manual and provide feedback, share with supervisor; develop a crisis plan on crisis presentation topic; fieldworker develop</p>	<p>1. (EPSY 6205) <u>Advanced PPS</u> Compile Best Practice samples of professional work, critically review related CASC skill demonstration, and develop a professional practice portfolio. Develop professional goals for Internship.</p> <p>2. (EPSY 6772) <u>Advanced Supervision</u> Review CASC Skill Standards and connect cases to professional skill development. Present cases each quarter using Advanced Case Study forms.</p> <p>3. <u>Action Research Conference</u>. Present your data-driven, results-based project to professional community.</p>

	<p>defining project using the Participatory Inquiry Process (PIP) to guide actions along 13-steps and 4-phases. Materials on BB> SC> Action Research.</p> <p><u>5. EPSY6766</u> <u>Personal/Social Counseling in Schools.</u> Conduct 2 classroom guidance lessons based on data from the school site</p>	<p>informational folder of community resources.</p>	
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FIELDWORK HOUR REQUIREMENTS

I. Fieldwork: First year of program

School Site Fieldwork (2 days)

Twelve to Fifteen hours per week (2 days) for three academic quarters 450

II. Advanced Fieldwork: Second year of program

School Site Advanced Fieldwork

Twelve to Fifteen hours per week (2 days) for three academic quarters 450

Community Counseling Center (CCC) Fieldwork

40 hours face-to face counseling

2-3 clients per week

30 hours of desk duty

20 hours of video tap review

20 hours of clinical writing and scoring assessments

CTC Required Hours

Total

- 600 clock hours (over two years)
Candidates acquire hours by being at their school sites at least two days per week. Schedules should be negotiated with site supervisors and not conflict with university courses. Candidates are encouraged to participate as much as possible at their school sites.

Diversity Hours

- 150 clock hours devoted to issues of diversity
- 50 clock hours shall be with at least 10 pupils (individually or in group) of a racial and ethnic background different from candidate

Levels Hours

- 600 hours at two of three levels (elementary, middle, high)
- 200 hour minimum at each level
- 400 hours must be completed and supervised in public school settings with k-12 students

Supervision

- 1 hour face-to-face supervision per week or 1½ hours of small group (four member maximum) supervision on site
- 1½ hours of group supervision per week at university

MFT Supervision Hours

During first year, some MFT candidates may acquire hours if they:

1. complete 18 credits in program
2. complete necessary forms to register as MFT
3. have qualified site supervision who has MFT to sign off on MFT hours

During second year, MFT candidates acquire hours by:

1. completing necessary forms to register as MFT
2. maintain time log and have it signed by university MFT supervisor
3. counsel clients a minimum of 50 hours in individual and/or group counseling sessions each term
4. participate in university Fieldwork supervision

FIELD PLACEMENTS

All field placements are secured by a mutual, three-way agreement among the student, the school district or agency, and the university. Any change in a student's placement must be discussed and agreed upon in advance by all parties.

AGREEMENTS

All field placement sites must be covered by a formal Memo of Understanding (MOU) that is renewed at three-year intervals. In order to collect fieldwork credit toward certification and MFT licensure, students must make sure that a MOU is in place (and current) at each approved placement site. A list of current contracts is available upon request.

PROFESSIONAL ORIENTATION

School counselors-in-training (CITs) are directed to develop an explicit professional disclosure statement regarding their orientation, scope of services, duty to report, etc. CITs represent the Program and must uphold the Program's professional expectations at all times in school and therapeutic settings, with clients, and other professionals.

PPS Professional Dispositions and Clinical Aptitudes California State University, East Bay

Professional Dispositions

1. Integrity

Student is honest and ethical in dealing with people and situations. In addition, she/he is consistent and sincere. She/he understands, and abides by, ethical codes of conduct for the profession.

2. Empathy

Empathy is the ability to understand another person's feelings or perspective and to effectively communicate appropriate caring. Empathy requires sensitive, non-judgmental responses that reflect attention to others' motives, intentions, values, and needs.

3. Commitment to Social Justice and Democracy

Student has a commitment to respect and value cultural diversity and individual differences. She/he is committed to supporting those who seek services without discrimination or prejudice. Student demonstrates cultural competence in working with individuals of diverse backgrounds and life styles

4. Flexibility and Resourcefulness

Student is **Not** rigidly bound to one way of viewing the world or any situation. He/she is able to adapt to changing conditions of a situation. He/she also is able to be resourceful in finding or generating innovative solutions, given limited resources.

5. Tolerance for Ambiguity

The student shows ability to appropriately accept uncertainty. Student can look beyond the concrete concepts and communications and understand that there might be multiple meanings and expectations for situations.

Clinical Aptitudes

1. Accepting Feedback

The student is able to hear feedback without defensiveness. He/she makes mistakes and incorporates suggestions from supervisors and instructors to correct or improve performance.

2. Awareness of one's impact upon others

The student is aware of the impact of physical presence and verbal/ non-verbal communications upon others.

3. Active engagement in personal and professional growth The student actively embraces personal and professional growth. This involves the desire and willingness to learn and to accumulate personal, professional, and academic knowledge and skill.

4. Collaboration, support, leadership

The student is able to be a supporter as well as a leader in collaborative teamwork

5. Appropriate risk taking and acceptance of learning challenges The student demonstrates willingness to take appropriate risks and accept new learning challenges

6. Ability to interact with others without inappropriate intrusion of personal ego needs

The student recognizes his/her social emotional needs and does not let these needs interfere with professional work with clients, professionals, or other students.

7. Understanding of cultural and diversity factors as they impact counseling and human interactions The student seeks to understand the implications of in race, culture, gender, language, sexual orientation, and physical-, mental- & emotional challenges.

PPS Expectations for Ethical Professional Behavior California State University, East Bay

Ethical, competent, and caring professional behavior is at the heart of the helping professions serving children and youth in schools. Professional behavioral expectations begin with instruction and carries through to successful practice as credentialed School Counselors and School Psychologists. The behavioral expectations in Educational Psychology at California State University, East Bay are divided into two categories: one, a global Program Policy Statement of Understanding, and two, Behavior and Disposition statements that describe important ways professionals-in-training demonstrate their emerging professional behavior. *The behavioral expectations described in this document will be applied to academic grading, advancement to candidacy, faculty recommendations for students, and candidate evaluation for credentialing.*

Program Policy Statement of Understanding: The counseling and psychology professions require a high level of personal integrity, self-awareness, and personal maturity. Demonstrating professionalism in classroom behavior, as well as being present and engaged in classroom activities, is expected at all times as a graduate student. The professionalism learned and demonstrated in the classroom is expected to be translated into ethical, competent, and caring practice in the schools.

Behavior and Disposition: Course Attendance Disposition/Aptitude: *Integrity*
Professionals-in-training are expected to attend all class meetings. Students whose beliefs, religious practices, or lifestyles may conflict with a class attendance should discuss such issues with the course instructor at the beginning of the term. It is up to the student and instructor to negotiate a satisfactory solution with respect to an absence.

Our PPS Cluster seeks to balance providing care and support, high expectations, and opportunities for participation in meaningful activities. All professionals-in-training are expected to participate in constructing a respectful learning environment in the classroom. We encourage and support timeliness as a critical and respectful professional behavior. Arrive to class on time, stay for the entire class, come back from breaks on time, turn off cell phones, etc. Be mindful of what might detract from the learning experience of students and faculty alike (e.g., talking to fellow students during lecture).

**Academic/Professional Communication Disposition/Aptitude: *Supporter/Leader;*
*Awareness of Impact***

We support dialogue. Professionals-in-training and faculty are expected to maintain an atmosphere in which controversial issues, germane to the subject matter, can be examined and discussed. In exercising this freedom of expression, faculty and students are expected to exercise appropriate restraint and show respect for the opinion of others.

Direct and Ethical Communication: Disposition/Aptitude: *Collaboration*
We support direct and ethical communication that promotes a positive and professional learning community. As with professional steps toward resolution of ethical dilemmas, professionals-in-training seek the following: (1) honest, constructive conversation with persons most directly related to concerns (e.g., peers and instructors) and (2) sensitive consideration for privacy when

direct communication with most relevant parties (e.g., peers and instructors) has not resulted in desired outcomes. Students may seek support from their program coordinator in developing strategies for direct communication. Students and faculty will restrain from pernicious gossip, “splitting” one party against another party, speaking for others, or other breaches in direct and ethical communication.

Trainee Evaluation

Disposition/Aptitude: *Openness to Feedback*

We are committed to the professional development of all candidates. Demonstrating effective ethical and professional conduct is extremely important and will be monitored and reviewed by the faculty throughout your time in the program in order to assess each professional-in-training’s development. Formal occasions for feedback in this regard occur in Student Annual Reviews (spring of 1st and 2nd years) and in Exit Interviews at the completion of the program.

Additionally, throughout training, concerns and deficiencies will be brought to the Professional-in-training’s attention and used by faculty in assessing your overall academic/ professional progress in the Program. The intent of these informal contacts is to provide constructive feedback, support, and opportunity for planning.

Deficiencies that are not actively corrected will be cause for disciplinary action that may include termination from the program.

*Professionals-in-training are familiar with their discipline’s ethical standards.

American School Counselor Association, Ethical Standards for School Counselors
<https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf>

**School Counseling Program
Department of Educational Psychology
College of Education and Allied Studies**

**Site Supervisor and Department of Educational Psychology Agreement
Fieldwork Site and Experience Requirements**

1. The site-based school counselor supervisor must have a minimum of a master's degree in counseling and have two years experience as a licensed school counselor. The student must have the approval of site and district administrators, as well as the supervising school counselor.
2. The school counselor-in-training must accumulate direct contact hours that include individual counseling, group facilitation, and guidance curriculum delivery. The total fieldwork experience will consist of a minimum 900 hours. School counseling students are placed in two settings for 450 hours each year. The student should be provided with space as similar as possible to the school counselors at the school.
3. The school counselor-in-training must receive 1 hour of individual face-to-face supervision per week or 1½ hours of group (four member maximum) supervision per week.
4. The school counselor-in-training must complete a Professional Practice Portfolio that documents how they have met the School Counseling Specialization Standards defined by the California Commission on Teacher Credentialing (CTC).
5. The supervising school counselor will review and assess the school counselor-in-training's work documenting how the required CTC Standards have been addressed, and assessing the candidate's performance as a school counselor. Documentation is required. Each quarter, the supervising school counselor must complete a **First Year Fieldwork Evaluation** for first year school counselors-in-training or an **Advanced Fieldwork Evaluation** for second year school counselors-in-training.
6. The school counselor-in-training carries Professional Liability Insurance during the entire Fieldwork placement, and agrees to adhere to the American School Counseling Association and the American Counseling Association Code of Ethics.
7. With cases involving suicidal ideation or abuse, the school counselor-in-training must confer with the school counseling site supervisor, complete university documentation, and confirm consultation with the CSUEB faculty supervisor.
8. The school counselor-in-training must notify the CSUEB faculty supervisor regarding placement concerns.

Site Supervisor Signature _____

Date _____

Student Signature _____

Date _____

Student/ Supervisor Fieldwork Guidelines, First Year

Student: _____

Student Responsibilities:

As a first-year fieldworker, I understand and agree to fulfill the following responsibilities:

1. A CTC Certificate of Clearance is required for all volunteers who work in the public schools. It is the responsibility of the student to fulfill all requirements and submit an application to CTC before beginning the first-year field placement.
2. The student must ensure that a current memo of understanding (MOU) is in place between CSUEB and the school district in which the student is working. In addition to the MOU, a signed Letter of Agreement is required for students working toward MFT licensure during the 2nd and 3rd quarter of the first year. (See also: Marriage Family Therapy Licensure: Student Responsibilities.)
3. All students in fieldwork placements have two (2) assigned supervisors, one University faculty supervisor and one professional school counselor on-site supervisor in the school setting. Weekly meetings with *each* of these supervisors are required for course credit.
4. First-year fieldworkers are required to meet three (3) hours per week with their faculty supervisor on campus and a minimum of one (1) hour per week with their on-site supervisor in the schools.
5. A minimum of twelve – fifteen (12-15) hours of fieldwork per week is required for first-year students. It is the responsibility of the student to keep a regular, consistent schedule of attendance at the school site and to inform the on-site supervisor and other appropriate school personnel of any unavoidable irregularities in the weekly schedule.
6. A formal log of fieldwork hours must be maintained by the student and verified by the on-site supervisor at monthly intervals.

Supervisor Responsibilities: Supervisors must have completed *at least two years* of experience as a credentialed school counselor.

As a supervisor for a first-year fieldworker, I understand and agree to fulfill the following responsibilities:

1. To identify approximately (7) pupils within the first few weeks of school for possible fieldwork case assignments. Only five (5) case studies will be required. However, it is best to identify at least seven children initially, given the likelihood of school transfers, illness, or other unexpected events. The children selected should be those who are experiencing relatively *mild* adjustment problems (such as declining grades or difficult peer relationships) and could benefit from additional support. Students will also need to complete at least three classroom based guidance curriculum activities per year (one per

academic quarter) in the key domains; academic, personal/social and career (one in each domain). The remainder of the time requirement at the site (12-15 hours per week) will be determined collaboratively with the fieldwork supervisor, based on the needs of the fieldwork site and the student's interests. The main criterion is that the responsibilities are within the domain of the role of a school counselor.

2. To secure an appropriate space in which the fieldworker may work with the children identified.
3. To provide an informal orientation to the school community by introducing the fieldworker to teachers, administrators, and other staff. This introduction will assist in establishing relationships for subsequent case study interviews and consultation/collaboration with school staff.
4. As appropriate, to allow opportunities, especially early in the year, for the fieldworker to observe the role of the school counselor via informal job shadowing.
5. To meet with the fieldworker for supervision each week for an average of one (1) hour per week.
6. To make sure that the fieldworker is familiar with the school's policies for crisis intervention and that (s)he would be able to contact appropriate support staff in the event of an emergency.
7. To make sure that the fieldworker's practice assessment data and/or written reports are not used for any official purpose.
8. To rule out any activities that would be inappropriate, or beyond reasonable limits of expertise, for a first-year fieldworker (e.g., chairing an SST meeting).
9. To consult with the CSUEB faculty supervisor early on regarding any potentially serious problem regarding the student's performance.
10. To complete a Fieldwork Evaluation at the end of each quarter.
11. To provide opportunities for constructive feedback from the student regarding ideas for enhancing the effectiveness of the supervision relationship.

Student:

Signature

date

On-Site
Supervisor:

Signature

date

Faculty
Supervisor:

Signature

Date

CALIFORNIA STATE UNIVERSITY, EAST BAY
Department of Educational Psychology
School Counseling Program

First-Year Fieldwork Evaluation SAMPLE: Use On-Line Version

School Counselor-in-Training _____

Fall Winter Spring (Circle one) Year _____

The Quarterly Evaluation is guided and defined by the California Standards for the School Counseling Profession and the CTC School Counseling Standards as they relate to assessing best professional practices in school fieldwork settings.

Fieldwork supervisors should complete and review the Evaluation with their school counselor-in-training two weeks before the end of each term (3 times per year). Please note that you are requested to *describe positive, measurable, documented contributions for scores of 4*.

For each of the performance standards, rate the counselor-in-training (CIT) using the following scale:

0	1	2	3	4	ND
Unsatisfactory Lacks competence. Skill development seems doubtful. Consider removing from Placement. Request meeting.	Marginal Competence below average. Needs significant improvement and coaching	Basic Competence average. Demonstrates adequate professional skills. Functioning with moderate supervision.	Proficient Competence assessed as above average. Demonstrates effective professional skills and behaviors.	Distinguished Competence well developed. Makes positive, measurable, and documented contributions to school program.	No Data

Basic Professional Behaviors

1. CIT maintains weekly schedule and has been responsible in keeping scheduled appointments, attending meetings, etc.	0 1 2 3 4
2. CIT demonstrates care and accuracy in completing tasks, scheduling and planning activities, delivering guidance lessons, presenting case studies, evaluating impact of actions, and adjusting for improvement.	0 1 2 3 4
3. CIT communicates openly, honestly, and effectively with all stakeholders, including parents and administrators.	0 1 2 3 4
4. CIT consults with supervisor and is able to take on appropriate roles and functions as a school counselor-in-training.	0 1 2 3 4
5. CIT maintains ethical practice and demonstrates interest in the welfare of all students.	0 1 2 3 4
6. CIT demonstrates organized approach to assigned tasks and challenges: defines	0 1 2 3 4

problem situation, develops strategy for addressing it, follows through with action, results assessment, and adjustments.	
---	--

- Describe positive, measurable, documented contributions for scores of 4.

Six California Standards for the School Counseling Profession

<http://www.schoolcounselor-ca.org/content.asp?pl=146&contentid=146>

1. CIT is learning to engage, advocate for and support all students in learning.	0	1	2	3	4	ND
2. CIT is learning to plan, implement and evaluate programs to promote academic, career, personal, and social development of all students.	0	1	2	3	4	ND
3. CIT is learning to utilize multiple sources of information to monitor and improve student behavior and achievement.	0	1	2	3	4	ND
4. CIT is learning to collaborate and coordinate with school and community resources.	0	1	2	3	4	ND
5. CIT is learning to promote and maintain a safe learning environment for all students.	0	1	2	3	4	ND
6. CIT is learning to develop as a professional school counselor.	0	1	2	3	4	ND

- Describe positive, measurable, and documented contributions for scores of 4.

Interpersonal Skills and Dispositions

1. Team Player	4	3	2	1	0	Inappropriately Independent
2. Professional Judgment	4	3	2	1	0	Reckless/Uninformed Judgment
3. Receptive to Coaching/Open	4	3	2	1	0	Not Responsive to Coaching/Closed
4. Appropriately Relaxed	4	3	2	1	0	Tense/Guarded/Nervous
5. Empathic/Sensitive	4	3	2	1	0	Un-empathic/insensitive
6. Self-Aware	4	3	2	1	0	Unaware of Impact on Others
7. Active and Engaged	4	3	2	1	0	Passive and Withdrawn
8. Works well with others	4	3	2	1	0	Difficulty getting along with others
9. Communicates Effectively	4	3	2	1	0	Does not communicate well
10. Self-Initiative/Appropriately independent	4	3	2	1	0	Dependent/needs hand-holding/reluctant to act

Domains of School Counseling and Guidance Programs

1. CIT completed a guidance lesson (or lessons) this quarter: YES NO

- a. Lesson title _____
 b. School Counseling Domain: ACADEMIC PERSONAL/SOCIAL CAREER c.
 Comment on guidance lesson and or CIT recommendations:

Fieldwork Clock-Hour, Diversity Requirement, and Case Study Summary

1. Documented clock-hours experience signed off on time logs.
 a. Fall Term _____
 b. Winter Term _____
 c. Spring Term _____ Total hours for Year _____
2. Documented Hours with Diverse Students _____ (students from racial or ethnic group other than CIT's own group).
3. Formal Case Studies to be presented in CIT's University Fieldwork Supervision reviewed with Fieldwork Supervisor _____ Total _____

Attach comments that might be helpful to School Counselor-in-Training:

Comments Attached: YES NO (Circle One)

Fieldwork Site Supervisor and School Counselor-in-Training Signatures

Print Name of Supervisor

District

Phone/contact^l number

Signature of Supervisor

Date

Fieldwork School Counselor-in-Training

Date

Signature and agreement that CIT has read and understands evaluation.

CIT note: Please make a copy for your records and give an original to your University Fieldwork supervisor.

 8/22/14

STUDENT/SUPERVISOR GUIDELINES, SECOND YEAR (ADVANCED FIELDWORK)

Student: _____

Student Responsibilities:

As a second-year fieldworker, I understand and agree to fulfill the following responsibilities:

1. A Certificate of Clearance (CC) is required for all volunteers who work in the public schools. It is the responsibility of the student to fulfill all requirements and submit an application and have a CC before beginning the first-year field placement, so this should already be in place for most 2nd year students.
2. The student must ensure that a current memo of understanding (MOU) is in place between CSUEB and the school district in which the student is working. In addition to the MOU, a signed Letter of Agreement is required for students working toward MFT licensure. (See also: Marriage Family Therapy Licensure: Student Responsibilities.)
3. All students in fieldwork placements have two (2) assigned supervisors, one faculty supervisor and one on-site supervisor in the school setting. Weekly meetings with each of these supervisors are required for course credit.
4. Second-year fieldworkers are required to meet three (3) hours per week with their faculty supervisor on campus and a minimum of one (1) hour per week with their on-site supervisor in the schools.
5. A minimum of twelve – fifteen (12-15) hours of fieldwork per week is required for second-year students. It is the responsibility of the student to keep a regular, consistent schedule of attendance at the school site and to inform the on-site supervisor and other appropriate school personnel of any unavoidable irregularities in the weekly schedule.
6. A formal log of fieldwork hours must be maintained by the student and verified by the on-site supervisor at monthly intervals.

Supervisor Responsibilities:

Supervisors must have completed *at least two years* of experience as a credentialed school counselor.

As a supervisor for a second-year fieldworker, I understand and agree to fulfill the following responsibilities:

1. To identify approximately (7) pupils within the first few weeks of school for possible fieldwork case assignments. Only five (5) case studies will be required. However, it is best to identify seven children initially, given the likelihood of school transfers, illness, or other unexpected events. The children selected should be those who are experiencing relatively *mild* adjustment problems (such as declining grades or difficult peer relationships) and could benefit from additional support. *Students will also need to complete as least three classroom based guidance curriculum activities per year (one per academic quarter) in the*

key domains; academic, personal/social and career (one in each domain). These are turned in to the CSUEB Faculty Supervisor with your signature after they are completed.

The remainder of the time requirement at the site (12-15 hours per week) will be determined collaboratively with the fieldwork supervisor, based on the needs of the fieldwork site and the student's interests. The main criterion is that the responsibilities are within the domain of the role of a school counselor.

2. To secure an appropriate space in which the fieldworker may work with the children identified.
3. To provide an informal orientation to the school community by introducing the fieldworker to teachers, administrators, and other staff. This introduction will assist in establishing relationships for subsequent case study interviews and consultation/collaboration with school staff.
4. As appropriate, to allow opportunities, especially early in the year, for the fieldworker to observe the role of the school counselor via informal job shadowing.
5. To meet with the fieldworker for supervision each week for an average of one (1) hour per week.
6. To make sure that the fieldworker is familiar with the school's policies for crisis intervention and that (s)he would be able to contact appropriate support staff in the event of an emergency.
7. To make sure that the fieldworker's practice assessment data and/or written reports are not used for any official purpose.
8. To rule out any activities that would be inappropriate, or beyond reasonable limits of expertise, for a second-year fieldworker.
9. To consult with the CSUEB faculty supervisor early on regarding any potentially serious problem regarding the student's performance.
10. To complete a Fieldwork Evaluation at the end of each quarter.
11. To provide opportunities for constructive feedback from the student regarding ideas for enhancing the effectiveness of the supervision relationship.

Student:

Signature

date

On-Site
Supervisor:

Signature

date

Faculty
Supervisor:

Signature

Date

CALIFORNIA STATE UNIVERSITY, EAST BAY
Department of Educational Psychology

School Counseling Program

Second Year, Advanced Fieldwork Evaluation SAMPLE: Use On-Line Version

Advanced School Counselor-in-Training (CIT) _____

Fall Winter Spring (Circle one) Year _____ Date: _____

Field Supervisor _____ District _____

The Quarterly Evaluation is guided and defined by the California Standards for the School Counseling Profession and the CTC School Counseling Standards as they relate to assessing best professional practices in school fieldwork settings.

Fieldwork site supervisors should complete and review the Evaluation with their school counselor-in-training two weeks before the end of each term (3 times per year). Please note that you are requested to *describe positive, measurable, documented contributions for scores of 4.*

For each of the performance standards, rate the school counselor-in-training (CIT) using the following scale:

0	1	2	3	4	ND
Unsatisfactory Lacks competence. Skill development seems doubtful. Consider removing from Placement. Request meeting.	Marginal Competence below average. Needs significant improvement and coaching	Basic Competence average. Demonstrates adequate professional skills. Functioning with moderate supervision.	Proficient Competence assessed as above average. Demonstrates effective professional skills and behaviors.	Distinguished Competence well developed. Makes positive, measurable, and documented contributions to school program.	No Data

A. Professional Orientation	Rating
1. <i>Maintains ethical practice</i> , concern for students, and desire to construct learning community.	0 1 2 3 4 ND
2. <i>Developed explicit professional disclosure statement</i> regarding, orientation, scope of services, duty to report, etc. Shares it with school community.	0 1 2 3 4 ND

B. Domains of School Counseling and Guidance Programs	Rating
1. <i>Academic Development</i> : Fieldworker is able to implement and evaluate strategies and activities for maximizing learning, producing high-quality work and preparing pupils to experience academic success and to achieve at high levels.	0 1 2 3 4 ND
2. <i>Career Development</i> : Fieldworker is able to develop, implement, and evaluate	0 1 2 3 4 ND

career development programs for the appropriate level of pupils.	
<i>3. Personal and Social Development:</i> Fieldworker is able to plan, organize, implement, evaluate programs that enable pupils to acquire knowledge, attitudes, and interpersonal skills that help them understand and respect themselves and others, able to show interest in, tolerance of and appreciation for differences between people; and being proficient in working through conflicts, problems and disagreements successfully.	0 1 2 3 4 ND

C. Themes of School Counselor Competence	Rating
<i>1. Leadership:</i> Possesses the knowledge, skills, and attitudes of effective leadership by acting as agents of change in planning, organizing, implementing, managing, and evaluating the outcomes of the school counseling and guidance program in order to increase student learning and achievement.	0 1 2 3 4 ND
<i>2. Advocacy:</i> Identifies 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.	0 1 2 3 4 ND
<i>3. Learning, Achievement, and Instruction:</i> Understands curriculum design, lesson plan development, instructional, and assessment strategies for teaching counseling and related materials.	0 1 2 3 4 ND
Domains of School Counseling and Guidance Programs	
1. CIT completed guidance lesson (or lessons) this quarter: YES NO	
a. Lesson title _____	
b. School Counseling Domain: ACADEMIC PERSONAL/SOCIAL CAREER	
c. Comment on guidance lesson and or CIT recommendations:	

D. Functions of School Counselors: Individual Counseling	Rating
1. Demonstrates knowledge and skills helping pupils cope with personal and interpersonal problems as well as skills in crisis interventions in response to personal, school, and community crises.	0 1 2 3 4 ND
2. Understands and possesses skills for evaluating counseling outcomes related to student learning and achievement.	0 1 2 3 4 ND
3. Knows and is able to network with community-based mental health referral resources. Demonstrates effective referral practices.	0 1 2 3 4 ND

E. Functions of School Counselors; Group Counseling and Facilitation	Rating
1. Understands group dynamics and possess skill in group work, including counseling, psycho-educational, task, peer helping groups; and facilitation and evaluation of teams to enable pupils to overcome barriers and impediments to learning. Conducted at least one group during term.	0 1 2 3 4 ND

F. Functions of School Counselors: Collaboration, Coordination, and Team Building	Rating
1. Possesses skills in collaborating effectively with school staff, parents, and community members. Able to work toward eliminating personal, social, cultural, and institutional barriers to learning and increasing student academic achievement and learning success.	0 1 2 3 4 ND

G. Functions of School Counselors: Organizational Systems, Program Development, Prevention Education, and Outcomes	Rating
1. Understands organizations, 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.	0 1 2 3 4 ND
2. Able to demonstrate outcomes that show the impact of counseling and guidance programs on student learning and academic achievement.	0 1 2 3 4 ND

Doing and Documenting One Thing Better Project (Winter/Spring Term)
Candidate collaborated (with supervisor or designee) to define and implement systems intervention, action research, program evaluation, SPARC, case study or other project related to documenting the impact of school counseling upon positive student outcomes. Results and data are shared with department, entire school, or even district.
Project has been discussed or defined: YES NO
Topic:
Site address where project (Power point and/or write up) can be reviewed:
Comments:

Six California Standards for the School Counseling Profession http://www.schoolcounselor-ca.org/content.asp?pl=146&contentid=146	
1. CIT competently engages and advocates for and supports all students in learning.	0 1 2 3 4 ND
2. CIT competently plans, implements and evaluates programs to promote academic, career, personal, and social development of all students.	0 1 2 3 4 ND
3. CIT competently utilizes multiple sources of information to monitor and improve student behavior and achievement.	0 1 2 3 4 ND
4. CIT competently collaborates and coordinates with school and community resources.	0 1 2 3 4 ND
5. CIT competently promotes and maintains a safe learning environment for all students.	0 1 2 3 4 ND
6. CIT demonstrates continued development as a professional school counselor.	0 1 2 3 4 ND

Fieldwork Clock-Hour, Diversity Requirement, and Case Study Summary

1. Documented clock-hours experience signed off on time logs.

d. Fall Term _____

e. Winter Term _____

f. Spring Term _____

Total hours for Year _____

2. Documented Hours with Diverse Students _____ (students from racial or ethnic group other than CIT's own group).

3. Formal Case Studies to be presented in CIT's University Fieldwork Supervision reviewed with Fieldwork Supervisor _____ Total _____

Fieldwork Site Supervisor and School Counselor-in-Training Signatures

Print Name of Supervisor

District

Phone/contact number

Signature of Supervisor

Date

Fieldwork School Counselor-in-Training

Date

Signature and agreement that CIT has read and understands evaluation.

CIT note: Please make a copy for your records and give an original to your University Fieldwork supervisor to be placed in your Fieldwork file.

FIELDWORK SITE INFORMATION FORM

Fill out this form and return it to your CSUEB faculty supervisor within the first two weeks of the beginning of your Fieldwork.

Counselor-in-Training's Name _____

Home phone _____ Work phone _____

e-mail address _____

 Placement Level _____

Fieldwork Site _____

Phone # _____

Address _____

Fax # _____

Site Supervisor _____

Supervisor's e-mail _____

Supervisor Credentials: MA/MS Ph. D

Credentialed School Counselor PPS MFT

Other (specify) _____

Site Principal's name _____

Fieldwork District _____

Phone # _____

Address _____

Fax # _____

Superintendent _____

CRISIS SITUATIONS

Consultation Required

Consultation is a necessary component of best practices. School and clinic-based experiences expose fieldworkers/interns to a variety of situations. Some situations may require additional and immediate support from faculty and field supervisors. In such instances, to protect the fieldworker/intern and client, consultation is critical to ensure that the best course of action is implemented. As well, consultation is a valuable part in the fieldworker/intern's professional development as they can learn the most effective way in managing a crisis situation through guidance and support. The following are situations that require consultation:

1. A client reveals an instance of child abuse.
2. A client communicates a serious threat of physical violence against a reasonably identifiable victim or victims.
3. A client reveals suicidal thoughts, feelings, or behaviors.
4. A client reveals any potentially life-threatening circumstance, such as criminal exploitation or substance abuse.

Each of these situations implies possible harm to self or others. The first two instances are called "mandatory report situations" because a legal report is (almost always) required. Although a legal report is not *required* in the case of potential suicide or harm to self, good practice demands (and the law permits) appropriate actions to ensure the safety of the client, even when confidentiality cannot be preserved. Timely and appropriate response becomes especially critical when your client is a minor.

In each of these instances, our student trainees are *required to consult as soon as possible*, both with their fieldwork (on-site) supervisor(s) and with their campus supervisor(s). Further, it is essential that student trainees be knowledgeable about the crisis intervention policies of the settings in which they work, and that they understand the basic principles of suicide assessment and psychological crisis intervention.

I understand that I am required to seek immediate consultation with my supervisors in situations involving harm to self or others. I have clarified any of the above information which I did not understand. I understand my consulting responsibilities, and I agree to comply.

Student Trainee *Print Name/ Signature*

Date

Campus Supervisor *Print Name/ Signature*

Date

Assessing Violence Risk in Tarasoff Situations: A Fact-Based Model of Inquiry

If you suspect that a client intends to harm an identifiable person, you must consult with University and field supervisors to evaluate your Tarasoff duty to warn the identified party. Complete a CIRF for any communicated threat. As a potential mnemonic device to evaluate other-harm cases, the acronym ACTION can be used to recall six factors, below. Include the six in your CIRF.

- A Attitudes that support or facilitate violence
the stronger the perceived justification, the greater the likelihood of action
- C Capacity
access to means/ target person; opportunity; physical/intellectual capacity
- T Thresholds crossed
engagement in behaviors leading to further violence (e.g., breaking laws and rules)
- I Intent
plan and access to means to carry out harm, or more directly, behaviors that indicate a commitment to action. Is there an imminent threat of physical harm?
- O Other's reactions
support/justification for action vs. discouragement/concern for action from others
- N Non-compliance with risk reduction interventions
interest and willingness to participate in interventions to reduce or mitigate risk

“These factors are not presented in any particular order of importance, nor is the list intended to be all inclusive. Rather, they are intended only to serve as a framework for guiding a fact-based risk inquiry arising in the context of an otherwise routine clinical encounter” (p.381).

“The central question in Tarasoff cases is typically not whether the client has a certain statistical probability of violence toward any third party over a specified time period; rather it is whether the client's ideas and behaviors should give rise to a reasonable clinical concern about potential harm to **a specific identifiable target**, whether those indications suggest that the client is on a pathway toward a violent act, and, if so, what interventions have a reasonable likelihood of reducing the risk of harm” (p.384).

Borum, R., & Reddy, M. (2001). Assessing violence risk in Tarasoff situations: a fact-based model of inquiry. *Behavioral sciences & the law*, 19(3), 375-385.

Download at <http://scholarcommons.usf.edu/mhlp_facpub/552>

Child Abuse and Neglect Reporting Law

(P.C. 11166) Reporter Responsibility and Sample Employee Form

Definitions: The following situations are reportable conditions:

- Physical abuse
- Sexual abuse
- Child exploitation, child pornography, and child prostitution
- Neglect
- Extreme corporal punishment resulting in injury
- Willful cruelty or unjustifiable punishment

Who Reports: The following individuals are legally mandated reporters:

- Child care custodians
- Health practitioners
- Commercial film or photographic print processors
- Child Protective Agencies

When to Report: A telephone report must be made immediately when the reporter observes a child in his/her professional capacity or within the scope of his/her employment, has knowledge that, or has reasonable suspicion that, the child has been abused. A written report, on a standard form, must be sent within 36 hours after the telephone report has been made.

To Whom Do You Report: You have a choice of reporting to the Police or Sheriff's Department or the Probation Department or Child Welfare Agency. Each county has preferred reporting procedures.

Individual Responsibility: Any individual who is named in the reporting law must report abuse. If the individual confers with a superior and a decision is made that the superior file the report, one report is sufficient. However, if the superior disagrees, the individual with the original suspicion must report.

Anonymous Reporting: Mandated reporters are required to give their names. Non-mandated reporters may report anonymously. Child protective agencies are required to keep the mandated reporter's name confidential, unless a court orders the information disclosed.

Immunity: Any legally mandated reporter has immunity when making a report in good faith. In the event a civil suit is filed against the reporter, reimbursement for fees incurred in the suit will be provided in an amount up to \$50,000. No individual can be dismissed, disciplined or harassed for making a report.

Liability: Legally mandated reporters can be criminally liable for failing to report suspected abuse. The penalty for the misdemeanor is up to six (6) months in county jail, a fine of not more than \$1,000, or both. Mandated reporters can also be civilly liable for failure to report.

Notification Regarding Abuse: You are not legally required to notify the parents that you are making a report; however, it is often beneficial to let the parents know you are reporting for benefit of a future relationship.

I understand that I am a legally mandated reporter. I have clarified any information listed above which I did not understand, and am now aware of my reporting responsibilities, and am willing to comply. I have also requested an explanation of reporting policies within this agency and understand them as well.

Employee Name

Date

Witness (Supervisor)

Date

Suicide Assessment

A Structured Interview:

The following questions are provided as a set of guidelines for assessing suicidal intent and for structuring an immediate intervention plan. When working with a depressed client, even a client who has not verbalized thoughts of suicide, good clinical practice requires that the therapist conduct a suicide assessment, in order to understand the level of danger posed. Indeed, any time that suicidal thoughts are signaled, the therapist needs to assess.

The questions listed below should not be memorized as exact “scripts.” You will need to change the language to suit each client and each situation. In general, however, these are the kinds of questions that have been found useful in situations in which suicide is a potential threat.

1. What has happened to make you feel the way you are feeling? (Provides essential information and addresses client’s needs to be heard and understood.)
2. Have you had any thoughts about hurting yourself? (Addresses suicidal ideation.)
 - Have you ever had thoughts like this in the past?
 - Have you ever acted upon them?
3. (If yes to Question #2): If you were to decide to harm yourself in some way, have you thought about how you would do it? (Addresses level of suicidal intent: planfulness and lethality.)
4. (If yes to Question #3): Do you currently have access to (a gun, pills, car, or whatever means of self-harm has been specified in the client’s plan?) (Addresses immediate feasibility of clients acting upon the plan.)
5. To this point, what has kept you from harming yourself? (Addresses coping mechanisms and positive influences currently in operation.)
6. Who are the people who could support you at this difficult time? (Addresses the availability of a personal support system.)

CONFIDENTIAL
ECOLOGICAL CASE STUDY

STUDENT INITIALS:REPORT DATE:

BIRTHDATE: **CHRON. AGE:** __ years __ days

GRADE:

ETHNICITY:

INSTRUCTIONAL

LANGUAGE:

EVALUATION DATES:

NATIVE LANGUAGE:

CASE STUDY TEAM MEMBERS:

REASON FOR REFERRAL:

Clearly defining who referred student: i.e. classroom teacher (name), parent, principal, etc; what are the concerns and observations from the person referring, setting (your setting will be school as the cohorts are school based).

[FOR EACH SECTION BELOW CITE SOURCES THAT INFORMATION WAS DRAWN FROM- NOTE THAT YOUR ORIGINAL NOTES AND PROTOCOLS FROM RECORDS REVIEWS, OBSERVATIONS, AND INTERVIEWS AS WELL AS HYPOTHESES SHEETS NEED TO BE INCLUDED IN REAR SECTION OF CASE STUDY BINDER]

BACKGROUND INFORMATION

Here describe student and his or her social setting. Family members, family dynamics, pertinent social history, home life, information from interviews, interests, recreational activities, challenges and plans for the future.

LANGUAGE

What is heritage language or languages of the family. What do grandparents speak, what is language spoken at home? In the community? What is history of instructional languages? If the student was enrolled in bilingual programs, attempt to qualify through interviews or spelling/grammar of teacher comments the quality of instructional language. Is the student at a BICS, emerging CALP, or full CALP level in language(s)?

HEALTH and DEVELOPMENT

Birth, developmental milestones, significant health events such as allergies, injuries, accidents, illnesses. Latest school health screening – for example: *health screening on 4/04/02 shows vision to be 20/20RL with hearing passed. Uses inhaler for asthma, frequent headaches, no other significant health issues are reported by student or parent.*

EDUCATIONAL HISTORY

Sequence of schools attended. Patterns seen in attendance, grades, school changes, teacher comments on behavior, apparent approach to school work as noted by teacher comments, social history at school (from interviews).

BEHAVIOR HISTORY

Using school records, interviews, referral records, and observations create a narrative describing patterns of behavior seen in the past and note what type of patterns are seen. Was behavior seen as positive or negative, were there positive reports at a particular school or year and negative reports seen at other times or schools? Correlate with changes in residence or school, note if reference to family stressors occurred at related times. Divorce, custody disputes, restraining orders, changes in guardianship, immigration, migration, deaths in the family among other events can precipitate behavioral changes. Is behavior at home and in the community similar or different to behavior at school? If earlier school records note positive behavior what has changed in the student's ecosystem? How does history compare to present behavior? Similar, increased, decreased, or are new behaviors being seen? What interventions have been tried at school and/or at home in attempts to modify behavior?

INTERVENTION MATRIX

Describe your hypotheses as to purpose for behavior. What is the student attempting to communicate?

Determine area or areas in matrix that need intervention and propose interventions at the various levels from individual to community. Choose two of these interventions to describe in greater detail how you plan to implement them. Identify key players that will be involved – i.e. teachers, coaches, family members, community members, etc. and what role they will play.

HYPOTHESES

Describe your initial hypotheses based on records review then show how these hypotheses were supported or unsupported by subsequent observation and interview data.

OBSERVATIONS

Write a synopsis of each observation then analyze the patterns or themes. Where did you conduct the observation? What were the differences and similarities in the observation?

INTERVIEWS

Interview stakeholders in the student's life that might know about the information you seek. Teachers, parents, grandparents, administrators, etc.

Include expectations, double-spaced, 12 pt. font
APA references

CALIFORNIA STATE UNIVERSITY, EAST BAY
SUPERVISOR CERTIFICATE
SCHOOL COUNSELING

THIS IS TO CERTIFY THAT _____ HAS SERVED AS AN ON-SITE SUPERVISOR FOR _____ (STUDENT) DURING THE 20__ - 20__ ACADEMIC YEAR. SUPERVISION MEETINGS WERE HELD FOR _____ HR(S) PER WEEK, OVER THE COURSE OF _____ WEEKS FOR A TOTAL OF _____ HOURS.

WE GRATEFULLY ACKNOWLEDGE THE CONTRIBUTIONS OF OUR SUPERVISORS. THEIR EXPERTISE AND WILLINGNESS TO SHARE GREATLY ENHANCE THE QUALITY OF OUR STUDENTS' LEARNING.

JACK DAVIS, PH.D.
EPSY CHAIR
CSU EAST BAY

DATE

Please contact us if you have any questions or suggestions:

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