SCHOOL COUNSELING PROGRAM HANDBOOK

California State University, East Bay
Department of Educational Psychology
http://www20.csueastbay.edu/ceas/departments/epsy/index.html

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Greetings School Counselors-in-Training,

On behalf of the Counseling faculty, we are pleased to have you join our professional training program, and we look forward to working with you in your career development. Our program emphasizes helping you take steps toward becoming effective professional school counselors who have the option to become marriage and family therapists (MFTs).

This Handbook is designed to help you navigate your way into, through, and beyond. The Handbook is divided into five sections:

- **Overview.** This section has 1) School Counseling/Marriage and Family Therapy Program description, 2) School Counseling/Marriage & Family Therapy Program course requirements, 3) the Conceptual Framework of the School Counseling Program, and 4) the School Counseling Purpose and Mission. Think deeply about each of these sections. They range from the course requirements (the courses you are required to take) to the purpose and mission that are foundational to the School Counseling Program.

- **Professionalism.** This section has 1) PPS Professional Dispositions and Clinical Aptitudes, 2) Expectations for Ethical Professional Behavior, 3) Conditions for Candidate Acceptance/Credentialing. Pay close attention to this section because it details the framework that CSUEB Educational Psychology uses to define professionalism within the professional training program. You should sign the Conditions for Candidate Acceptance/Credentialing to affirm that you understand the core requirements.

- **Fieldwork.** This section has the most items. Each is related to Fieldwork.

- **Marriage and Family Therapy.** This section details the responsibilities for candidates interested in completing the MFT requirements after graduation.

- **Deadlines and Exit Interview.** This section details key deadlines that you should meet. It also describes the exit interview that is the final requirement within the program.

Each school counselor-in-training has amazing potential to help all youth learn to live, learn, work, and contribute to a democratic society. The Educational Psychology faculty hope that you are challenged, supported, and transformed by the process of becoming a professional counselor.

Again, we are pleased to have you in our program, and we look forward to working with you as a graduate student. We wish you a rewarding experience during your time in our program.

Sincerely,

Angela Tang, M.S.
School Counseling Coordinator
CONCEPTUAL FRAMEWORK OF THE SCHOOL COUNSELING PROGRAM

Philosophy and Principles of Training

The School Counseling Program at CSUEB is committed to a training philosophy that promotes the educational and social-emotional development of children, families, and communities. Thus, we consider it essential that each of our professionals-in-training develop sound professional values in concert with the acquisition of professional knowledge. Acquiring an ecological human development perspective and core collaborative consultation skills are emphasized; professionals need to understand that the ability to work collaboratively with families, teachers other school personnel, and communities is critical to helping children succeed. As a fundamental principle of ethical practice, both prevention and intervention skills are inextricably linked throughout the curriculum. Program development and on-going evaluation skills are also emphasized; these skills ensure that our graduates are well prepared to promote effective system-level intervention programs for meeting the needs of children, schools, families and communities.

Multicultural competencies are addressed as an integral and essential component of every course we offer. It is the mission of our department, our school and our university to prepare leaders for a diverse society. The explicit goal of the School Counseling program is to prepare our students to work effectively with children and families across the full spectrum of culture, ethnicity and individual differences. Our program builds training experiences that emphasize skills in cultural competency.

Together with other programs within our EPSY department, we have recently undertaken the development of an integrated services training model, in which students from various specialization areas (e.g. school counseling students, school psychology students, marriage/family therapy students, special education students) are proportionately represented in certain core courses. Our goal is to provide a core of shared learning experiences that will enhance the kinds of knowledge and skills needed for collaborative work in school-based, community settings.

SCHOOL COUNSELING PROGRAM GOALS AND VALUES

Program 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). Candidates are required to join their professional associations—the American School Counselor Association (ASCA) and the California Association of School Counselors (CASC); they are also and encouraged to become actively involved.

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
Furthermore, we believe school counselors must reflect upon the effectiveness of their interventions and counseling program in promoting social justice and democracy, and to that end, each candidate develops a Professional Practice Portfolio to document their actions and reflections in serving clients and schools.

**Program Mission**

The School Counseling Specialization at California State University, East Bay 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 (CEAS) 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 define five school counselors’ competencies: (1) leadership, (2) advocacy, (3) teaming and collaboration, (4) counseling and coordination, and (5) assessment and use of data.

**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 school-aged children.

**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, especially those that meet criteria for at-
risk categories. 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 underserved and disadvantaged 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 experiences by defining socially valid 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.
PROGRAM OVERVIEW

The program is strongly field-based, with course assignments specifically designed to be carried out in field settings. Great effort is devoted to providing students with experiences that are most appropriate to their particular level of readiness, with the difficulty and complexity of assignments increasing steadily as students’ progress through the program and grow in their training. Each course is specifically designed to include field site applications. The student is required to complete a related project in the field setting, in conjunction with readings, lectures and discussions of specific areas of knowledge and application. In this way, the student is able to demonstrate the kinds of knowledge, skills, and core values that are central to the philosophy and goals of the program.

All courses are programmed in hierarchical sequence, in order to encourage students to structure their knowledge in a constructive (and re-constructive) manner. Thus, from the point of admission to the point of graduation, every student completes a hierarchically organized sequence of courses. Each course is designed to address specific requirements and standards, as consistent with state and national criteria for excellence.

The Counseling Program at CSUEB is designed and coordinated in accordance with the theme and vision of the College of Education and Allied Studies (CEAS) and the Department of Educational Psychology.
Theme: Preparing leaders committed to social justice and democracy.

School Mission: To prepare collaborative leaders who will influence a highly technological and diverse world.

Vision: We will be a college exemplifying the ideals of social justice and democracy, distinguished by excellence in teaching, vibrant programs and graduates who are powerful forces in their communities.

The Knowledge Base of the program includes theory and research in each of the following areas:

- Developmental Psychology
- Ecology of Human Development
- Cognitive-Behavioral Psychology
- Postmodern Psychology
- School Counseling Models and Standards
- Foundations of Counseling
- Family Systems Psychology
- Individual Differences
- Cultural and Linguistic Influences
- Law and Ethics

The underlying Values and Assumptions of the program are reflected in the program’s focus in the following areas of curricular emphasis:

- Child and Family Advocacy
- Family/ School/ Community Collaboration
- Cultural Equity and Pluralism
- Primary Prevention
- Early Intervention

The kinds of Skills, Knowledge and Attributes which the program intends to promote in its students include the following:

- Program Development and Evaluation Skills
- Family-Centered Practice Skills
- Problem Solving Skills
- Consultation and Collaboration Skills
- Skills in Linking School Guidance Services for both the Individual and System Levels
- Awareness and Understanding of Diversity in Communities and Schools
Program Prerequisites

For admission to the program, applicants must complete three prerequisites. These courses must be completed with a grade of B or better prior to beginning the program.

1. Abnormal Psychology (3 units); PSYC 4410
2. Statistics (3 units); STAT 1000
3. Human Development (3 units); PSYC 4420 OR
4. Learning (3 units); PSYC 4210 OR
5. Personality (3 units); PSYC 4610

Cohort

The program uses a cohort system. A "cohort" is a group of professionals who enter, move through, and graduate from the program with the same group they entered with, and graduate 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 Intervention, Consultation, Assessment, Research, and Education (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 (C.T.C.). 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 & Licenses

The School Counseling/ Marriage and Family Therapy 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 graduation and credential competency requirements. CSUEB requires that candidates 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 225 hours (150 face-to-face and 75 of client advocacy) required clinical experience toward their Marriage and Family Therapist License at the end of the program. Students apply for their MFT Intern License upon receipt of their Master’s Degree within the timeframe defined by the Board of Behavioral Science (BBS). This license enables the candidate to engage in private practice after three years of experience and successful completion of the State examination. The MFT license is one of
several mental health licenses that is required to work in settings, such as community mental health agencies, hospitals, governmental agencies, and the like.

**SCHOOL COUNSELING/ MARRIAGE & FAMILY THERAPY TRACK**

**Course of Study**

Students in this program complete the M.S. in Counseling with Options in School Counseling and Marriage and Family Therapy (MFT). Students complete the requirements for the Pupil Personnel Services (PPS) Credential in School Counseling, and the course requirements and 150 hours of required clinical experience towards the MFT Intern License. They will be prepared to participate in, and to provide leadership for, a highly collaborative, prevention-based model for service delivery. This model involves the weaving together of educational services with community health, mental health, and other social services, as well as a strong focus on being family-centered and having school-based/linked services.

The Department has a commitment to emphasizing the importance of interdisciplinary training. Therefore, students in this program will have many of their basic courses with faculty and students who are in other specialist program: Marriage and Family Therapy (MFT) only, School Psychology, and Special Education.

*The School Counseling/MFT Program is a two-year, full-time program.* The program is designed to train competent practitioners, who are prepared to be innovative leaders in building comprehensive results-based services for all pupils. The program includes specific training in models of guidance programs, guidance program development and implementation, comprehensive and developmental school guidance curricula in academic, career, and personal/social development. Students also learn team building, management and accountability as part of a comprehensive guidance program.

**Coursework Overview**

**Psychological Foundations**

The program provides candidates with a strong foundation in the knowledge base for the discipline of psychology in order to facilitate the individual development of all pupils. This knowledge base includes biological foundations of behavior, human learning, social and cultural bases of behavior, child and adolescent development, and the diversity of individual differences in development and learning.

**Educational Foundations**

The program provides candidates with a foundation in the knowledge base of education concerning the organization and operation of schools, school and community-based resources, as well as alternative service delivery systems. The program requires candidates to be prepared to help design and operate programs to promote school-family interactions. The program requires candidates to be knowledgeable about: (a) family influences on pupil cognitive, motivational,
and social characteristics that affect classroom performance; (b) family involvement in education; (c) ways to promote partnerships between parents and educators to improve outcomes for pupils; (d) cultural issues that impact home-school collaboration; and (e) methods to facilitate safe and caring school communities.

Legal, Ethical, and Professional Foundations

The program provides candidates with the knowledge base specific to the professional specialty of school counseling. This knowledge base includes (a) the history and foundations of school counseling; (b) legal and ethical issues; (c) professional issues and standards; (d) alternative models for the delivery of school counseling services; (e) emergent technologies, and (f) the roles and functions of the school counselor. The program requires candidates to understand the diverse values that influence the lives of people, and to be prepared to practice in schools in ways that meet all appropriate ethical, professional, and legal standards both to enhance the quality of services and to protect the rights of all parties.

Collaboration and Consultation

Candidates have positive interpersonal skills with which to facilitate communication for the purposes of consultation and collaboration with teachers, teams of school personnel, community professionals, agencies, and families. Candidates are prepared to listen, adapt, deal with ambiguity, and be patient in difficult situations. Candidates are able to clearly present and exchange information in a variety of contexts with diverse audiences such as families, teachers, school boards, policy makers, business leaders, and fellow school pupil service providers.

Wellness Promotion, Crisis Intervention, and Counseling

Candidates are prepared to help design, implement and evaluate wellness, prevention, intervention, and other mental health programs at the individual, group and system levels. They are knowledgeable about academic, behavioral, and serious personal difficulties. As primary mental health service providers, candidates are able to recognize the behaviors and contexts that are precursors to the development of internalizing disorders, externalizing disorders, and dropping out of school. Candidates can design programs and implement prevention, intervention, and treatment services across the hierarchy of pupils’ development needs. Candidates can work with school personnel, pupils, parents, and the general community in the aftermath of personal, school and community crises.

Program Planning and Evaluation

Candidates understand the school as a system. Candidates work with individuals and groups to facilitate organizational structures and policies that create and maintain safe school environments that promote learning and enhance positive educational outcomes for pupils. Candidates utilize data-based decision making skills to (a) assist in the development of challenging but achievable goals for all pupils; (b) provide information about ways in which pupils can achieve these goals; and (c) monitor pupil progress toward these goals. Candidates are skillful in evaluating local school programs and in interpreting findings to other educators and to the public.
Research, Measurement, and Technology

Candidates know basic principles of research design. This includes traditional experimental designs as well as qualitative and single-subject designs. Candidates are able to differentiate high quality from inadequate research, and understand measurement and statistics in sufficient depth to evaluate published research and conduct investigations relevant to their work. Candidates understand and utilize computer technology and attendant technological applications.

Practica and Culminating Field Experience

Candidates are provided the opportunity to engage in field-based activities in all areas of professional training. Specifically, candidates are provided with practica experiences in the areas of (a) collaboration and consultation; (b) wellness promotion; (c) counseling and crisis intervention; (d) individual assessment; (e) educational planning and evaluation; (f) program planning and evaluation; and (g) research and measurement. Candidates demonstrate the ability to select and apply core knowledge regarding psychological foundations, educational foundations, and legal, ethical, and professional foundations in their work in schools.

During the culminating field experience candidates have the opportunity to demonstrate the full range of skills acquired during formal training, and to acquire additional knowledge and skills most appropriately gained through supervised professional experience. Under the supervision of a credentialed school counselor, candidates provide direct and indirect services to pupils, parents, and school staff in all areas of training.

The entire field experience shall be supervised by experienced practitioners who hold a Pupil Personnel Services Credential and a minimum two years of experience.

Program Development: Academic, Career, and Personal/Social

Academic Development. Counselors-in-training (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. Using the ASCA National Model and other professional guides, 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 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 using the ASCA National Model and other professional guides in the following:

1. conduct audit of career development program
2. collaborate with teachers, counselors, other school personnel, and community 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 using the *ASCA National Model* and other professional guides in the following:

1. conduct audit of school counseling personal and social development program
2. collaborate with school personnel, 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. CITs are active in the following:

1. develop 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. CITs are active in the following:
1. meet with individual students
2. maintain contact 5-10 with ethnically diverse students for 6-10 contact meetings
3. practice strengths-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. CITs are active in the following:

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, Student Success Teams (SSTs), Individualize Education Programs (IEPs), and collaboration/coordination efforts. CITs are active in the following:

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. CITs are active in the following:

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 action research, 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. CITs are active using the *ASCA National Model* and other professional guides in the following:

1. collaborate with school counselors and other stakeholders to conduct program audit
2. collaborate with school counselors to develop a SPARC or other reports related to the school counseling program
### SCHOOL COUNSELING/ MARRIAGE & FAMILY THERAPY
### COURSE REQUIREMENTS

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<tr>
<td>EPSY 5610 Microcounseling I</td>
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<td>EPSY 6764 Systems Interventions</td>
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<td>EPSY 6403 Child Therapy</td>
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<td>EPSY 6500 Cognitive Behavior Therapy</td>
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**Fieldwork Hour Requirements**

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<td><strong>PRACTICUM EXPERIENCE</strong></td>
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<td>100 Clock-hours in a school-based program</td>
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<tr>
<td>12-15 clock-hours per week</td>
<td></td>
</tr>
<tr>
<td><strong>SUPERVISED FIELD EXPERIENCE</strong></td>
<td></td>
</tr>
<tr>
<td>450 Clock-hours at a school site each year (900 total)</td>
<td></td>
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<tr>
<td>Hours must be divided between 2 of 3 school levels (elementary, 200 hours must be at each level.</td>
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<tr>
<td>450 hours must be completed in a public school setting K-12.</td>
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<tr>
<td>450 hours may be completed in a setting other than a public school.</td>
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<tr>
<td>150 hours must be devoted to diversity, either:</td>
<td></td>
</tr>
<tr>
<td>A. 100 Clock-hours in a diversity program AND 50 hours with at least 10 pupils of ethnic background different than the trainee.</td>
<td></td>
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<tr>
<td>OR</td>
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<tr>
<td>B. 150 Clock-hours with pupils of ethnic background different than the trainee.</td>
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</tr>
<tr>
<td>C. Quarterly Supervision courses</td>
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</tbody>
</table>

**Total Core Units**

83

### FIELDWORK

(First Year)

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>EPSY 6670 Fieldwork Group Supervision</td>
<td>3.0</td>
</tr>
<tr>
<td>EPSY 6671 Fieldwork Group Supervision</td>
<td>3.0</td>
</tr>
<tr>
<td>EPSY 6672 Fieldwork Group Supervision</td>
<td>3.0</td>
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</table>

(Second Year)

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>EPSY 6770 Internship (taken each quarter)</td>
<td>6.0</td>
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</table>

**Total Fieldwork Units**

18

### CAPSTONE EXPERIENCE

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<table>
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<tr>
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<tbody>
<tr>
<td>EPSY 6205 Ad. PPS and EPSY 6899 Project</td>
<td>4.0</td>
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</table>

### PROGRAM COORDINATION UNITS

<p>| | |</p>
<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>EPSY 6999 Issues in Educational Psychology</td>
<td>12.0</td>
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</tbody>
</table>

**Total Program Units**

117

### RECOMMENDED COURSES

<p>| | |</p>
<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>EPSY 6026 Adult Psychopathology</td>
<td>4.0</td>
</tr>
</tbody>
</table>
FIELDWORK EXPERIENCE

Practica Experience
For the School Counseling/ Marriage and Family Therapy Degree and School Counseling Credential, the trainees will be in a fieldwork setting for at least 1 ½ to 2 days per week (approximately 12-15 hours) each year, for a total of 900 hours. In the fieldwork experience, trainees will have specific assigned activities and supervised experiences related to the California Credentialing Standards for their P.P.S. School Counseling Credential and the Board of Behavioral Sciences for their MFT licensing qualifications. To develop competency in all areas of school counseling and guidance, trainees have the opportunity to demonstrate knowledge and skills in applying the themes and functions of school counseling in school settings designed and organized to support the training and preparation of school counselors. Trainees demonstrate in field experience the knowledge and skills in working with pre-K through adult pupils in the areas identified in the California standards for school counseling, which are posted on Blackboard.

At California State University, East Bay, 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.

Fieldwork Expectations: First Year
1. Complete 5 case studies during the school year as part of the university faculty supervision:
   a. have client/student complete Session Rating Scale (SRS) and Outcome Rating Scale (ORS) each session. Reflect on how counseling process is adjusted to client information
   b. use structured case study format provided by university faculty supervisor

2. Complete a minimum three guidance lessons at school site:
   a. evaluate impact of lessons using appropriate evaluation tools germane to the lesson
   b. discuss results with site supervisor
   c. using data from guidance lessons, complete a 3-5 page summary to be turned into the university faculty supervisor spring term

3. Complete the Fieldwork Experience Profile (should be signed off by site supervisor)
   a. Completed profiles will be turned in to university supervisor
Fieldwork Expectations: Second Year

1. Complete 5 case studies during school year:
   a. have client/student complete Session Rating Scale (SRS) and Outcome Rating Scale (ORS) each session. Reflect on how counseling process is adjusted to client information
   b. use structured case study format provided by university faculty supervisor

2. Complete a minimum three guidance lessons at school site:
   a. evaluate impact of lessons using appropriate evaluation tools germane to the lesson
   b. discuss results with site supervisor
   c. using data from guidance lessons, complete 3-5 page summary to be turned in university supervisor spring term

3. Complete project in collaboration with site supervisor. Suggested projects include:
   a. SPARC reports; CITs attempting a SPARC or an action research project connected to the SPARC will begin process in fall
   b. program evaluation regarding impact of intervention or activity related to the school counseling program
   c. ASCA Program Audit; recommendations based on results
   d. use of data to advocate for school change; use existing school data (grades, attendance, etc.) or existing results from California Healthy Kids Survey (CHKS) to promote school counselor generated systems change

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 Fieldwork
30 hours for Desk Duty;
40 client hours;
40 client video-tape reviews;
30 hours of EPSY 6600 Clinic Rounds; File maintenance, progress notes, assessment scoring, and the like = 30 hours.
Grand Total: 170 minimum, plus 25 hours of client hours client advocacy work and 5 hours of training (Parent Education, WWW, etc.) = ..........................200 hours or approximately 7 hours per week (minimum).
Field Placements Agreements

School counselors-in-training (CITs) have the option to select their own placements from a list of available (pre-selected) schools where program counselors-in-training have been placed, or with the School Counselor Program Coordinator’s approval, they may “pioneer” new placements. School counselors-in-training who pioneer at a new school (not currently on the list) will independently contact the school and meet with appropriate administrative personnel to develop a placement agreement.

Once a placement has been identified and agreed upon by the Department, District, and School counselor-in-training (CIT), CITs should (1) complete a School Site Information form and (2) complete a Three-way Agreement form. CITs are required to complete a Practicum Information Form as soon as a placement has been secured (e.g., Second Year students submit at the end of Spring quarter). The Three-way Agreement is a preliminary agreement between the Department, District, and School counselors-in-training. CITs should submit both forms to their university faculty supervisor. School counselors-in-training are required to complete a Three-Way Agreement form that represents a formal placement agreement between the student, the school district or agency, and the University. Any changes to the Site Information or Three-way Agreement (e.g., district, school, supervisor), requires consultation and approval from Program Coordinator.

To practice professionalism and ethical standards, school counselors-in-training are required to discuss and consult with the School Counseling Program Coordinator any concerns related to field placements. Concerns will be closely monitored by Coordinator and discussed with the Field Supervisor. A collaborative, problem-solving model is emphasized to ensure appropriateness and success in field placements. CITs are prohibited to change districts, schools, or supervisors without prior approval from the Coordinator. Any changes in placement will require careful review by PPS Faculty, along with Field Supervisors with consideration to legal, ethical, and dispositional standards.

Placement Memo of Understandings (MOU)

All field placement sites must be covered by a formal University Memo of Understanding (MOU) that is renewed at five-year intervals. The MOU is between the School District and University. In order to collect fieldwork credit toward certification and MFT licensure, school counselors-in-training must confirm that their districts have a valid and current MOU. A list of current contracts is available upon request. Candidates may not count any hours at sites without current MOUs between CSUEB and the district where the school site is located.

Professional Orientation Statement

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. They are required to have a professional disclosure statement for their first and their second year experiences. Examples are available on Blackboard.
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 the challenges of new learning.

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 clinical/professional implications of differences 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 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 professionals-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 Professionals-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.
National Association of School Psychologists, Principles for Professional Ethics, Guidelines for the Provision of School Psychological Services
http://www.nasponline.org/standards/ProfessionalCond.pdf*

American School Counselor Association, Ethical Standards for School Counselors
http://www.schoolcounselor.org/content.asp?contentid=173
Declassification Policy & Academic Dishonesty

Declassification from the Program

1.0 A candidate shall be declassified (also known as dismissed) for failing to provide verification of all admission requirements by the appropriate deadline(s). Once all of the requirements are met, the candidate may re-apply to the Program to be considered at the next admissions period.

2.0 A candidate may be declassified for more than one grade below a “B” in required program classes. Academic Probation will follow the first grade below a “B.”

3.0 Grades of Incomplete (I) shall not be counted in the candidate’s GPA; however, two grades of Incomplete or Unauthorized Withdrawal (WU) may serve as grounds for declassification.

4.0 A candidate shall be declassified for repeatedly failing to enroll in program courses.

6.0 A candidate shall be declassified for failing to achieve the required level of performance in required field experience.

7.0 A candidate shall be either suspended or declassified if the school or school district requests that the candidate be removed from the placement.

8.0 A candidate shall be declassified for failing to demonstrate professional conduct toward any participant in the program; including University administrators, University faculty Credential Coordinators, University faculty, University staff, University students, K-12 administrators, K-12 faculty, K-12 staff, and K-12 students.

9.0 A candidate shall be declassified for academic dishonesty.

10.0 A candidate shall be declassified for failing to (a) demonstrate effort and progress toward faculty-identified areas of weakness in Professional Dispositions and Clinical Aptitudes or (b) failing to maintain conditions for Professional/Ethical Behavior.

11.0 A candidate may be disqualified for unethical conduct as defined by their professional organization, i.e. ASCA or NASP.

12.0 A candidate may be disqualified from the program for cause any time up until the application for the Credential has been approved.

13.0 The Faculty Coordinator shall notify a candidate subject to dismissal in writing. The notification shall 1. cite the appropriate section of this policy, 2. detail the specific behaviors that led to the dismissal, and 3. notify the candidate that he/she may appeal within 10 calendar days.

Candidates may appeal dismissal only once during their time in the program.

14.0 Declassified candidates may appeal their dismissal to the EPSY Department Chair who will review the decision and uphold the dismissal or re-instate the candidate with or without conditions.
Conditions of Candidacy Admission and Credential Recommendation

The following conditions protect School Counseling candidates, the School Counseling Program, and local districts.

1. The School Counseling Program is a two-year program. All candidates take all program courses toward the MS in Counseling, and PPS in School Counseling.

2. All prerequisite courses are to be completed with a grade of B or better before entering the School Counseling program. Evidence of coursework must be documented by the end of the first quarter of enrollment. All candidates must show evidence of passing the CSUEB writing exam (WST) or equivalent CSU writing exam; candidates not demonstrating sufficient professional writing skills may be required to take remedial coursework in writing.

3. All fieldwork assignments require a three-way agreement between the University, the school district, and the fieldworker. All three parties must agree to conditions for fieldwork. Fieldwork assignments are accompanied by University and district supervision. Failure to complete supervision requirements (e.g., attendance and active participation, time logs, and project assignments) may result in the loss of University credit. Candidates must makeup all quarters of non-credited supervision.

4. Expectations for Ethical Professional Behavior guide our educational philosophy. Therefore, all candidates must competently demonstrate the following professional dispositions: integrity (e.g., personal, professional, and empirical), empathy, social justice and democracy, flexibility and resourcefulness, and tolerance for ambiguity. Recommendations for Advancement to Candidacy, Internship Credential, and PPS Credential are based on each candidate’s progress toward academic and professional/clinical skill, knowledge, and disposition aptitude goals. Candidates who do not demonstrate sufficient levels of performance in professional, interpersonal, and academic demands of training will not be recommended for advance training or credentialing. Candidates who fail to demonstrate professional/ethical behavior in all training settings are subject to termination from the program.

5. The School Counseling program supports the professional maturity of all candidates. Upon the completion of coursework, fieldwork, and Praxis Exam requirements, the School Counseling faculty evaluates candidates’ professional and interpersonal maturity. Only students who have demonstrated a high level of professional and personal integrity consistent with the role of the school psychologist are recommended for the PPS Credential in School Counseling.

Candidates who fail to demonstrate professional and personal integrity (e.g., breech of professional obligations, interpersonal trust, or violation of ethical standards) are subject to review and/or termination from the School Counseling Program.

I understand and agree to these conditions.

________________________________________  ____________
Student/ Candidate                          Date
Supervision Guidelines – First Year Students

Student Name:______________________________________________________________

Site Supervisor
Name: ______________________________________________________________

Student Responsibilities:

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

1. A CTC 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, submit an application, and possess a CC 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. Inform university faculty of any absences from school site.

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 seven (7) pupils within the first few weeks of school for possible fieldwork case assignments. 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 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). 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 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 review Experience Profile and activities completed;

12. To complete and ensure that the student has reached about 50 hours a quarter for a total of 150 for the year

13. 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

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:

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<tr>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>ND</th>
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</thead>
<tbody>
<tr>
<td>Unsatisfactory</td>
<td>Marginal</td>
<td>Basic</td>
<td>Proficient</td>
<td>Distinguished</td>
<td>No Data</td>
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**Basic Professional Behaviors**

1. CIT maintains weekly schedule and has been responsible in keeping scheduled appointments, attending meetings, etc.  
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.  
3. CIT communicates openly, honestly, and effectively with all stakeholders, including parents and administrators.  
4. CIT consults with supervisor and is able to take on appropriate roles and functions as a school counselor-in-training.  
5. CIT maintains ethical practice and demonstrates interest in the welfare of all students.  
6. CIT demonstrates organized approach to assigned tasks and challenges: defines
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](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.  
2. CIT is learning to plan, implement and evaluate programs to promote academic, career, personal, and social development of all students.  
3. CIT is learning to utilize multiple sources of information to monitor and improve student behavior and achievement.  
4. CIT is learning to collaborate and coordinate with school and community resources.  
5. CIT is learning to promote and maintain a safe learning environment for all students.  
6. CIT is learning to develop as a professional school counselor.

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

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

__________________________________                                __________________________
Signature of Supervisor     Phone/contact1 number

__________________________________                                __________________________
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.
Supervision Guidelines – Second Year Students

Student Name:_____________________________________________________

Site Supervisor: _____________________________________________________

**Student Responsibilities:**

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

1. A CTC 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, submit an application, and to possess a CC before beginning the first-year field placement, so this should already be in place for most second-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 University faculty supervisor and one professional school counselor/MFT 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 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 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). This 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

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:

<table>
<thead>
<tr>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>ND</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unsatisfactory</td>
<td>Marginal</td>
<td>Basic</td>
<td>Proficient</td>
<td>Distinguished</td>
<td>No Data</td>
</tr>
</tbody>
</table>

A. Professional Orientation

1. Maintains ethical practice, concern for students, and desire to construct learning community.

2. Developed explicit professional disclosure statement regarding, orientation, scope of services, duty to report, etc. Shares it with school community.

<table>
<thead>
<tr>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>ND</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Maintains ethical practice, concern for students, and desire to construct learning community.</td>
<td>0 1 2 3 4 ND</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Developed explicit professional disclosure statement regarding, orientation, scope of services, duty to report, etc. Shares it with school community.</td>
<td>0 1 2 3 4 ND</td>
<td></td>
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</tbody>
</table>

B. Domains of School Counseling and Guidance Programs

1. Academic Development: 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.

2. Career Development: Fieldworker is able to develop, implement, and evaluate career development programs for the appropriate level of pupils.

3. Personal and Social Development: 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.

### C. Themes of School Counselor Competence

<table>
<thead>
<tr>
<th>Theme</th>
<th>Rating</th>
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</thead>
<tbody>
<tr>
<td><strong>1. Leadership</strong>: 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.</td>
<td>0 1 2 3 4 ND</td>
</tr>
<tr>
<td><strong>2. Advocacy</strong>: 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.</td>
<td>0 1 2 3 4 ND</td>
</tr>
<tr>
<td><strong>3. Learning, Achievement, and Instruction</strong>: Understands curriculum design, lesson plan development, instructional, and assessment strategies for teaching counseling and related materials.</td>
<td>0 1 2 3 4 ND</td>
</tr>
</tbody>
</table>

**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

<table>
<thead>
<tr>
<th>Function</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> 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.</td>
<td>0 1 2 3 4 ND</td>
</tr>
<tr>
<td><strong>2.</strong> Understands and possesses skills for evaluating counseling outcomes related to student learning and achievement.</td>
<td>0 1 2 3 4 ND</td>
</tr>
<tr>
<td><strong>3.</strong> Knows and is able to network with community-based mental health referral resources. Demonstrates effective referral practices.</td>
<td>0 1 2 3 4 ND</td>
</tr>
</tbody>
</table>

### E. Functions of School Counselors: Group Counseling and Facilitation

<table>
<thead>
<tr>
<th>Function</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> 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.</td>
<td>0 1 2 3 4 ND</td>
</tr>
</tbody>
</table>

### F. Functions of School Counselors: Collaboration, Coordination, and Team

<table>
<thead>
<tr>
<th>Function</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> <strong>ND</strong></td>
<td></td>
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</tbody>
</table>
**Building**

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.

<table>
<thead>
<tr>
<th>G. Functions of School Counselors: Organizational Systems, Program Development, Prevention Education, and Outcomes</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>0 1 2 3 4 ND</td>
</tr>
<tr>
<td>2. Able to demonstrate outcomes that show the impact of counseling and guidance programs on student learning and academic achievement.</td>
<td>0 1 2 3 4 ND</td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>Project has been discussed or defined: YES NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic:</td>
</tr>
</tbody>
</table>

| 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](http://www.schoolcounselor-ca.org/content.asp?pl=146&contentid=146)

<table>
<thead>
<tr>
<th>Number</th>
<th>Standard</th>
<th>Score</th>
<th>Full Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>CIT competently engages and advocates for and supports all students in learning.</td>
<td>0 1 2 3 4 ND</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>CIT competently plans, implements and evaluates programs to promote academic, career, personal, and social development of all students.</td>
<td>0 1 2 3 4 ND</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>CIT competently utilizes multiple sources of information to monitor and improve student behavior and achievement.</td>
<td>0 1 2 3 4 ND</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>CIT competently collaborates and coordinates with school and community resources.</td>
<td>0 1 2 3 4 ND</td>
<td></td>
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<tr>
<td>5.</td>
<td>CIT competently promotes and maintains a safe learning environment for all students.</td>
<td>0 1 2 3 4 ND</td>
<td></td>
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<tr>
<td>6.</td>
<td>CIT demonstrates continued development as a professional school counselor.</td>
<td>0 1 2 3 4 ND</td>
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</table>

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

1. Documented clock-hours experience signed off on time logs.
   - Fall Term ______
   - Winter Term ______
   - Spring Term ______
   - Total hours for Year ______

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

4. 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

<table>
<thead>
<tr>
<th>Print Name of Supervisor</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Phone/contact² number</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Signature of Supervisor</th>
<th>Date</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Fieldwork School Counselor-in-Training</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Signature and agreement that CIT has read and understands evaluation.</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>Level:</td>
<td>Direct Hours: Group, Individual, Class Room Guidance Curriculum</td>
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<tr>
<td>-------</td>
<td>---------------------------------------------------------------</td>
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<tr>
<td></td>
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<td>Date</td>
<td>Date</td>
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</tbody>
</table>

**TOTAL HRS.**

- - - - - - -

Student Signature: ___________________________ Date: ____________
Supervisor Signature: ___________________________ Date: ____________
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 CREATIVELY ACKNOWLEDGE THE CONTRIBUTIONS OF OUR SUPERVISORS.

ROLLA LEWIS, Ed.D., COORDINATOR

SCHOOL COUNSELING PROGRAM

________________________________                      DATE

CALIFORNIA STATE UNIVERSITY, EAST BAY

SCHOOL COUNSELING
SUPERVISOR CERTIFICATE

CALIFORNIA STATE UNIVERSITY, EAST BAY
CRISIS SITUATIONS

Consultation Required

Consultation is a necessary component of best practices. School and clinic-based experiences expose fieldworkers/trainees 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/trainee 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/trainee’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:


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 immediately, 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
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’s 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 Incident Reporting Form (CIRF)
Mandatory Reporting/Crisis Documentation

Date Recorded__________________ Level of Concern: __ Highest (crisis), __ Moderate, __ Low

Professional-in-Training ________________________________

University Supervisor_________________________

Phone ____________________________________ Email ________________________________________

Pupil Name _____________________Grade _______ Date(s) of Incident(s) _______________________

School ______________________________________ District_____________________________________

Field Supervisor Name _________________________________________ Phone ________________________

Email _______________________________________________

1. Brief Description of Situation (2-3 sentences. Include all parties involved)

2. Risks/Needs (How did you identify level of concern?) What is the type & level of risk (e.g., abuse, neglect, harm to self/ harm to others)?

3. Current/Possible Strengths, Supports, and Community Resources

4. Brief Summary of Support, Action, Referral, 5150, and/or *Reporting

5. Plan for Follow-up Support

*Date/Time of call to CPS (If suspicion of abuse/neglect) ________________________________

*Date CPS Report submitted (If suspicion of abuse/neglect) ________________________________

*CPS Caseworker Name: ______________________________

*Other Agencies/parties contacted (e.g., police, parents, others) ________________________________

Date/Time of Communication with District Supervisor _________________

Date/Time of Communication with University Supervisor _________________
CONFIDENTIAL Follow-up Form (CFF)
Follow-up to Mandatory Reporting/Crisis Documentation Incident

Date Recorded__________________       Current Level of Concern: __ Highest (crisis), __ Moderate, __ Low

Professional-in-Training ______________________________________
Phone ________________________________________     Email ________________________________

1. Summarize Field Supervisor Recommendations   Brief Description (2-3 sentences)

2. Summarize Actions Taken by School, CPS, Agency, Case Worker, or relevant others
   (Note any Necessary Actions NOT Taken)

3. What Follow-up Support and Plans are in Place? *Do you have a Release of Information with Hospital, Therapist, etc.?*

4. What are Current Strengths, Supports, and Community Resources?

5. What were (potential/actual) Ethical Dilemmas? Note How you Dealt with them.
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).

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

A Attitudes that support or facilitate violence

C Capacity

T Thresholds crossed

I Intent

O Other's reactions

N Non-compliance with risk reduction interventions
Trainee Responsibilities

1. The MFT student must complete at least 18 quarter units in order to qualify as an MFT trainee prior to commencing the MFT fieldwork experience.

2. The MFT trainee must secure a signed “Responsibility Statement for Supervisor” prior to commencing MFT fieldwork experience.

3. When off-site supervision is being provided, the trainee must secure a “Letter of Agreement” signed jointly by the supervisor, the MFT trainee, and an authorized representative of the employer/organization where hours are being accumulated.

4. The MFT trainee must ensure that all paid hours of MFT experience are gained as an employee (IRS Form W-2) and not as an independent contractor (IRS Form 1099).

5. The MFT trainee must retain a W-2 statement (or copy) for each employment setting, and for each year, in which the trainee is receiving pay and accumulating hours of supervised experience.

6. The MFT trainee must secure a signed voluntary employment statement for each employment setting in which the trainee is not receiving pay but is accumulating hours of supervised experience.

7. The MFT trainee must secure a signed statement describing the type of setting (school, college, university, non-profit, or charitable) in which the trainee is accumulating hours of supervised experience.

8. The MFT trainee must accumulate a minimum of 150 face-to-face client contact hours and 75 client advocacy hours prior to graduation from the program.

9. The MFT trainee must ensure that all hours accumulated toward licensure are gained in a fieldwork setting that has been approved by the faculty advisor (by means of a formal written agreement or contract) as an appropriate fieldwork setting for the trainee.

10. The MFT trainee must ensure that separate “units” of supervision (i.e., one hour of individual or two hours of group supervision) are provided for each work setting in which the trainee is gaining hours. For each unit of supervision, no more than five (5) hours of experience may be accumulated.

11. The MFT trainee must maintain weekly logs (“Weekly Summary of Hours of Experience”) for all hours of experience gained toward licensure. (Note that these logs are separate from, and in addition to, the logs that students must maintain as part of the School Psychology Internship.)

12. The MFT trainee must cooperate in the periodic evaluation of his/her performance in the fieldwork experience, and must provide copies of these evaluations to the faculty advisor.
13. The MFT trainee must complete all MFT coursework, including Child Abuse Seminar, Human Sexuality Seminar, and Chemical Dependency Seminar, prior to graduation from the program, and must file a Major Check form in accordance with University timelines.

14. The MFT trainee must accept independent responsibility for maintaining a complete file of all logs, statements, agreements, and documentation required for licensure. The University is unable to provide this service.

15. The MFT trainee must notify the faculty advisor in a timely manner of any professional or personal difficulties which might affect the trainee’s ability to comply with trainee duties or responsibilities.

16. The MFT trainee must abide by all current laws and ethics related to psychotherapy.

As an MFT trainee at California State University, East Bay, I understand that I am responsible for meeting all requirements listed above, and I agree to comply fully.

___________________________________________ ___________________
MFT Trainee Print Name/ Signature          Date

___________________________________________ ___________________
Faculty Advisor Print Name/ Signature       Date
MFT Hours Acquisition

Exclusion of Summer MFT Hours (PPS Cluster)

MFT Trainees are able to accrue hours toward licensure under a four-way agreement among the student, agency, University, and University supervisor. The P.P.S. Cluster does not offer summer courses; therefore, the P.P.S. Cluster is not able to allow for the acquisition of MFT hours during the summer.

A minimum of 150 face-to-face counseling hours and 75 client advocacy hours must be completed by the Spring Quarter of the second year to meet the MFT requirements. Be sure to have the University Supervisor sign MFT logs each week of the second year.

MFT Intern Critical Reminders

- A minimum of 3000 hours of experience is required.
- Not more than 750 hours of counseling and direct supervisor contact may be obtained prior to the granting of the qualifying degree. Such applicants are “trainees,” which means unlicensed persons enrolled in qualifying master’s or doctor’s degree programs who have completed no less than 12 semester units or 18 quarter units of coursework. For such persons, a minimum of 1700 hours must be gained subsequent to the master’s or doctoral degree.
- No hours may be counted as a trainee for administering and evaluating psychological tests, writing clinical reports or doing process or notes.
- Trainees are not required to have completed 12 semester or 18 quarter units of study to receive personal psychotherapy for countable hours.
- Persons post degree who do not apply for intern registration within 90 days of their degree being granted will not begin to accrue hours post degree until the intern registration number is granted.
- No more than 40 hours of experience may be credited for any week.
- Not less than five hundred (500) total hours of experience shall have been gained in diagnosing and treating couples, families, and children.
- No more than two hundred fifty (250) hours of experience will be credited for administering and evaluating psychological tests of counselees, writing clinical reports, writing progress notes, or writing process notes; no more than five hundred (500) hours of experience may be credited for such activities. No such hours may be counted as a trainee.
<table>
<thead>
<tr>
<th>No more than 1/3 of the hours may be in supervision and other professional enrichment activities. 1/3 of 3000 = 1000 Supervision + Personal Psychotherapy + Workshops</th>
<th>No more than 100x3=300 hrs for personal psychotherapy received (does not require supervision)</th>
<th>If max out in all other areas, at least 500 hrs will be with individual or additional hrs with couples, families and children</th>
<th>No more than 250 hrs doing counseling or crisis counseling by telephone</th>
<th>No more than 250 hrs administering and evaluating psych tests, writing clinical reports, doing process/progress notes. No such hrs may be gained as a trainee</th>
<th>No more than 500 hrs doing group counseling or therapy.</th>
<th>Minimum of 500 hrs working with couples, families and children.</th>
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</table>

**All hours require supervision by a qualified supervisor**

### From Masters Degree to Licensure

**Granting of Masters**

<table>
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<tr>
<th>Gaining Masters Degree “trainee” minimum 2 years</th>
<th>90 days “Applicant” for Intern Registration</th>
<th>“Registered Intern” maximum 6 years</th>
<th>“Applicant” application pending or hours approved and in exam process</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 Semester/18 quarter units required to collect hours of experience</td>
<td>To count hours post degree must apply for Intern Registration within 90 day window</td>
<td>Licensure as an MFT</td>
<td></td>
</tr>
</tbody>
</table>
KEY PROGRAM DEADLINES

Prior to Starting Year One of the Program

A. Provide proof of completion of the undergraduate degree (final transcript with degree posted) before enrolling in any classes. Please remember that the university requires official transcripts from all schools attended even if transfer work appears on another school’s transcripts.

B. Complete Program Prerequisites.
   • Preferably, you should complete all prerequisites, with grades of B or higher, prior to starting any coursework in the program.

C. Satisfy the Basic Skills Requirement (BSR).
   • You must complete the Basic Skills Requirement prior to enrollment in the Fall Quarter of the first year of the program.
   • Applicants usually meet this requirement by passage of the California Basic Educational Skills Test (CBEST). The scores for this exam do not expire.

Below are other state-approved ways to meet Basic Skills Requirement:
1. passing CBEST score report
2. passing CSET Writing Skills subtest #142 score report, in lieu of CBEST (Multiple Subject Applicants only)
3. passing basic skills test from another state
4. results on CSU EAP – Math and English result: “College Ready” or “Exempt”
5. CSU Placement Test results – Entry Level Math (ELM): 50 and English Placement Test (EPT): 151

D. Apply for the Certificate of Clearance (fingerprint clearance).
   • You must apply for the Certificate of Clearance prior to enrolling in the Fall Quarter of the first year of the program. If you already hold a valid, non-expired credential document or permit issued by the CTC, a copy of that document suffices for proof of fingerprint clearance.

   • Instructions for applying for a Certificate of Clearance are available through the Credential Student Service Center website at:
     http://www20.csueastbay.edu/ceas/cssc/forms-and-docs/index.html

E. Submit proof of Negative Tuberculosis.
   • Each applicant who is admitted into a CSUEB credential program must submit documentation of a Negative Tuberculosis Test. The test results are only valid for three years. Therefore, a program duration of two years requires you to have a TB test result from the past year in order to cover you while in the program. An official, signed TB test report from a physician can be submitted as verification of one’s TB clearance. Documentation is due prior to enrolling in the Fall Quarter of the first year of the program.
Any questions regarding the credentialing requirements should be addressed to the Credential Student Service Center at (510) 885-2272 or in-person at Art & Education Building, Room 235.

**During Year One**

A. Complete the Writing Skills Requirement. *(Must be completed within the first quarter of attendance.)*

B. Sign and submit all required Program forms beginning fall quarter (e.g., Condition of Candidacy, Practicum Information Sheet, Crisis Consultation, Child Abuse Reporting Requirement, Student/Supervisor Fieldwork Guidelines).

C. Submit a Field Work Evaluation each quarter, completed by your on-site supervisor.

D. Complete all Field Work units satisfactorily.

E. Complete all required courses with grades of B or higher.

F. Consult with CSUEB supervisor and on-site supervisor as required or appropriate.

**During Year Two**

A. Submit a Student/Supervisor Advanced Fieldwork Guidelines (beginning fall quarter) and Field Work Evaluation, completed by your on-site supervisor, once each quarter.

B. Complete all Advanced Field Work units satisfactorily.

C. Complete all required courses satisfactorily. *(Any grade lower than a B must be remediated to a level of acceptable competence and instructor approval.)*

D. Take the Praxis II examination.

E. File a Change of Graduate Status form with your advisor in order to be Classified and Advanced to Candidacy.

F. Apply for June graduation during Winter Quarter. *(Applications must be completed during the quarter before expected graduation. Check exact application dates and deadlines in the Ed Psych Office. Complete Major Check form with your advisor and submit to the EPSY Office.)*

G. Submit School Counseling Portfolio by the beginning of May.

H. Bring friends and family to the Graduation Ceremony.

I. Get a great job!
EXIT INTERVIEW

The Exit Interview is the culminating dialogue with faculty members regarding the development of your professional identity and practice as a professional school counselor. The Exit Interview involves a collaborative review of specific self-assessments and your Professional Practice Portfolio that will include key assignments and evidence illustrating your practice and competence as a professional school counselor.

- **Self-Assessments**
  - Professional Dispositions
  - Clinical Aptitudes
  - CTC School Counseling Standards
    - Core Knowledge Base and Foundations
    - Professional Skills and Training

- **Professional Practice Portfolio Review**
  - Professional Orientation
  - Program Development
    - Academic Development
    - Career Development
    - Personal and Social Development
  - Leadership
  - Advocacy
  - Learning/Achievement
  - Individual Counseling
  - Group Counseling
  - Collaboration, Teaming, Coordination
  - Prevention Education
  - Program Evaluation

More information regarding the Self-Assessments and the Professional Practice Portfolio are available on the School Counseling BlackBoard site.

*Note: Students are required to check the PPS Blackboard site weekly for any Program updates, changes, or requirements.*

**Please contact me if you have any questions or suggestions regarding the Counseling Handbook:**

Angela Tang, M.S.
Professor
School Counseling Coordinator
Department of Educational Psychology
California State University, East Bay
(510) 885-3095
angela.tang@csueastbay.edu
Appendix A
Professional Dress and Presentation Policy

As a professional-in-training, you are in a more powerful position to advocate for students if you are not distracting others by your appearance and presentation. Appropriate attire in class and in schools provides an atmosphere of professionalism and inspires confidence in our ability to learn and deliver services. Be mindful of how others see you and how your personal presentation impacts your relationship with others. Professionals-in-training represent CSUEB and the program in the community.

Basic expectations around professional dress

- No strings, No straps, No cracks
- No hats
- No sagging
- No low-cut shirts or short skirts
- No spiked heals or flip flops
- No strong cologne or perfume
- Reduce or cover piercing and tattoos
- Collared shirts for men—not T-shirts
- Blouses long enough to cover; no exposed skin when reaching up to write on the board
- If the professional-in-training is not clear as to what constitutes professional dress, confer with a University faculty member.

Basic expectations around chewing gum, cell phones, and standard English:

- Do not chew gum. Although some students with ADHD will be encouraged to chew gum, professionals are not.
- Turn your cell phone off when you are on campus.
- Be aware of how your language register (dialect and usage) impacts others. Use professional language; avoid or minimize your use of vernacular or “street language.”

It is a matter of ethical practice!

Refer to American Counseling Association Codes that Apply to Professional Dress

A.1.a. Primary Responsibility: The primary responsibility of counselors is to respect the dignity and to promote the welfare of clients.

A.4.a. Avoiding Harm: Counselors act to avoid harming their clients, trainees, and research participants and to minimize or to remedy unavoidable or unanticipated harm.

A.4.b. Personal Values: Counselors are aware of their own values, attitudes, beliefs, and behaviors and avoid imposing values that are inconsistent with counseling goals. Counselors respect the diversity of clients, trainees, and research participants.

A.6.a. Advocacy: When appropriate, counselors advocate at individual, group, institutional, and societal levels to examine potential barriers and obstacles that inhibit access and/or the growth and development of clients.
Appendix B
Professional Absence Request Application (PARA)

The CSUEB PPS program faculty view attendance and participation in classes, meetings, and trainings as vital to professional development. Courses are sequenced to introduce, reinforce, and assess ethical professional competence.

All professionals-in-training must complete a Professional Absence Request Application (PARA) if they are planning to be absent from a required class, meeting, or training. The form is submitted at least two weeks prior of the requested date to your Program Coordinator, who will submit the request with the PPS faculty for consideration. Upon review, faculty will either approve or deny the request. Please submit the form before discussing the request with faculty.

Missing classes, meetings, or training can impact your course grade and fulfilling program requirements. The Professional Absence Request Application (PARA) will be placed in your EPSY file and reviewed upon any request for letters of recommendation.

Professional-in-Training____________________________________ Date_______
Course, meeting, training__________________________ Requested Absence date_____
Reason for Absence:_______________________________________________________
Plan for makeup:__________________________________________________________
________________________________________________________________________
________________________________________________________________________
Faculty Decision  ____ Yes     ____ No

Electronic Copy of Request to Coordinator:
Dr. Greg Jennings: greg.jennings@csueastbay.edu
Angela Tang, M.S.: angela.tang@csueastbay.edu

Copy: EPSY file 09/2015
Preamble

The American School Counselor Association (ASCA) is a professional organization whose members are school counselors certified/licensed in school counseling with unique qualifications and skills to address all students’ academic, personal/social and career development needs. Members are also school counseling program directors/supervisors and counselor educators. These ethical standards are the ethical responsibility of school counselors. School counseling program directors/supervisors should know them and provide support for practitioners to uphold them. School counselor educators should know them, teach them to their students and provide support for school counseling candidates to uphold them.

Professional school counselors are advocates, leaders, collaborators and consultants who create opportunities for equity in access and success in educational opportunities by connecting their programs to the mission of schools and subscribing to the following tenets of professional responsibility:

• Each person has the right to be respected, be treated with dignity and have access to a comprehensive school counseling program that advocates for and affirms all students from diverse populations including: ethnic/racial identity, age, economic status, abilities/disabilities, language, immigration status, sexual orientation, gender, gender identity/expression, family type, religious/spiritual identity and appearance.

• Each person has the right to receive the information and support needed to move toward self-direction and self-development and affirmation within one’s group identities, with special care being given to students who have historically not received adequate educational services, e.g., students of color, students living at a low socio-economic status, students with disabilities and students from non-dominant language backgrounds.

• Each person has the right to understand the full magnitude and meaning of higher educational choices and how those choices will affect future opportunities.

• Each person has the right to privacy and thereby the right to expect the school-counselor/student relationship to comply with all laws, policies and ethical standards pertaining to confidentiality in the school setting.

• Each person has the right to feel safe in school environments that school counselors help create, free from abuse, bullying, neglect, harassment or other forms of violence.

In this document, ASCA specifies the principles of ethical behavior necessary to maintain the high standards of integrity, leadership and professionalism among its members. The Ethical Standards for School Counselors were developed to clarify the nature of ethical responsibilities held in common by school counselors, supervisors/directors of school counseling programs and school counselor educators. The purposes of this document are to:

...
A.6. Group Work

Professional school counselors:

a. Screen prospective group members and maintain an awareness of participants' needs, appropriate fit and personal goals in relation to the group's intention and focus. The school counselor takes reasonable precautions to protect members from physical and psychological harm resulting from interaction within the group.

b. Recognize that best practice is to notify the parents/guardians of children participating in small groups.

c. Establish clear expectations in the group setting, and clearly state that confidentiality in group counseling cannot be guaranteed. Given the developmental and chronological ages of minors in schools, recognize the tenuous nature of confidentiality for minors renders some topics inappropriate for group work in a school setting.

d. Provide necessary follow up with group members, and document proceedings as appropriate.

e. Develop professional competencies, and maintain appropriate education, training and supervision in group facilitation and any topics specific to the group.

f. Facilitate group work that is brief and solution-focused, working with a variety of academic, career, college and personal/social issues.

A.7. Danger to Self or Others

Professional school counselors:

a. Inform parents/guardians and/or appropriate authorities when a student poses a danger to self or others. This is to be done after careful deliberation and consultation with other counseling professionals.

b. Report risk assessments to parents when they underscore the need to act on behalf of a child at risk; never negate a risk of harm as students sometimes deceive in order to avoid further scrutiny and/or parental notification.

c. Understand the legal and ethical liability for releasing a student who is in danger to self or others without proper and necessary support for that student.

A.8. Student Records

Professional school counselors:

a. Maintain and secure records necessary for rendering professional services to the student as required by laws, regulations, institutional procedures and confidentiality guidelines.

b. Keep sole-possession records or individual student case notes separate from students' educational records in keeping with state laws.

c. Recognize the limits of sole-possession records and understand these records are a memory aid for the creator and in absence of privileged communication may be subpoenaed and may become educational records when they are shared or are accessible to others in either verbal or written form or when they include information other than professional opinion or personal observations.

d. Establish a reasonable timeline for purging sole-possession records or case notes. Suggested guidelines include shredding sole possession records when the student transitions to the next level, transfers to another school or graduates. Apply careful discretion and deliberation before destroying sole-possession records that may be needed by a court of law such as notes on child abuse, suicide, sexual harassment or violence.

e. Understand and abide by the Family Education Rights and Privacy Act (FERPA, 1974), which safeguards student's records and allows parents to have a voice in what and how information is shared with others regarding their child's educational records.

A.9. Evaluation, Assessment and Interpretation

Professional school counselors:

a. Adhere to all professional standards regarding selecting, administering and interpreting assessment measures and only utilize assessment measures that are within the scope of practice for school counselors and for which they are trained and competent.

b. Consider confidentiality issues when utilizing evaluative or assessment instruments and electronically based programs.

c. Consider the developmental age, language skills and level of competence of the student taking the assessments before assessments are given.

d. Provide interpretation of the nature, purposes, results and potential impact of assessment/evaluation measures in language the student can understand.

e. Monitor the use of assessment results and interpretations, and take reasonable steps to prevent others from misusing the information.

f. Use caution when utilizing assessment techniques, making evaluations and interpreting the performance of populations not represented in the norm group on which an instrument is standardized.

g. Assess the effectiveness of their program in having an impact on students' academic, career and personal/social development through accountability measures especially examining efforts to close achievement, opportunity and attainment gaps.

A.10. Technology

Professional school counselors:

a. Promote the benefits of and clarify the limitations of various appropriate technological applications. Professional school counselors promote technological applications (1) that are appropriate for students' individual needs, (2) that students understand how to use and (3) for which follow-up counseling assistance is provided.

b. Advocate for equal access to technology for all students, especially those historically underserved.

c. Take appropriate and reasonable measures for maintaining confidentiality of student information and educational records stored or transmitted through the use of computers, facsimile machines, telephones, voicemail, answering machines and other electronic or computer technology.

d. Understand the intent of FERPA and its impact on sharing electronic student records.

e. Consider the extent to which cyberbullying is interfering with students' educational process and base guidance curriculum and intervention programming for this pervasive and potentially dangerous problem on research-based and best practices.
A.11. Student Peer Support Program

Professional school counselors:

a. Have unique responsibilities when working with peer-helper or student-assistance programs and safeguard the welfare of students participating in peer-to-peer programs under their direction.

b. Are ultimately responsible for appropriate training and supervision for students serving as peer-support individuals in their school counseling programs.

B. RESPONSIBILITIES TO PARENTS/GUARDIANS

B.1. Parent Rights and Responsibilities

Professional school counselors:

a. Respect the rights and responsibilities of parents/guardians for their children and endeavor to establish, as appropriate, a collaborative relationship with parents/guardians to facilitate students' maximum development.

b. Adhere to laws, local guidelines and ethical standards of practice when assisting parents/guardians experiencing family difficulties interfering with the student’s effectiveness and welfare.

c. Are sensitive to diversity among families and recognize that all parents/guardians, custodial and noncustodial, are vested with certain rights and responsibilities for their children’s welfare by virtue of their role and according to law.

d. Inform parents of the nature of counseling services provided in the school setting.

e. Adhere to the FERPA act regarding disclosure of student information.

f. Work to establish, as appropriate, collaborative relationships with parents/guardians to best serve student.

B.2. Parents/Guardians and Confidentiality

Professional school counselors:

a. Inform parents/guardians of the school counselor’s role to include the confidential nature of the counseling relationship between the counselor and student.

b. Recognize that working with minors in a school setting requires school counselors to collaborate with students' parents/guardians to the extent possible.

c. Respect the confidentiality of parents/guardians to the extent that is reasonable to protect the best interest of the student being counseled.

d. Provide parents/guardians with accurate, comprehensive and relevant information in an objective and caring manner, as is appropriate and consistent with ethical responsibilities to the student.

e. Make reasonable efforts to honor the wishes of parents/guardians concerning information regarding the student unless a court order expressly forbids the involvement of a parent(s). In cases of divorce or separation, school counselors exercise a good-faith effort to keep both parents informed, maintaining focus on the student and avoiding supporting one parent over another in divorce proceedings.

C. RESPONSIBILITIES TO COLLEAGUES AND PROFESSIONAL ASSOCIATES

C.1. Professional Relationships

Professional school counselors, the school counseling program director/site supervisor and the school counselor educator:

a. Establish and maintain professional relationships with faculty, staff and administration to facilitate an optimum counseling program.

b. Treat colleagues with professional respect, courtesy and fairness.

c. Recognize that teachers, staff and administrators who are high-functioning in the personal and social development skills can be powerful allies in supporting student success. School counselors work to develop relationships with all faculty and staff in order to advantage students.

d. Are aware of and utilize related professionals, organizations and other resources to whom the student may be referred.

C.2. Sharing Information with Other Professionals

Professional school counselors:

a. Promote awareness and adherence to appropriate guidelines regarding confidentiality, the distinction between public and private information and staff consultation.

b. Provide professional personnel with accurate, objective, concise and meaningful data necessary to adequately evaluate, counsel and assist the student.

c. Secure parental consent and develop clear agreements with other mental health professionals when a student is receiving services from another counselor or other mental health professional in order to avoid confusion and conflict for the student and parents/guardians.

d. Understand about the "release of information" process and parental rights in sharing information and attempt to establish a cooperative and collaborative relationship with other professionals to benefit students.

e. Recognize the powerful role of ally that faculty and administration who function high in personal/social development skills can play in supporting students in stress, and carefully filter confidential information to give these allies what they “need to know” in order to advantage the student. Consultation with other members of the school counseling profession is helpful in determining need-to-know information. The primary focus and obligation is always on the student when it comes to sharing confidential information.

f. Keep appropriate records regarding individual students, and develop a plan for transferring those records to another professional school counselor should the need occur. This documentation transfer will protect the confidentiality and benefit the needs of the student for whom the records are written.

C.3. Collaborating and Educating Around the Role of the School Counselor

The school counselor, school counseling program supervisor/director and school counselor educator:

a. Share the role of the school counseling program in ensuring data-driven academic, career/college and personal/social success compe-
tencies for every student, resulting in specific outcomes/indicators with all stakeholders.

b. Broker services internal and external to the schools to help ensure every student receives the benefits of a school counseling program and specific academic, career/college and personal/social competencies.

D. RESPONSIBILITIES TO SCHOOL, COMMUNITIES AND FAMILIES

D.1. Responsibilities to the School

Professional school counselors:

a. Support and protect students’ best interest against any infringement of their educational program.

b. Inform appropriate officials, in accordance with school policy, of conditions that may be potentially disruptive or damaging to the school’s mission, personnel and property while honoring the confidentiality between the student and the school counselor.

c. Are knowledgeable and supportive of their school’s mission, and connect their program to the school’s mission.

d. Delinate and promote the school counselor’s role, and function as a student advocate in meeting the needs of those served. School counselors will notify appropriate officials of systemic conditions that may limit or curtail their effectiveness in providing programs and services.

e. Accept employment only for positions for which they are qualified by education, training, supervised experience, and national professional credentials and appropriate professional experience.

f. Advocate that administrators hire only qualified, appropriately trained and competent individuals for professional school counseling positions.

g. Assist in developing: (1) curricular and environmental conditions appropriate for the school and community; (2) educational procedures and programs to meet students’ developmental needs; (3) a systematic evaluation process for comprehensive, developmental, standards-based school counseling programs, services and personnel; and (4) a data-driven evaluation process guiding the comprehensive developmental school counseling program and service delivery.

D.2. Responsibility to the Community

Professional school counselors:

a. Collaborate with community agencies, organizations and individuals in students’ best interest and without regard to personal reward or remuneration.

b. Extend their influence and opportunity to deliver a comprehensive school counseling program to all students by collaborating with community resources for student success.

c. Promote equity for all students through community resources.

d. Are careful not to use their professional role as a school counselor to benefit any type of private therapeutic or consultative practice in which they might be involved outside of the school setting.

E. RESPONSIBILITIES TO SELF

E.1. Professional Competence

Professional school counselors:

a. Function within the boundaries of individual professional competence and accepts responsibility for the consequences of his/her actions.

b. Monitor emotional and physical health and practice wellness to ensure optimal effectiveness. Seek physical or mental health referrals when needed to ensure competence at all times.

c. Monitor personal responsibility and recognize the high standard of care a professional in this critical position of trust must maintain on and off the job and are cognizant of and refrain from activity that may lead to inadequate professional services or diminish their effectiveness with school community members. Professional and personal growth are ongoing throughout the counselor’s career.

d. Strive through personal initiative to stay abreast of current research and to maintain professional competence in advocacy, teaming and collaboration, culturally competent counseling and school counseling program coordination, knowledge and use of technology, leadership, and equity assessment using data.

e. Ensure a variety of regular opportunities for participating in and facilitating professional development for self and other educators and school counselors through continuing education opportunities annually including: attendance at professional school counseling conferences; readingProfessional School Counseling journal articles; facilitating workshops for education staff on issues school counselors are uniquely positioned to provide.

f. Enhance personal self-awareness, professional effectiveness and ethical practice by regularly attending presentations on ethical decision-making. Effective school counselors will seek supervision when ethical or professional questions arise in their practice.

g. Maintain current membership in professional associations to ensure ethical and best practices.

E.2. Multicultural and Social Justice Advocacy and Leadership

Professional school counselors:

a. Monitor and expand personal multicultural and social justice advocacy awareness, knowledge and skills. School counselors serve for exemplary cultural competence by ensuring personal beliefs or values are not imposed on students or other stakeholders.

b. Develop competencies in how prejudice, power and various forms of oppression, such as ableism, ageism, classism, familyism, genderism, heterosexism, immigrationism, linguicism, racism, religious and sexism, affect self, students and all stakeholders.

c. Acquire educational, consultation, and training experiences to improve awareness, knowledge, skills and effectiveness in working with diverse populations: ethnic/racial status, age, economic status, special needs, ESL or ELL, immigration status, sexual orientation, gender, gender identity/expression, family type, religious/spiritual identity and appearance.

d. Affirm the multiple cultural and linguistic identities of every student and all stakeholders. Advocate for equitable school and school counseling program policies and practices for every student and all stakeholders including use of translators and bilingual/multilingual school counseling program materials that repre-
sent all languages used by families in the school community, and advocate for appropriate accommodations and accessibility for students with disabilities.

e. Use inclusive and culturally responsible language in all forms of communication.

f. Provide regular workshops and written/digital information to families to increase understanding, collaborative two-way communication and a welcoming school climate between families and the school to promote increased student achievement.

g. Work as advocates and leaders in the school to create equity-based school counseling programs that help close any achievement opportunity and attainment gaps that deny all students the chance to pursue their educational goals.

F. RESPONSIBILITIES TO THE PROFESSION

F.1. Professionalism

Professional school counselors:

a. Accept the policies and procedures for handling ethical violations as a result of maintaining membership in the American School Counselor Association.

b. Conduct themselves in such a manner as to advance individual ethical practice and the profession.

c. Conduct appropriate research, and report findings in a manner consistent with acceptable educational and psychological research practices. School counselors advocate for the protection of individual students’ identities when using data for research or program planning.

d. Seek institutional and parent/guardian consent before administering any research, and maintain security of research records.

e. Adhere to ethical standards of the profession, other official policy statements, such as ASCA’s position statements, role statement and the ASCA National Model and relevant statutes established by federal, state, and local governments, and when these are in conflict work responsibly for change.

f. Clearly distinguish between statements and actions made as a private individual and those made as a representative of the school counseling profession.

g. Do not use their professional position to recruit or gain clients, consultees for their private practice or to seek and receive unearned personal gains, unfair advantage, inappropriate relationships or unearned goods or services.

F.2. Contribution to the Profession

Professional school counselors:

a. Actively participate in professional associations and share results and best practices in assessing, implementing and annually evaluating the outcomes of data-driven school counseling programs with measurable academic, career/college and personal/social competencies for every student.

b. Provide support, consultation and mentoring to novice professionals.

c. Have a responsibility to read and abide by the ASCA Ethical Standards and adhere to the applicable laws and regulations.

F.3 Supervision of School Counselor Candidates Pursuing Practicum and Internship Experiences:

Professional school counselors:

a. Provide support for appropriate experiences in academic, career, college access and personal/social counseling for school counseling interns.

b. Ensure school counselor candidates have experience in developing, implementing and evaluating a data-driven school counseling program model, such as the ASCA National Model.

c. Ensure the school counseling practicum and internship have specific, measurable service delivery, foundation, management and accountability systems.

d. Ensure school counselor candidates maintain appropriate liability insurance for the duration of the school counseling practicum and internship experiences.

e. Ensure a site visit is completed by a school counselor education faculty member for each practicum or internship student, preferably when both the school counselor trainee and site supervisor are present.

F.4 Collaboration and Education about School Counselors and School Counseling Programs with other Professionals

School counselors and school counseling program directors/supervisors collaborate with special educators, school nurses, school social workers, school psychologists, college counselors/admissions officers, physical therapists, occupational therapists and speech pathologists to advocate for optimal services for students and all other stakeholders.

G. MAINTENANCE OF STANDARDS

Professional school counselors are expected to maintain ethical behavior at all times.

G.1. When there exists serious doubt as to the ethical behavior of a colleague(s) the following procedure may serve as a guide:

1. The school counselor should consult confidentially with a professional colleague to discuss the nature of a complaint to see if the professional colleague views the situation as an ethical violation.

2. When feasible, the school counselor should directly approach the colleague whose behavior is in question to discuss the complaint and seek resolution.

3. The school counselor should keep documentation of all the steps taken.

4. If resolution is not forthcoming at the personal level, the school counselor shall utilize the channels established within the school, school district, the state school counseling association and ASCA’s Ethics Committee.

5. If the matter still remains unresolved, referral for review and appropriate action should be made to the Ethics Committees in the following sequence:
   • State school counselor association
   • American School Counselor Association
6. The ASCA Ethics Committee is responsible for:
   • Educating and consulting with the membership regarding ethical standards
   • Periodically reviewing and recommending changes in code
   • Receiving and processing questions to clarify the application of such standards. Questions must be submitted in writing to the ASCA Ethics Committee chair.
   • Handling complaints of alleged violations of the ASCA Ethical Standards for School Counselors. At the national level, complaints should be submitted in writing to the ASCA Ethics Committee, c/o the Executive Director, American School Counselor Association, 1101 King St., Suite 625, Alexandria, VA 22314.

G.2. When school counselors are forced to work in situations or abide by policies that do not reflect the ethics of the profession, the school counselor works responsibly through the correct channels to try and remedy the condition.

G.3. When faced with any ethical dilemma school counselors, school counseling program directors/supervisors and school counselor educators use an ethical decision-making model such as Solutions to Ethical Problems in Schools (STEPS) (Stone, 2001):

1. Define the problem emotionally and intellectually
2. Apply the ASCA Ethical Standards and the law
3. Consider the students’ chronological and developmental levels
4. Consider the setting, parental rights and minors’ rights
5. Apply the moral principles
6. Determine your potential courses of action and their consequences
7. Evaluate the selected action
8. Consult
9. Implement the course of action

Professional school counselors:

a. Provide students with a comprehensive school counseling program that parallels the ASCA National Model with emphasis on working jointly with all students to develop personal/social, academic and career goals.

b. Ensure equitable academic, career, post-secondary access and personal/social opportunities for all students through the use of data to help close achievement gaps and opportunity gaps.

c. Provide and advocate for individual students’ career awareness, exploration and post-secondary plans supporting the students’ right to choose from the wide array of options when they leave secondary education.

A.4. Dual Relationships

Professional school counselors:

a. Avoid dual relationships that might impair their objectivity and increase the risk of harm to students (e.g., counseling one’s family members or the children of close friends or associates). If a dual relationship is unavoidable, the school counselor is responsible for taking action to eliminate or reduce the potential for harm to the student through use of safeguards, which might include informed consent, consultation, supervision and documentation.

b. Maintain appropriate professional distance with students at all times.

c. Avoid dual relationships with students through communication mediums such as social networking sites.

d. Avoid dual relationships with school personnel that might infringe on the integrity of the school counselor/student relationship.

A.5. Appropriate Referrals

Professional school counselors:

a. Make referrals when necessary or appropriate to outside resources for student and/or family support. Appropriate referrals may necessitate informing both parents/guardians and students of applicable resources and making proper plans for transitions with minimal interruption of services. Students retain the right to discontinue the counseling relationship at any time.

b. Help educate about and prevent personal and social concerns for all students within the school counselor’s scope of education and competencies and make necessary referrals when the counseling needs are beyond the individual school counselor’s education and training. Every attempt is made to find appropriate specialized resources for clinical therapeutic topics that are difficult or inappropriate to address in a school setting such as eating disorders, sexual trauma, chemical dependency and other addictions needing sustained clinical duration or assistance.

c. Request a release of information signed by the student and/or parents/guardians when attempting to develop a collaborative relationship with other service providers assigned to the student.

d. Develop a reasonable method of termination of counseling when it becomes apparent that counseling assistance is no longer needed or a referral is necessary to better meet the student’s needs.
# First-Year Field Experience Journal

<table>
<thead>
<tr>
<th>Name:</th>
<th>Date:</th>
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1. Individual Counseling  
2. Couples, Family or Child Counseling  
3. Group Counseling  
4. Telemedicine  
5. Progress Notes  
6. Client Centered Advocacy  
7. Workshops/Training  
8. Individual Supervision  
9. Group Supervision  
10. School Related meetings  
11. Other

<table>
<thead>
<tr>
<th>Times</th>
<th>Activity or Event</th>
<th>Activity Code</th>
<th>People Involved</th>
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Total time on site today: _________ hr _________ min

Cumulative time this quarter: _________ hr ___ min

**Description of One or Two Significant Episodes:**

**Analysis of or Reflection on the Episode(s):**