

SCHOOL COUNSELING

STUDENT HANDBOOK

&

FIELDWORK MANUAL

for

**Students in the Master's and Credential Programs
in School Counseling
California State University, Northridge**

**Graduate Program in School Counseling
Department of Educational Psychology & Counseling
California State University, Northridge**

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INTRODUCTION

This Guidebook provides information about the School Counseling Program in the Department of Educational Psychology and Counseling at California State University, Northridge. The Guidebook is intended for prospective graduate students, graduate students currently enrolled in the School Counseling master's degree and credential programs, and school counseling fieldwork supervisors. The Guidebook provides information that will enable students to navigate through the program with an understanding of program requirements, department procedures, and credential application processes. The Guidebook also provides information on fieldwork requirements and activities, and responsibilities of students and field supervisors in the fieldwork experience. The Guidebook further answers many questions about school counseling positions and job eligibility.

MISSION OF THE CSUN SCHOOL COUNSELING PROGRAM

CSUN faculty have worked collaboratively with a team of school counselors, school administrators and teachers, and parent center directors to develop the following mission statement that guides the purpose and direction of the school counseling program:

The CSUN School Counseling and Guidance Program in the Department of Educational Psychology and Counseling is a multi-disciplinary team effort designed to ensure that participating students are driven by a vision for educational equity and excellence to achieve high academic performance and professional competencies to plan, organize and implement comprehensive, results-based school guidance programs that promote high academic achievement and preparation for success in a 4-year college or university among pre-K through 12th grade public school students.

Courses, field work and relationships that comprise the School Counseling and Guidance Program are grounded in and infused with the following philosophical themes:

- **Social Justice**

School counselors are responsible for recognizing issues relating to implicit and explicit social and educational inequities across ethnic, racial, cultural, socio-economic and sexual groups and developing strategies and actions to impact and modify individuals, schools, families and community environments to eradicate such inequities and ensure every student reaches high academic performance, learning success and excellence.

- **Advocacy:**

All children are capable of learning and succeeding in schools and universities, establishing successful careers, and productive and meaningful lives. Counselors are responsible for identifying impediments to these realities, clarifying the impact such impediments have on students and society, and planning and carrying out individual, group and system level changes for removing these impediments and enabling student to achieve at high levels.

- **Leadership**

School counselors demonstrate understanding and competence in using models and skills of educational and organizational leadership and initiate collaborative efforts that result in high student achievement and success in schools, families, and communities.

- **Multicultural Awareness**

The communication and action of school counselors demonstrate understanding of and sensitivity to issues of ethnicity, race, culture, socio-economic status and class particularly as related to educational equity and student academic success. School counselors promote positive and constructive inter-group relations among school staff and students, parents, family and community members through communication, education and training in order to optimize student learning and success.

- **Community**

School counselors understand that student academic achievement requires the active support of parents and family members as well as business and community institutions and agencies and demonstrate competencies to maximize that interconnectedness for promoting educational excellence and student success.

- **Development and Learning**

School counselors understand developmental issues related to learning and achievement and work with school staff, parents, family and community members to build understanding of these processes that leads to learning, high academic achievement and success among pre-K-12 students. Based on such knowledge, school counselors work with school staff to ensure the application of appropriate and effective instructional strategies, curriculum and educational programs that these outcomes.

- **Teamwork**

School counselors demonstrate understanding of the principles of teamwork and collaboration and demonstrate competence in serving as team member and team leader in efforts to increase student academic achievement and educational excellence.

- **Use of Data and Technology**

In all their work to promote student academic achievement and success, school counselors use data and technology to identify learning and achievement needs, to raise issues of equity, ethnicity and class, to provide information access, to clarify the impact of programs and interventions, and to evaluate learning and achievement outcomes of programs and services. School counselors are competent in all phases of data use and related technology including data collection, organization, evaluation, interpretation, dissemination and presentation and use these skills in promoting high student achievement and success.

PHILOSOPHY OF THE SCHOOL COUNSELING FACULTY

We believe that all students can learn regardless of socio-economic condition, cultural heritage, family background, parent education, neighborhood condition, or social relationships. As school counselors, we are committed to organizing and/or providing the supports all children need to learn and achieve at high levels. We believe that school counselors are leaders for school improvement and reform and work with teachers, administrators, parents and students to establish high levels of achievement for all students. They do this through several functions including individual counseling, group counseling, career development programs, and providing information and encouragement to attend colleges and universities, academic support programs, crisis intervention, suicide prevention, and prevention/education programs aimed at assisting students to positively and constructively adjust to significant life issues such as parental separation and divorce, death and dying of significant others, mental and emotional problems such as eating disorders, depression, anxiety, conduct disorders, and others.

GRADUATE PROGRAMS IN SCHOOL COUNSELING

The CSUN Department of Educational Psychology and Counseling offers two formal graduate programs in school counseling: a Master of Science Degree Program and a Pupil Personnel Services (PPS) Credential Program. The Master's degree requires enrollment in courses for a Graduate Project or Thesis and completion of the project or thesis. The Credential program does not have this requirement. Graduates of both programs are qualified to obtain the Pupil Personnel Services Credential with a Specialization in School Counseling for the State of California. This credential is required for any person working as a school counselor in California public schools. The school counseling program prepares graduates for employment as school counselors in educational settings including pre-K-12-adult public and private schools.

ACCREDITATION

The CSUN School Counseling Program has accreditation with the only national accrediting agency for counseling programs, the Commission for the Accreditation of Counseling and Related Educational Programs (CACREP). With this accreditation, the CSUN Master's degree in School Counseling is recognized throughout the United States as a program of high standards and quality preparation for school counselors. Most states will accept the Master's degree from CSUN as sufficient preparation for their school counseling credentials. Some states may require additional coursework in state laws pertaining to schools. To maintain CACREP Certification, students must complete all requirements of the Master's program.

The nationally accredited degree program at CSUN qualifies M.S. graduates to take the National Board for Certified Counselors (NBCC) examination. A passing score on the examination results in the issuance of the NBCC Certificate as a Nationally Certified Counselor. This certificate identifies the holder as having attained the nation's highest level of preparation and professional performance in counseling.

MASTER OF SCIENCE DEGREE PROGRAM IN SCHOOL COUNSELING

The Master's degree program is titled "Master of Science in Counseling with a Specialization in School Counseling." The program consists of 55 units of coursework, 100 hours of practicum experience and a minimum of 600 hours of fieldwork. Twenty-eight (28) units of coursework are covered in 10 courses and are considered "core" courses in that they are common to all department M.S. degree counseling programs. This includes a course for the Thesis/Graduate Project (EPC 698C). Twenty-seven (27) units or 9 courses are specialized courses in school counseling. For a listing of courses required for the Master's degree, see Courses Required for the Master of Science Degree Program in School Counseling in Appendices I and III.

PRACTICUM EXPERIENCE REQUIREMENTS

Students enrolled in the school counseling program must complete a total of 100 clock hours of practicum experience in the first year of the program. This experience is obtained in conjunction with the first year practicum courses (EPC 659A: Practicum in Counseling - Communication; and EPC 659B: Practicum in Counseling - Skills). Practicum experience includes counseling experience with a fellow student (peer), observation of counselors in schools, classroom observations, and at least 40 hours of experience providing direct school counseling services to pre-K-12 students. The 100 hours of practicum experience must be completed before obtaining fieldwork experience.

FIELDWORK EXPERIENCE REQUIREMENTS

Students must complete a total of 600 clock hours of supervised fieldwork experience that is begun after successful completion of the practicum experience in the first year of the program. A minimum of 200 hours of fieldwork must be obtained at each of two school levels (i.e., select two of the three levels – elementary, middle, high school). A minimum of 400 hours must be in public schools working in a professional school counseling environment

Two hundred (200) hours *may* be obtained in settings other than public schools. As examples, students may obtain fieldwork service experience at one or more of the following placement centers: 1) the Valley Trauma Center, the department sponsored rape family services program to prevent child abuse or the crisis and sexual assault treatment and prevention program for the community; 2) the Mitchell Family Counseling Clinic, the department's public mental health service clinic; 3) a private school; 4) a university or college counseling center or program addressing the needs of at-risk college students; 5) a community mental health center. While 600 hours of fieldwork define the minimum requirement, students are expected and encouraged to do more than the minimum number of hours. Also, while 400 hours of field experience must be in public schools at two school levels, students are encouraged to complete more than the minimum and obtain experience at all three school levels.

Diversity Experience. Up to one hundred fifty (150) clock hours of the fieldwork requirement must be devoted to issues of diversity. This may be satisfied with up to 100 clock hours in a diversity program or with the development and implementation of a program that addresses diversity issues. Graduate students must complete at least fifty (50) clock hours working with at least 10 pupils (individually or in a group) of a racial and ethnic background different from one's own. All 150 hours of diversity experience may be obtained through working with students of a racial/ethnic background different from one's own.

Fieldwork experience must be supervised by a professional school counselor who holds the Pupil Personnel Services Credential in School Counseling with the State of California. Up to 200 hours of fieldwork experience may be completed in a setting other than a public school (i.e. alternate field site) and must be supervised by a person holding a mental health license (MFT, LCSW, Psychology, Psychiatry) or a credential/certificate or position appropriate to that setting. A Coordinator of the School Counseling Program must approve any and all alternate field sites and field supervisors at such sites. A copy of the supervisor's license or other certificate may be required.

PROGRAM FOR THE PUPIL PERSONNEL SERVICE CREDENTIAL IN SCHOOL COUNSELING

The Credential Program in School Counseling consists of 55 units of coursework. CACREP accreditation requires that the credential program be the same number of units as the Master's degree. Courses required for the credential program are the same as those required for the M.S. degree with one exception. The M.S. program requires one course for the thesis or graduate project (EPC 698C), whereas this course is not required for the Credential. In place of this course, students enrolling only for the credential complete 3 units of an elective course. The same number of practicum and field work hours is required of Credential-only students (55). For a listing of courses required for the PPS Credential, see the list of Courses Required for the Pupil Personnel Services Credential Program in School Counseling in Appendices II and III. Please be advised that students must complete all requirements of their master's degree program, including coursework, culminating activity, and other programmatic requirements, in order to receive the master's degree and be recommended for the PPS credential authorizing school counseling.

Typically, students who enroll for the Credential program without obtaining the Master's Degree in School Counseling do so because they already have a Master's degree in another area or want to obtain the Master's degree in another area (e.g. Marriage and Family Therapy, Career Counseling, or College Counseling).

PERSONAL COUNSELING REQUIREMENT

Students enrolled in the Master's degree or Credential program in school counseling are required to receive at least 8 clock hours of individual counseling experience or 16 clock hours of group counseling experience as a client. This experience must be completed during the first year in the program and prior to completion of EPC 659B: Practicum in Counseling-Skills. Personal counseling is intended to give students direct experience in working as a client in a counseling relationship, and to facilitate personal exploration and reflection that leads to learning and growth. The experience, learning and skills gained are considered essential for professional counselors. Students are encouraged to obtain more than the minimum counseling hours required. To verify completion of this requirement, graduate students must complete the *Verification of Personal Counseling* form (See Appendix IV) and turn it in to their practicum course instructor (EPC 659A, EPC 659B). The therapist/counselor/psychologist as well as the student should sign the form.

PROFESSIONAL WORKSHOP ATTENDANCE REQUIREMENT

Graduate students enrolled in the school counseling and other department programs are required to attend four professional workshops before completing the EPC 659D: Fieldwork in Counseling course, one workshop each semester. Each workshop must be a minimum of four hours in length. Workshops should be taken in conjunction with practicum and fieldwork courses with one workshop taken in each semester course. The Department Center for Research, Development and Services provides workshops with reduced student fees. A pamphlet of Center workshops is distributed in classes early in each semester. Students must complete the

Professional Workshop Attendance Verification Form (See Appendix V) and give it to their practicum or fieldwork course instructor to receive credit for workshop attendance.

SCHOOL COUNSELING PROGRAM DEPARTMENT OFFICE

The office for the School Counseling Program is the office for the Department of Educational Psychology and Counseling, Room 1218 in the Education Building (ED). Office hours are 8 a.m. to 5 p.m. Monday through Friday. The office is closed for holidays and university vacation days. Office phone numbers are: (818) 677-2599; 677-2601. Fax: (818) 677-2544.

SCHOOL COUNSELING PROGRAM COORDINATORS AND SUPPORT PERSONNEL

Coordinators of the School Counseling Program provide information, advisement, counseling, and support for students interested or involved in the program. Coordinators teach courses in the school counseling program, organize and participate in the selection of students, chair student committees for culminating activities (graduate project, thesis, comprehensive examination), review student programs to certify successful completion, and make policy and procedural decisions regarding the school counseling program and students.

Coordinators for the School Counseling Program:

<p>Tovah Sands, Ph.D. Room 2236, Education Building (818) 677-3197 email: tovah.sands@csun.edu</p>	<p>Shyrea Minton, Ed.D. Room 3128, Education Building (818) 677-4976 email: shyrea.minton@csun.edu</p>
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Other Support Personnel for the School Counseling Program:

<p>Chair, Department of Educational Psychology and Counseling Shari Tarver-Behring, Ph.D. Education Building 1218 Telephone: (818) 677-2601</p>	
<p><u>Graduate Coordinator</u> Merril Simon, Ph.D. Education 2222 Telephone: (818) 677-2558</p>	<p><u>Administrative Support Coordinator</u> Maria King Education 1218 Telephone: (818) 677-2601</p>
<p><u>Administrative Support Assistant</u> Ariana Gonzalez Education 1218 Telephone: (818) 677-2599</p>	<p><u>Graduate Advisor</u> Shannon Sexton Education 1223 Telephone: (818) 677-5719</p>

Ms. Gonzalez is the main contact for student files, information and forms for graduate students in the program. She also processes applications and student files.

COURSE INSTRUCTORS FOR THE SCHOOL COUNSELING PROGRAM

The following full time faculty members teach courses in the school counseling program. The name of each instructor is followed by their area of specialization, the title of the school counseling course(s) they usually teach, their office and phone numbers.

Name/Title	Area of Specialization	Courses Taught in School Counseling	Office and Phone Numbers
Peter Goldschmidt, Ph.D.	Educational Psychology Program Evaluation	EPC 602: Educational Research EPC 684: Educational Program Evaluation and Assessment	ED 2233 (818) 677-4699
Adele Gottfried, Ph.D.	Educational Psychology	EPC 607: Motivation and Learning	ED 3132 (818) 677-2032
Shyrea Minton, Ed.D. Co-Coordinator, School Counseling Program	School Counseling	EPC 659 C, D EPC 643: Diversity in Counseling EPC 621: Collaboration & Consultation for Sch. Couns. EPC 655: Counseling Theories; EPC 682: Foundations of School Counseling	ED 3128 (818) 677-4976
Tovah Sands, Ph.D. Co-Coordinator, School Counseling Program	School Counseling	EPC 659 A,B,C,D: Practicum and Fieldwork in Counseling EPC 658: Group Counseling EPC 682: Foundations of School Counseling	ED 2236 (818) 677-3197
Shari Tarver-Behring, Ph.D. Chair, EPC Dept.	School Consultation Special Education Counseling	EPC 659A,B,C,D:Practicum and Fieldwork in Counseling EPC 648: School Consultation	ED 2238 (818) 677-2545

APPLICATION REQUIREMENTS TO THE SCHOOL COUNSELING PROGRAM

Applicants for graduate study must submit an application to the department and a graduate application to the University. Three prerequisite courses for the school counseling Master's degree and Credential programs must be completed with a grade of "B" or better: EPC 430, Child Development OR EPC 314, Psychological Foundations of Education; EPC 451, Introduction to Counseling and Guidance; EPC 600, Educational Statistics. Applicants who lack experience in public schools must take EPC 314. All applicants must pass the university Upper Division Writing Proficiency Examination (UDWPE). Three letters of recommendation and a resume are required. The Graduate Record Examination (GRE) or the Miller's Analogy Test (MAT) must be taken with a score of 50 percentile or better in any one section if the applicant's undergraduate GPT is below 3.0. The GRE/MAT requirement can be waived (see below).

In addition to the above requirements, students must complete a structured interview process. Selection of students is made by the school counseling program coordinators based on evaluation of written application material and the structured interview. Interviews are conducted by teams comprised of CSUN faculty who teach courses in the school counseling program, school counselors or other school personnel in the field, and advanced graduate students. University faculty and school counseling program coordinators review and evaluate written application material. Admission to the school counseling Master's and credential programs requires a formal letter of acceptance from a program coordinator.

WAIVER OF GRE/MAT SCORE

The GRE/MAT requirement can be waived, but one of the tests must be taken before a waiver can be requested. To waive the GRE/MAT requirement, complete the form for this waiver and submit it to the department Graduate Coordinator or the office secretary. The form can be obtained in the department office (ED 1218) or from the Graduate Advisor. Written support for the waiver must be obtained from at least 2 department faculty members.

SUBSTITUTION OF PREREQUISITE COURSES

Applicants can apply to substitute courses taken at other academic institutions or in other university departments for prerequisite courses. To maintain currency, courses must have been completed within seven years of the application to the program. A Request for Pre-Requisite Course Substitution form is included in the application packet, is accessible online at www.csun.edu/edpsy/forms, and can also be obtained from the department office. Submit the course substitution form to the department office with your application.

MAIL AND PHONE COMMUNICATION

Messages for faculty can be taken on their office phone numbers listed above. Department and program faculty and the Department Chairperson can also be contacted through the department office at (818) 677-2599 or at (818) 677-2601. Mail, papers and other written communication can be placed in faculty mail boxes in ED1116. Written documents may also be given to the department secretary who will see that they are placed in appropriate mail boxes. Faculty office hours are posted on the bulletin boards outside their offices. A bulletin of faculty office hours, phone numbers and email addresses is also published each semester and is available in the department office.

STUDENT ADVISEMENT

All Coordinators of the school counseling program can serve as student Advisors throughout the graduate program. Instructors for the EPC 659A Practicum course serve as assigned Advisors for students during the first academic year. Students may elect to retain this instructor as their Advisor throughout the graduate program. Department faculty instructors for the EPC 659C & D courses also provide advisement during the second academic year. It is strongly recommended that students obtain advisement in the school counseling program from one of the school counseling program coordinators rather than a part time instructor or other faculty member of the department.

COHORT GROUPING FOR THE MASTER'S PROGRAM IN SCHOOL COUNSELING

Students in the Master's degree program are organized as a cohort group for all program courses. Special sections of core courses are established for school counseling students. When taking core courses, students must enroll in those sections designated by course ticket number

and instructor for the school counseling program. While these courses cover core areas of counseling, much of the course content and application is oriented towards school counseling unlike other department core courses. Students enrolled in the Pupil Personnel Services Credential Program in School Counseling are strongly recommended to take school counseling sections of core courses as frequently as possible to obtain the special orientation to school counseling in those classes. The school counseling cohort meets for classes on Mondays and Wednesdays with classes scheduled at 4:00 p.m. and 7:00 p.m. Course instructors are required to provide a 10 minutes break for every class hour although instructors may contract with students regarding break periods and class ending time.

UNIVERSITY COURSE CREDIT

Academic credit for fieldwork is given as part of the practicum and other program courses. Students earn a letter grade for first year practicum courses (EPC 659A & B) according to their performance in both classroom and fieldwork assignments. A grade of “Credit” or “No Credit” is assigned for the completion of second year fieldwork courses (EPC 659C & D) according to student performance in class and in the field. Instructors of other program courses provide letter grades for activities and practices required as part of those courses.

COURSE GRADING, PROBATION AND DISQUALIFICATION

Grades for graduate level courses are typically assigned and considered differently from grades in undergraduate classes. Whereas a grade of "C" is the considered average in undergraduate courses, the average in most graduate courses is "B". The grade of "A" is typically assigned for work that is outstanding and above the typical level of graduate performance. The grade of "B" reflects satisfactory graduate work. Grades of B- and below (C+, C, C-, D+, D, D- or F) are considered to indicate work below acceptable levels for graduate work. Students are expected to maintain a grade point average of B (3.0) or better in graduate courses. Students taking courses for the PPS Credential only must maintain a 2.75 GPA. Grade averages that fall below these levels will result in the student being placed on probation by the Graduate Division of the university. To be removed from probation, students must earn sufficient grade points in the following semester to raise their GPA to 3.0 or above. Failure to do so will result in disqualification from the program.

Once disqualified, the student must formally petition to be reinstated as a graduate student. If the GPA is below the minimum, the student will not be allowed to enroll except under special circumstances requiring the approval of the Associate Vice President of Graduate Studies. Additional information regarding the reinstatement process is available from the Graduate Studies Office.

DEFINITION OF TERMS

This handbook uses the following definitions and terms:

Candidate

All graduate students accepted into and enrolled in the master degree program and the credential program in school counseling are considered "candidates" for the Pupil Personnel Services Credential in School Counseling for the State of California. Students remain candidates until

they apply for either the Internship Credential in School Counseling or the Pupil Personnel Services Credential in School Counseling.

School Counseling Trainee

A trainee is a graduate student who is: 1) currently enrolled in the Master's degree or the credential program in school counseling; 2) has completed no less than twelve semester units of coursework; and 3) is working in the field gaining practicum or fieldwork experience.

School Counseling Intern

An intern is a graduate student who is: 1) currently enrolled in the Master's degree or credential program in school counseling; 2) has completed 100 hours of practicum experience and at least 100 hours of field experience; 3) has completed one year or 24 semester units of coursework in school counseling; and 4) has applied for and received the Internship Credential in School Counseling from the credential granting agency for the State of California. Practicing school counselors and supervisors of school counseling trainees have traditionally identified any graduate student working on fieldwork as an intern. While this is a colloquial use of the term, the official title of "intern" is reserved for students who have been granted the internship credential. A graduate student does not have to obtain the internship credential in order to complete requirements for the Pupil Personnel Services Credential in School Counseling. School Counseling Interns are entitled to be employed as school counselors by a school district that holds an internship agreement with the CSUN School Counseling Program. The Internship Credential enables a student to be so employed while completing the school counseling credential program.

Practica/Practicum

Practica consists of a series of supervised experiences that occur in classroom, laboratory and field-based settings, and provide for the application of knowledge and the development of skills. One hundred (100) hours of practicum experience at a PreK-12 school site must be completed prior to the beginning of field experience and by the end of the first year. Practicum experience is obtained while enrolled in EPC 659A: Practicum in Counseling - Communication.

Fieldwork

Fieldwork is the major experience in training school counselors. Fieldwork refers to the student's placement experience in schools or community settings after 100 hours of practicum experience has been completed. Fieldwork experience is obtained upon completion of EPC 659B and typically in the second year of the program in conjunction with the Fieldwork in Counseling courses, EPC 659C and EPC 659D. Fieldwork is synonymous with "fieldwork experience." While obtaining fieldwork hours, students must be enrolled in a fieldwork course.

Traineeship

This refers to the supervised fieldwork experience required of all school counseling trainees/candidates. This fieldwork is sometimes inaccurately called an internship.

Internship

The supervised fieldwork experience obtained by a graduate student who has been granted an Internship Credential in School Counseling from the Commission on Teacher Credentialing.

Supervisor

A school counseling professional who holds the Pupil Personnel Service Credential in School Counseling and who is qualified to supervise the fieldwork experience of school counseling

trainees and interns. The supervisor is also known as the *field supervisor*, *field site supervisor*, *fieldwork supervisor*, *fieldwork site supervisor*, *on-site supervisor*, and *site supervisor*.

Support Services

Support services in California public schools refers to school counseling, school psychology, school social work and child welfare and attendance. All support personnel working with K-12 students in schools are legally required to hold a valid and current credential in Pupil Personnel Services. Support services may also include school nursing although school nurses do not come under the PPS Credential.

SCHEDULE OF CLASSES

Each semester the university publishes an online Schedule of Classes through SOLAR. This is a listing of courses including university course titles and numbers, ticket numbers used for registration, days and times for class sessions, and faculty assigned to teaching the course. Check the bulletin board just outside the department office (ED 1218) for updates of the Schedule of Classes. There may be changes to the Schedule of Classes so students are advised to check the schedule posted on SOLAR before and after registering for classes.

REGISTERING FOR PRACTICA, FIELDWORK, AND OTHER CLASSES

Students must sign up for practica and fieldwork courses in the EPC Department Office during prior to registering for these courses. Beginning first year students will receive information about this required sign-up by mail. Second and third semester students will be notified by the practicum and fieldwork course instructors about the time period for enrollment. Specific sections of EPC 659 A, B, C and D are designated for school counseling students. Students enrolled in the school counseling program must enroll in one of these sections. Class registration is then completed through university website registration (using the SOLAR system) in the usual manner.

AUDIO & VIDEO RECORDING FOR PRACTICA AND FIELDWORK

Students are strongly recommended to obtain an audio recorder with a high sensitive external microphone for recording counseling practice interactions. Reviewing counseling practice sessions greatly increases learning and performance. Audio and video recordings of counseling practice are required for the EPC 659A and 659B Practicum courses and EPC 659C and 659D Fieldwork courses.

Videotapes/DVDs of peer counseling practice interactions can be made in a professional facility on campus at no charge, the Classroom Video Studio at Information Technology Resources. Contact information:

Media Production Specialist
Information Technology Resources
Basement of Oviatt Library, Room 32
Telephone: (818) 677-3592

Hours: 7:30 a.m. to 4:40 p.m., Monday through Friday; some Thursdays open to 8:00 p.m. Students need to call about one week in advance to arrange an appointment. Filming is done by a trained operator. Students should allow about one hour to one-and-one-half hours for

video recording. Two trainees can be recorded in 20-25 minute periods alternating as counselor/counselee. Each student must bring his/her own videotape/DVD. When taping counseling interactions in schools, follow school guidelines for obtaining appropriate student and parent permission and instruction for school recording equipment.

GRADUATE STATUS

The Office of Graduate Studies provides an information booklet titled **The Graduate Student** that provides detailed information about status and responsibilities as a graduate student. The booklet can be obtained in the Office of Graduate Studies, Research and International Programs located in room 265 of University Hall. An individual may be admitted as a graduate student in one of four categories: classified, conditionally classified, post baccalaureate classified, or post baccalaureate unclassified.

Classified graduate students are those who have met all criteria for classification in the school counseling program. This includes successfully completing program entry requirements and courses EPC 659A and EPC 655 in the fall semester. Program entry requirements include a bachelor's degree from an accredited institution with a grade point average of 2.5 or higher, successful completion of prerequisite courses, a passing score on the Writing Proficiency Examination and a score at or above the fifty percentile on the GRE/MAT. Students who have an undergraduate Grape Point Average of 3.0 or higher are exempt from meeting the GRE/MAT requirement. The GRE/MAT must be completed with appropriate scores or a waiver must be approved if a sufficient score has not been obtained (See GRE/MAT Waiver). An applicant to the program with an undergraduate grade point averages below 2.5, can be admitted to the program. However, such applicants must obtain an approved waiver of the 2.5 GPA requirement once they are admitted.

Graduate students who have met all the criteria for classification will be provided "The Request for Classification Form" in the EPC 659A Practicum class. Both the graduate student and the Program Advisor must sign this form. The Request for Classification Form identifies the courses that must be completed for the Master's degree. Once this form has been submitted to the department office and all classification criteria are met, students are classified by the Graduate Division as Advanced to Candidacy for the Master's degree in school counseling. Classified students in school counseling are automatically accepted as candidates for the Pupil Personnel Services Credential in School Counseling.

A **conditionally classified** graduate student is one who has been accepted into the Master's degree program but has not yet met all classification criteria. You must request classification with the Request for Classification form available from the department office or the Graduate Coordinator.

A **post baccalaureate classified** student is one who has been accepted to the Pupil Personnel Services Credential program in school counseling. All credential-only students are advised to contact the Credential Preparation Office.

An individual admitted as a **post-baccalaureate unclassified** (PBU) student, has been admitted without a degree or credential objective and is taking prerequisite courses or courses for personal or professional enrichment. Students are typically identified in this category until the end of the first semester when more formal classification ensues.

Individuals may not take courses in any graduate program until they have been formally admitted into a program.

TIME LIMIT FOR PROGRAM COMPLETION

Students must complete requirements for the degree within seven calendar years from the year they were admitted to a program. Courses that were completed more than seven years prior to the date on which all requirements for the degree or credential are completed cannot be counted to meet unit requirements unless the student can show current knowledge in the content of the outdated course by written examination for each course in question. A maximum of nine units taken in residency at CSUN may be validated in this manner.

Students only pursuing the Pupil Personnel Services Credential in School Counseling have ten years to complete coursework. Coursework over ten years old will be considered expired unless the academic department specifies a lesser time. Professional education courses completed more than ten years prior to the date of application for a credential cannot be counted to meet credential requirements.

LEAVE OF ABSENCE FROM THE PROGRAM

Graduate students in good standing may take up to a two-semester leave of absence. Though no formal approval is required, students should inform the department office and a Coordinator of the school counseling program in writing. In addition, contact the Office of Graduate Studies for advisement ((818) 677-4800).

STUDENT MENTORING PROGRAM

The school counseling program provides each beginning graduate student with an advanced graduate student as a mentor. Mentor relationships are organized in the first Practicum course (EPC 659A – Practicum in Counseling). Second year and advanced students enrolled in the Fieldwork in Counseling courses (EPC 659C & D) serve as mentors and are assigned first year students as protégés. Supervision for mentoring is provided by instructors for the Fieldwork in Counseling courses. Mentoring relationships are designed to provide support for students through the first year of the graduate program. Many relationships continue through the second year and into initial employment in the field. Time spent in mentoring activity should be recorded on the School Counseling Fieldwork Log (see Appendix XI).

PROFESSIONAL PORTFOLIO

Students should maintain a Professional Portfolio during the course of their graduate studies and professional preparation. Elements of the portfolio will be introduced in the first program course, EPC 682: Foundations of School Counseling. The portfolio should include the following: a cover letter; resume; professional fieldwork and internships; copies of practicum and fieldwork evaluations; documentation on courses completed; membership in professional organizations; significant leadership experience in schools; letters of recommendations; documentation of honors, awards and grants; publications; community involvement/volunteer service; mentor/protégé experience; workshops, training sessions, staff development sessions and conferences attended; technology applications and skills; sample materials of a guidance

curriculum unit, a guidance/career center plan, comprehensive guidance and counseling program, presentations and writing sample; and a statement of professional/personal philosophy of school counseling.

PROFESSIONAL ORGANIZATIONS

Students are required to join a professional organization and participate in the benefits they provide. Professional organizations support legislative efforts at the state and national level that are in the interest of school counseling and school counselors. Professional organizations offer different types of reasonably priced insurance through their ability to secure group rates and keep members informed on important issues. Counseling professional organizations provide professional development workshops, conferences and institutes. Publications keep members abreast of current issues and trends in the field. Following are recommended professional organizations:

<p>American Counseling Association (ACA) 5999 Stevenson Ave. Alexandria, VA 22304 Telephone (800) 347-6646 x222 Website address: www.counseling.org Student membership fee: \$ 95</p>	<p>California Counseling Association P.O. Box 5700 Oakland, CA 94605 Phone: (510) 500-4477 Toll Free: (866) 460-0945 Website address: www.cacounseling.org Student Membership Fee: \$35</p>
<p>American School Counselor Association 1101 King Street, Suite 625 Alexandria, VA 22314 Telephone: (800) 306-4722 Website address: www.schoolcounselor.org Student Membership Fee: \$69</p>	<p>California Association of School Counselors P.O. Box 1647 Duarte, CA 91009-4647 Telephone: (909) 815-5222 Website: www.schoolcounselor-ca.org Students Membership Fee: \$45</p>

CULMINATING PROJECT/THESIS

All students in the school counseling Master’s degree program must complete a graduate project, thesis or comprehensive examination as a demonstration of their ability to conduct professional work in the field. The graduate project, thesis or comprehensive examination must be related to the work of the school counselor or relevant to counseling and guidance programs in schools. Students are encouraged to organize a project or thesis in relation to a program, service, or activity at one or more school sites. The culminating experience could consist of an action research project that demonstrates knowledge of both theory and practice. Background for the project or thesis will be provided in the second semester course EPC 602: Educational Research. Students are encouraged to apply the requirements of this course to their work on the project or thesis. Further support is provided in EPC 684: Educational Program Evaluation and Assessment, which is offered in the fall semester of the second year. Students who have not identified a project or thesis area up to this point are strongly encouraged to do so during the semester of this course and use the course requirements to address project/thesis elements. Graduate Studies publishes information on culminating activities giving due dates and times for submission of documents on their website. In addition, the department has a document on the Thesis/Graduate Project/Comprehensive Examination that gives detailed information and

guidelines (see "EPC Student Guide to the Culminating Experience" under Resources at the department website (www.csun.edu/edpsy/).

Definition of a Thesis Project

A project is a program, service, activity or document designed for pre-K - 12 students, parents, school teachers, counselors, and/or administrators. The project may consist of the outline or curriculum of a program or activity. A project can also consist of a needs assessment, or an informal evaluation of a program. A summative evaluation of the project is strongly encouraged

Definition of the Thesis

A thesis consists of a hypothesis and formal experimental research design for testing the hypothesis. Theses will typically employ experimental and control groups in an attempt to answer questions posed by the hypotheses. Comparative studies might assess the responses of different groups (e.g. a group of students who complete a course in study skills vs. a group who has not completed such a course). A longitudinal study might examine a group of students at different points of time who receive a particular learning experience (e.g. tutoring, instruction in study skills). The thesis includes the gathering of data and typically more sophisticated statistical analysis than may be evident in a project.

Guiding Committee for the Project/Thesis

Students will organize a group of three individuals to serve as a support and review committee for the project or thesis. The committee should include at least two full-time EPC department faculty members. One member of the committee may be a school administrator, counselor, teacher, parent center director, or community agency director/professional. Part-time instructors at the university may sit on culminating project committees. One full time faculty member will be designated as Chair for the project/thesis. The organization of the committee should be made early in the development of the work to ensure all committee members have opportunity for input to the design and implementation.

Guidelines for the Culminating Thesis Project

Since both the project and thesis involve the evaluation of a defined program, the term “project” will be used to identify both works.

The written product for the culminating project will include the following:

1. An Abstract providing a brief overview of the project.
2. An Introduction (Chapter 1) that explains the general description of the project, the intent of the project, a brief presentation of the background for the project, the project rationale, any relevant hypotheses, and definitions of terms pertinent to the project.
3. A Review of the Research Literature (Chapter 2) that presents related findings from research in the area, theoretical, descriptive studies and other writings that illuminate background and support for the project.
4. An explication of Procedures or Methods (Chapter 3) employed in conducting the project including administrative and other support and approval for the project, a description of the subjects or who was involved, the type of information and data gathered, the time frame for

the project, a description of program content (if relevant), and a description of data analysis procedures employed.

5. A presentation of Findings or Results (Chapter 4) of the project including a summary and analysis of data gathered, relevant responses of participants, and a summary of the presentation of the project to interested parties (e.g. school administrators, school counselors, teachers, parents, students, community members). Chapter 4 will also include the Discussion section, which involves the related project outcomes including implications for further application or use of the project and recommendations for future research and/or investigation.

General Considerations

1. The project should provide a meaningful contribution to the mission of schools and school counseling.
2. Consideration should be given to including or focusing on student populations in greatest need. Such populations might include students and/or parents of color or from poor economic conditions.
3. A needs assessment should be included with consideration given to the gathering of data.
4. Learning and achievement outcomes of the project should be examined.
5. Consideration and effort should be given to the involvement of or focus on parents and families.
6. Copies of model projects are available via the Oviatt Library.
7. The Chair of the Project Committee is the final arbiter for issues, problems, concerns, and decisions regarding the thesis in line with the requirements of the Graduate Division.
8. Students will benefit by coordinating project work with fieldwork placements, school needs for program development and evaluation, and university course requirements.

Project Requirements

1. Students are responsible for requesting faculty or other professionals to participate on their the Project Committees. The title of the project and the names of the committee chair and members must be submitted on the *Thesis/Graduate Project Planning Form*. Obtain the form in the department office. Format guidelines for the preparation of theses or projects are available in the Graduate Studies Office and on their website.
2. Students should initiate the thesis project two semesters prior to their anticipated date of graduation.
3. Students are expected to enroll in EPC 698C during the time they are working with faculty in the planning, design, organization, implementation, evaluation and written preparation of the project. Students may enroll in EPC 698C for each of two semesters. If more time is required for completion of the project, students will enroll in EPC 699C. The Chair of the Project Committee is the designated instructor for the EPC 698C and EPC 699C courses.
4. Support for the project may be obtained from school administrators, parents, and others important to the design, organization, implementation and outcomes of the project. Such support should include the gathering of ideas, information and concerns that should be included or addressed.

5. The project should include a symposium or presentation to individuals affected by or interested in the outcomes. Such a group would include university faculty and representation from school administration. Representation might also beneficially include parents, counselors, teachers, K-12 students and/or fellow school counseling graduate students. Family members and friends may be invited with approval of the project chair. The written report of the project should include a summary of the presentation and participant reactions in the Discussion section, Chapter 5.
6. The written report of the project should include the author's reflections on what was learned, areas of professional growth affected and implications of the project for future work in the profession of school counseling. Included should be the influence of the project on leadership development. Present this information in the Discussion section, Chapter 5.
7. Students should provide written products to all committee members with sufficient time for review, comment and rewriting (i.e. at least 4 weeks). Written portions of the project should be submitted on a regular basis to committee members.
8. Students are responsible for deadlines established by the Division of Graduate Studies. An appointment must be made with the Graduate Division (Phone: (818-677-4800) at least one month prior to the deadline for submitting the project/thesis to obtain information regarding the format and presentation of the final product. Each project/thesis will be bound with a copy provided to the committee chair and the library. Students are responsible for submitting the required number of copies of the final product to the Graduate Division and established fees.

INTERNET ACCESS

Current full- or part-time CSUN student, faculty or staff member must obtain a CSUN campus account, which may be used to access email and other Internet resources. Computers are available to students in the College of Education. Obtain the room numbers and access codes from the secretary in the Department Office (ED 1218).

Instructions for Obtaining a Campus Account for Email and Internet Access

To obtain and use a campus account you must agree to abide by the "University Policy for Use of Computing Resources" which can be found on the Web at:

<http://www.csun.edu/studentaffairs/sait/policies.htm>

Make sure you know your student ID and University PIN. You will be asked to provide these so that the system can verify your University status. If you don't have or don't remember your PIN contact Admissions & Records. Think of a 6-8 character password that contains:

- * At least two alphabetic characters
- * At least one number
- * At least one of the following special characters: ! \$ & * < >

You will be asked to specify a password during the account creation procedure, and you will have to use that password whenever you want to access your account. If for any reason you do not complete the account creation procedure, you can simply start again when you're ready.

The process described below initiates the activation of your campus account. **The account will be ready to use in approximately two hours.**

1. On any campus network-connected computer — such as those in [open access computer labs](#), located in the University Library (Collaborative - 3rd floor, East wing) and in Sierra Hall 392 and 396 — open a web browser (e.g., Netscape or Internet Explorer) and go to the following location: <http://www.csun.edu/account>
2. Enter your student ID and PIN in the appropriate boxes and click the **LOG IN** button to enter the account utility.
3. If your ID and PIN are valid, you'll see an options menu. Choose (click) **Create an Account** to initiate the activation of your account.
4. Finally, specify a password. Enter the desired password twice in the text boxes provided and then click the **SUBMIT** button.
5. If you entered a valid password, you'll see a page containing your account information (including email address), some useful notes about using your account, and reference to the website where you can find technology training guides. Be sure to write down the information — or print the page — for future reference.

If you have questions about the procedure, please telephone ITR's Help Desk at campus extension 1400.

RULES AND REGULATIONS

Full explanations of the following rules and regulations can be found in the current University Catalog. As a graduate student, it is your responsibility to know the rules and regulations governing your graduate program.

- No more than 12 units of course work approved for your program are to be completed prior to classification.
- The Upper Division Writing Proficiency Examination is a classification criterion.
- Courses completed more than seven years prior to the date on which all requirements for the degree are met cannot be counted to meet unit requirements unless the student can show competency in the content of the outdated courses. Course validation requires departmental approval. A maximum of nine units taken in residency at CSUN may be validated in this manner.
- Graduate students are allowed to repeat up to 6 units for the purpose of improving their grade point average. Students must file the Course Repeat Form, with departmental approval, to have the original grade replaced on the transcript.
- An incomplete grade (“I”) is converted to a fail (“F”) if no other grade is submitted within two semesters from the end of the semester in which the incomplete grade was assigned. An unauthorized withdrawal (“U”) has the immediate effect of an “F” grade in GPA computation.
- If a student is disqualified, the student must formally petition to be reinstated as a graduate student. If the GPA is below the minimum of 2.5, the student will not be allowed to enroll except under special circumstances requiring the approval of the Associate Vice President of Graduate Studies. Additional information regarding the reinstatement process is available from the Graduate Studies Office.

DISPUTING A GRADE

Students who disagree about the grade assigned to them in any course, are encouraged to discuss their views with the instructor of the course. A student may request another faculty member to participate in such a discussion of the grade. If discussion with the course instructor is deemed insufficient, the student can appeal to the Chair of the department or the department Student Affairs Committee or initiate an Academic Grievance and Grade Appeal process through the university. See: http://www.csun.edu/studentaffairs/studentconduct/agga_comprocd.pdf
Via: http://www.csun.edu/studentaffairs/studentconduct/agga_complaint_form_student.pdf

STANDARDS OF ETHICS AND PROFESSIONAL BEHAVIOR

Students are expected to maintain professional standards of ethics and behavior in all academic work including practicum and fieldwork. Students are also expected to attain expected academic and performance competencies. In the event that a student's behavior, academic performance or skill development is of concern to any instructional faculty member, the faculty member may bring this concern before the department Student Affairs Committee. Based on a review of the concern by members of the committee, a Letter of Concern may be placed in the student's file. The letter may recommend further skill development or improved academic performance as a condition to continuing in the program. A Letter of Concern may also recommend dismissal from the program. Students have opportunity to respond to a Letter of Concern and/or appeal any decision made by the Student Affairs Committee in writing and in person. Responses and appeals are addressed in a meeting of the committee.

Complaints students may have regarding the behavior of a fellow student or a course instructor may be taken to the Department Chair or the Student Affairs Committee. Students may also choose to discuss concerns with a School Counseling Program Coordinator. Students are encouraged to raise their concerns about students or faculty with that individual and/or bring them to the attention of the appropriate body.

STUDENT MONITORING AND ADVANCEMENT EVALUATION

Graduate student performance in course and fieldwork is monitored near the end of the first program year. The instructor of the practicum in counseling course, EPC 659B, provides students with three copies of the EPC 659B Student Advancement Evaluation Form in the final two weeks of April. Students are responsible for having the evaluation completed by three program course instructors one of whom must be the instructor of the EPC 659B course. Faculty completing the evaluation forms turn them in to the instructor of the practicum course.

Instructors for all EPC 659B practicum courses meet with members of the department student affairs committee before the end of the spring semester to review all students. Students who have received an unacceptable evaluation may be required to fulfill conditions determined by the practicum instructor and/or the Student Affairs Committee in order to continue in the program. Failure to comply with conditions established for program continuation can result in termination from the program.

In addition to formal evaluations at the end of the first program year, instructional faculty and field supervisors may, at any time, issue a Statement of Concern to students regarding their behavior or performance both in and outside of class meetings and in fieldwork settings.

Statements of concern may stipulate conditions students are expected to meet to complete either the credential or master's degree program. Students are encouraged to meet with the instructor or supervisor who issues a statement of concern to address the problems, issues or concerns identified. Students may also request a review of the statement by the Student Affairs Committee by contacting the committee chairperson. The department office will provide the name and phone number of the committee chairperson. Students may also request to meet with the Student Affairs Committee to address the issues raised in the statement.

OPTIONS FOR ADDITIONAL CERTIFICATION, LICENSURE AND CREDENTIALING

Since the Department of Educational Psychology and Counseling offers degrees and certificates in other counseling fields, students can obtain preparation and training in addition to that in school counseling. For example, students whose primary educational objective is preparation for school counseling, may elect to complete the Certificate Program in Career Counseling in order to obtain this certification and expand their preparation in the career counseling field. To do so, a student will need to discuss this interest with the Coordinator of the Career Counseling Program, and apply for the Certificate Program. Once accepted, the student will need to submit to the Department Student Affairs Committee, a Change in Program Objectives Form (obtain the form from the Secretary in the Department Office - ED1218) indicating the request to add the Certificate in Career Counseling. Once the Student Affairs Committee approves this, the student would work to fulfill the requirements for that certificate.

As another example, some students whose primary objective is school counseling may wish to also obtain a license as a Professional Clinical Counselor (LPCC). To do so, students will need to meet with the Coordinator of the PCC sub-option program to discuss their intentions and find out the additional course and fieldwork requirements. A limited number of new applicants are accepted into the program each year.

FINANCIAL AID

The university has a variety of grants, loan funds, scholarships, fellowships and part-time employment opportunities designed to assist students financially. Contact the Financial Aid Office on campus in the main lobby of Bayramian Hall; telephone (818) 677-3000. The website address for the Financial Aid Office is: www.csun.edu/finaid/ Oviatt Library has a section of publications on financial aid. Other libraries and bookstores also stock information.

SCHOLARSHIP OPPORTUNITIES

Several opportunities to apply for scholarships and fellowships are available to graduate students while enrolled in the school counseling program. Information regarding scholarships will be distributed in classes, particularly in the practicum and fieldwork courses. Scholarship information is also posted on bulletin boards outside faculty offices and the department office.

APPLICATION FOR MASTER'S DEGREE AND DIPLOMA

Students must apply for graduation during the semester immediately preceding the semester in which they wish to have the degree conferred. Application is required of all candidates for the degree. See page two of the Culminating Activities Bulletin available in the EPC Department Office. Students may obtain an **Application for the Master's degree and**

Diploma (AR9090) for graduation from the Office of Graduate Studies, Research and International Programs (University Hall 265) or from the office of Admissions and Records. Students should file the application with the Office of Admissions and Records and pay the required fee (currently \$48). Also, graduate students should notify Graduate Evaluation Services in the Graduate Studies Office regarding the month they expect to complete requirements for the Master's degree. In the event that a student changes the completion date to a later time, a **Master's Graduation and Diploma Date Change Form (OBS 6)** and a processing fee will be assessed.

Graduate students are required to be enrolled during the semester of graduation. Students graduating during the summer must be enrolled for at least one semester unit or, with departmental approval, petition the registration requirement. The course for the Thesis/Project, (EPC 698C) must be taken in the last semester. Students can enroll in this course for two semesters. Should more time be required to complete the Thesis/Project, students would enroll in 1-3 units of Independent Study (EPC 699) signed by the Chair of the committee. Students should be certain that members of the project/thesis committee will be available to give final approval to the culminating experience. In the spring, and fall semesters, having fulfilled all other requirements in prior semesters and summer sessions, and completion of all but final revisions of the thesis or project, students may receive permission from the department Graduate Coordinator to register on a one-time-only basis under the Special Master's Registration option. A substantial reduction in fees may be possible through this special registration process.

GRADUATION CEREMONY

Students should inform the Credential Preparation Office (CPS) of their intent to graduate early in the semester of graduation. The CPO organizes a graduate reception and will distribute information regarding the ceremony.

For master's students, you are expected to have a cap and gown for the university graduation ceremony. A hood signifying the Master's degree will also be required. These items can be rented. Students may request any faculty member or member of the Steering Team for school counseling to bestow the Master's degree hood at the ceremony.

ACADEMIC HONORS

Students with a Grade Point Average (GPA) of 3.885 or better will graduate with distinction appended to the Master's degree and transcript. The university hosts a special award ceremony prior to graduation for students who achieve this distinction. In addition, there are honor societies on campus such as Phi Kappa Phi that invites students who maintain a high GPA to join.

COMMISSION ON TEACHER CREDENTIALING (CTC)

The Commission on Teacher Credentialing is the agency of the State of California that is responsible for granting all credentials to work in California public schools including credentials for school counseling and other support services, teaching, and school administration. The CTC sets standards for education and training for all colleges and universities that seek to provide educational programs that qualify students for a credential. College and university programs that offer school counseling programs are reviewed every five years to ensure that they are meeting

current standards for the preparation and training of school counselors as established by the CTC. The address of the CTC is:

Commission on Teacher Credentialing Telephone: (916) 324-8004
Mailing address: (916) 324-1461
P.O. Box 944270
Sacramento, CA 94244-2700

Location: 1900 Capitol Avenue
Sacramento, California 95814
Webpage: <http://www.ctc.ca.gov/credentials/materials.html>

HOW TO OBTAIN THE PPS CREDENTIAL IN SCHOOL COUNSELING

When a graduate student/candidate has successfully completed all courses and fieldwork required for the credential in school counseling, the student must request a program evaluation review from a school counseling program coordinator. The program coordinator will review the material in the student's portfolio notebook, which must contain the following: 1) a copy of a university **transcript** showing successful completion of all courses required in the program; 2) a copy of logs showing at least 100 practicum hours and 600 fieldwork experience hours and signed by both the field site supervisor and the university practicum or fieldwork course instructors; 3) fieldwork evaluation forms showing the candidate has met all program competencies; 4) verification of 8 hours of individual counseling experience; and 5) verification forms for at least 16 hours of professional workshop attendance. The program coordinator who reviews the student's file will meet with the student to complete the School Counseling Confirmation of Program Completion Form (see Appendix XIX). Students should bring their Professional Portfolio containing the above documents to this meeting. This review and final interview with the student should address any statements of concern placed in the student's file and identify what the student has done to address that concern. The program coordinator must approve the candidate's program completion and readiness to serve as a professional school counselor by signing the review form, noting that the candidate has successfully completed all requirements for the Pupil Personnel Services Credential in School Counseling and recommending the candidate for the credential.

The candidate completes the application for the Pupil Personnel Service Credential and provides a cashier's check for the appropriate fee. The CPO will verify that the candidate has successfully completed program course requirements for the credential and has passed the CBEST Examination. The CPO also verifies that the candidate has no state or federal record of arrest and conviction (or approved response to such record). With all requirements and criteria verified, the CPO will issue a letter to the Commission on Teacher Credentialing (CTC) along with the candidate's application stating that the candidate has met the requirements for the credential and has been recommended for the credential.

EMPLOYMENT INFORMATION

Contacts students make through their practicum and field experience often lead to employment opportunities. This may occur while a student is taking program courses and working at a field site or once the student has graduated and obtained the PPS credential. School counseling program coordinators post notices of employment opportunities on the bulletin boards outside their offices. Similar notices are posted on the department bulletin board. The Career Center receives many notices of counseling and other jobs in schools. When seeking

employment, contact with the Career Center is recommended (818) 677-2878. The Los Angeles County Office of Education also has listings of employment opportunities in the county. Students may also contact school district offices and ask to be placed on a mailing list for job openings.

STUDENT CHANGE OF ADDRESS , TELEPHONE and EMAIL CONTACT NUMBER

Students who move or change their telephone number(s) or email address should notify the department office as well as the Office of Admissions and Records and the Credentials Office as soon as possible in order to continue to receive important information.

MOVING OUT OF STATE

Students who move out of California to reside in another state will need to apply for the school counseling credential in that state. Since the CSUN School Counseling Program holds national accreditation (CACREP), other states should accept the CSUN program of courses, practicum and fieldwork experience for the credential. Some states may require a course in state laws pertaining to children and schools.

LIABILITY INSURANCE

Under the laws of the State of California, a school counseling student/trainee or intern working with children in schools is held to the same standards as other school employees. This includes the same legal and ethical standards and obligations as well as knowledge of all pertinent laws. Students are expected to know and follow the laws and ethical guidelines of the school counseling profession. The Code of Ethics of the American Counseling Association and the American School Counseling Association are given to students in the EPC 682: Foundations of School Counseling course.

Students should not expect to be covered by the liability insurance of the school district or school site where they obtain their practicum or fieldwork experience. The school's first obligation is to protect itself from legal liability. Similarly, the university may not provide liability insurance in all cases. Since the needs of institutions may come into conflict with student needs, students should have professional liability insurance coverage.

The American Counseling Association Insurance Trust provides access to liability insurance through HPSO (www.hpsso.com) complimentary for master's level students.

Students are advised to check other insurance sources for liability coverage. Listing of organizations in this handbook implies no endorsement or recommendation of their insurance liability policies.

Discounted student rates apply only while students are in the Master's degree program. Upon graduation, status for insurance purposes changes and students are no longer eligible for coverage under student discounted rates. As a professional school counselor, graduates will have to pay professional insurance rates. Student professional liability insurance policies generally cover only those activities that are a required part of the curriculum as a school counseling student. They do not cover any work setting that is not part of curricula requirements.

Some professional organizations that offer liability insurance also provide a toll-free hot line that allows students to call an attorney with questions regarding potential situations that

could lead to allegations being made against them. This is a free service and benefit of membership in certain organizations.

SUPPORT FOLLOWING PROGRAM COMPLETION

Program graduates, their mentors and field supervisors will be invited to professional development forums throughout the academic year to provide support and discussion of transition issues graduates experience in working effectively in the field to impact student achievement.

Credential candidates will be invited to a reception along with their field supervisors and mentors at the end of the spring semester each year. The reception is sponsored by the College of Education and will be held at the University.

SCHOOL COUNSELING FIELDWORK MANUAL

INTRODUCTION TO SCHOOL COUNSELING PRACTICUM AND FIELDWORK

The school counseling practicum and fieldwork provide both a learning experience and an opportunity for students to develop and demonstrate professional competencies in the field. Practicum and fieldwork experience is aligned with program courses. The purpose of this manual is to clarify practicum and fieldwork requirements, and the roles and responsibilities of the student, the field site supervisor and the university practicum and fieldwork course instructors.

PRACTICUM IN SCHOOL COUNSELING

School counseling program courses are all designed with fieldwork experience components. Students are, therefore, expected to be involved in fieldwork practicum or fieldwork experience in the schools in coordination with each required course in the program. The fieldwork practicum typically begins within the first two months of the first fall semester in the program. Practicum placements will be organized in coordination with the practicum course *EPC 659A: Practicum in Counseling-Communication*.

During the first year of the program, students are expected to complete the following requirements for the practicum:

- (1) Devote a minimum of one day each week or at least six clock hours to practicum experience at a school site;
- (2) Complete a minimum of 100 hours of practicum experience during the first year in the program;
- (3) Conduct a minimum of forty (40) clock hours of direct service to students.
- (4) Maintain the field experience during the full academic semesters or academic year of the school where the experience takes place.

Aside from 40 hours of direct counseling service to students, practicum experience may include the following: a) peer counseling related to a university or college program practicum course; (b) personal and career assessments; (c) personal counseling experience in either an individual or group context; (d) school-based programs serving parents and family members; (e) community service programs serving children and families; (f) school related experience such as “shadowing” a school counselor, observing classroom instruction, attending district and school-based meetings, mapping school-based community resources, attending in-service trainings; and (g) transcription of audio/video tapes.

Students should complete the Personal Information Form (See Appendix VII) and give a copy to the Practicum course instructor in the first class session to facilitate practicum placement.

SUPERVISION OF PRACTICA

Supervision of the school counseling practicum will be conducted by both a school site supervisor and a university course instructor. The field-site supervisor will be expected to meet with the student trainee for a minimum of one hour per week of individual supervision. The university practicum course instructor will provide a minimum of 1 hour of group supervision each week. For the practica experience, supervision can be provided by a counselor or other PPS service provider (i.e. school psychologist, school social worker, child welfare and attendance worker) at the school site, a supervisor outside the school who holds the Master's degree in school counseling and a PPS credential, or an advanced graduate student in the school counseling program who is designated to provide practicum supervision by the university practicum instructor. An advanced graduate student is one who has completed at least 18 semester course units in the program including the first practicum course (*EPC 659A and 659B*). A program faculty member must supervise the supervision provided by the advanced student.

RECORD OF PRACTICA EXPERIENCES

The CSUN School Counseling Program has national accreditation with the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) and must meet the practicum requirements for CACREP accreditation. Students are, therefore, required to maintain a record of practica experience hours using the CACREP log (See Appendix X). CACREP logs must be signed by the student's supervisor and the practicum course instructor. CACREP logs must be submitted to the practicum course instructor (*EPC 659A and 659B*). Keep a copy and give the original to the instructor. Once the required 100 hours of practica have been logged, the CACREP form will not be used. Subsequent experience in the field will be recorded on the School Counseling Fieldwork Log (See Appendix XI).

SCHOOL COUNSELING FIELDWORK

The school counseling program requires students to complete a supervised field experience of six hundred (600) clock hours that is begun after successful completion of the practicum experience and completion of *EPC 659B: Practicum in Counseling-Communication* and *EPC 655: Counseling Theories*. Fieldwork provides an opportunity for students to perform, under supervision, the functions of school counselors in school counseling domains (i.e. academic, personal, social, and career development). Practica experiences must be completed prior to commencing fieldwork. Fieldwork experience may begin during enrollment in *EPC 659C: Fieldwork in Counseling Services*. Fieldwork placements will be organized in coordination with the Practicum (*EPC 659A*) and Fieldwork in Counseling (*EPC 659C*) courses.

In the second year, students are expected to enroll in the fieldwork classes *EPC 659C* and *EPC 659D: Fieldwork in Counseling*. In order to give students an experience comparable to full time work as a school counselor before entering the field, students are expected to work two (2) days each week, or a minimum of 12 hours each week, at a school site. Such fieldwork experience typically begins within one month of the start of the *EPC 659C* course in the fall semester of each year. Students may begin the fieldwork experience before this time (e.g. over the summer term) with permission of a school counseling program coordinator.

If students engage in fieldwork over the summer, they must be enrolled in a fieldwork course during the summer term. A course will be organized for this purpose.

SUPERVISION OF FIELDWORK

Supervision of the school counseling student trainee will be conducted by both a field site supervisor and a university course instructor. The field site supervisor will be expected to meet with the student trainee for a minimum of one hour per week of individual supervision. Supervision can be conducted in a triadic group with two student trainees and the field site supervisor for one-and-one-half hours each week. Field site supervisors must hold a master's degree in school counseling or a related profession and a current credential in Pupil Personnel Services with the State of California Commission on Teacher Credentialing.

A university instructor will provide one and one-half hours (1.5 hours) of group supervision each week usually as part of the practicum or fieldwork course. This group supervision will be provided on a regular schedule throughout the field experience.

RECORD OF FIELDWORK EXPERIENCE

Students are required to maintain a log of fieldwork experience and supervision hours using the School Counseling Fieldwork Log (See Appendix XI). It is recommended that students complete log entries at the completion of each day of fieldwork experience. The fieldwork site supervisor must sign fieldwork log entries. It is recommended that students have fieldwork supervisors sign to verify completion of fieldwork hours as a regular part of the weekly supervision meeting. Fieldwork logs are submitted to the practicum or fieldwork course instructor. Once the required 600 hours of practica have been logged, it is recommended, but not required that field experience hours be recorded on the fieldwork log. Students should keep a copy of the fieldwork logs and give the originals to the fieldwork course instructor to be placed in the student's file in the department office. Students should check to see if the field site supervisor wants to maintain copies.

PRACTICA AND FIELDWORK NOTES

Students are required to make weekly notes of the practicum and fieldwork experience. The School Counseling Fieldwork Notes Form is used for this purpose (See Appendix XIV). If questions or concerns are raised about your performance by the field supervisor or university instructor, include notes indicating what you are doing to improve. Turn notes in to the practicum or fieldwork course instructor each week. Students should check with their supervisors to see if they want to receive copies of notes.

Students should check with the practicum or fieldwork site supervisor regarding any record keeping required at the field site.

Important note:

Hours for the PPS to record the 100 required Practicum hours should be logged on the School Counseling Log form for the practicum hours. .

Hours for the PPS to record the 600 required Fieldwork hours should be logged on the Fieldwork Hours log form.

CERTIFICATE OF CLEARANCE

As a requirement to engage in practicum or fieldwork in California public schools, all graduate students must be cleared of any record of arrest or conviction by obtaining a Certificate of Clearance from the California Commission on Teacher Credentialing (CTC). The application (form 41-CIC) for the Certificate of Clearance can be obtained from the Credentials Preparation Office (CPO). As part of the application, candidates must include a copy of a Livescan Service fingerprinting form. Livescan fingerprinting can be completed at the Public Safety Building located at the southeast corner of Prairie and Darby. Call the office (818) 677-2113 to determine current fees and times for fingerprinting. To obtain the Certificate of Clearance, submit the following to the Credentials Preparation Office: 1) the blue application form that comes with the 41-CIC; 2) the Livescan fingerprinting form; and 3) a money order made payable to the Commission on Teacher Credentialing. The CPO will send these materials to the CTC. The Certificate of Clearance will be sent to the CPO within one to two months.

PROOF OF HEALTH

Schools and credential applications require proof of freedom from tuberculosis. A TB test will need to be completed prior to engaging in practicum and fieldwork. Some schools may also require a letter from a physician attesting that the trainee is in good health and has no communicable diseases. These requirements can be met at the CSUN Student Health Center. All students enrolled in university courses can use the services of the Student Health Center. Many health services are free, although there may be charges during summer sessions. Call (818) 677-3666 for the Student Health Center or (818) 677-3493 for appointments.

Clinic walk-in hours are:

- 8 a.m. to 4:30 p.m. Monday and Friday
- 8 a.m. to 6 p.m. Tuesday and Wednesday
- 9 a.m. to 4:30 p.m. Thursday

TERM OF PRACTICA AND FIELDWORK

Student trainees are expected to maintain the fieldwork experience during the full academic semester AND the full academic year of the school where the experience takes place. School counseling staff commit to supervising graduate students with the expectation that they will continue their fieldwork through most, if not all, of any given school term. When graduate student trainees leave a school site before this time, it is often disruptive to the students they serve and the staff with whom they are working. Consequently, it is likely that students will complete more than the minimum of 100 hours during the first graduate program year.

Students should involve themselves in the total program of the practicum and fieldwork site. They should attend staff meetings, learn the roles and internal relationships among all the staff and participate in programs, services and activities that will enhance their professional experience and development.

SCHOOL SITES FOR PRACTICA AND FIELDWORK

Practica and fieldwork experience in school counseling is primarily organized for students by the program coordinators and their practicum and fieldwork instructors. Ideal school sites are those in or nearby Los Angeles Unified School District (LAUSD), District schools in the San Fernando Valley that have a range of training and educational opportunities they offer. The school counseling program seeks to work with schools that are committed to reform of school counseling and guidance programs to be proactive in supporting and promoting student learning and high academic achievement. Training sites should provide students with opportunities to work as counselors in a range of activities, services and school wide efforts designed to increase academic performance. Faculty in the Department of Educational Psychology and Counseling are also involved in working with school counselors and other staff at these schools to develop their programs. Schools that are used for practica and fieldwork experience must demonstrate commitment to school counseling programs directed at promoting student learning and high academic achievement.

As a counseling program, we want to ensure that K-12 students served by our school counseling trainees are protected. To this end, we follow the American School Counselor Association (ASCA) ethical standards re: dual/multiple relationships.

Standard A.5 – Dual Relationships and Managing Boundaries

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.

A.5.c. – Avoid dual relationships beyond the professional level with school personnel, parents/guardians and students’ other family members when these relationships might infringe on the integrity of the school counselor/student relationship. Inappropriate dual relationships include, but are not limited to, providing direct discipline, teaching courses that involve grading students and/or accepting administrative duties in the absence of an administrator.

Because we offer several district and school options for training, dual/multiple relationships are avoidable.

We offer the following policy information with regard to completing practicum and fieldwork at a site where a student is currently employed:

If a student is employed at a potential field site and their employment role aligns with the work of a school counselor—the graduate student would naturally have access to the same information as a school counselor—then engaging in practicum and fieldwork experiences at the site would be approved.

PAID OR SALARIED FIELDWORK PRACTICUM AND INTERNSHIP EXPERIENCES

There may be opportunities for students to receive remuneration for fieldwork experience based on the availability of funds from the school district or schools. Districts may hire a student as an Intern School Counselor and employ that person as a developing school counselor at a school site. Students hired as intern school counselors and students receiving payment for the fieldwork practicum or internship work, must apply for an Internship Credential with the State Commission on Teacher Credentialing (CTC) before beginning work. The Internship Credential can only be obtained in school districts that have collaborated with the university school counseling program to apply for an internship program with the CTC. Currently, the Internship Credential is only available with the Los Angeles Unified School District. Students employed as paid intern school counselors are expected to obtain the experiences and activities required by the University program and courses. Program competencies are to be developed as part of the internship or other fieldwork experience.

The university is not responsible in any way for fieldwork facility operations or any actions that occur at any practicum, fieldwork or internship facility.

UNIVERSITY COURSE CREDIT

Academic credit for fieldwork is given as part of the practicum and other program courses. Students receive a letter grade for first year practicum courses according to their performance on both classroom and fieldwork assignments. A grade of “Credit” or “No Credit” is assigned for the second year practicum courses according to student performance in class and in the field. Field supervisor evaluations are considered as part of the student’s grade.

Credit for fieldwork is dependent upon the student's demonstration of competency in all applicable areas of the School Counseling Student Evaluation Form (See Appendix XV). Candidates' ratings must average "3" (Performs at Expected Level), with no rating of "1" (Performs Below Expectations).

FIELDWORK AGREEMENT FORM

All trainees must complete the Fieldwork Agreement Form (see Appendix VIII). The form must be signed by the practicum or fieldwork site supervisor, the practicum or fieldwork course instructor, and the student. Keep a copy of the form and give the original to the practicum or fieldwork course instructor. This must be done within the first two weeks in the field placement.

FIELDWORK PLACEMENT INFORMATION FORM

Students must complete the Fieldwork Placement Information Form within the first two weeks of their practicum or fieldwork experience (see Appendix IX). Students should keep a copy in a Professional Information File and give the original to their practicum or fieldwork course instructor.

THE SCHOOL COUNSELING FIELDWORK TEAM

Criteria For Field Site Supervisors

School site supervisors must be recommended by a full-time faculty member of the Department of Educational Psychology and Counseling. Field site supervisors must meet the following criteria:

1. The supervisor must be approved by the school district (when applicable);
2. The supervisor must hold a current California State Credential in Pupil Personnel Services;
3. The supervisor must have two years of successful school counseling experience; exceptions must be approved by a school counseling program coordinator.
4. The supervisor's counseling program and activities must reflect the philosophy and mission of the school counseling program in the department of educational psychology and counseling.

Criteria For Selection Of University Supervisors/Fieldwork Course Instructors

The following guidelines are to be used by the Department Chair who is assigning full-time and part-time faculty as instructors for practicum courses:

1. A university practicum course instructor/supervisor shall have had appropriate university preparation for school counseling, consisting of a credential or degree with emphasis in counseling.

2. A university practicum course instructor/supervisor shall have had at least two (2) years experience working in public school settings doing school counseling and guidance activities.
3. A university practicum course instructor/supervisor shall participate in on-going training in supervision.

Responsibilities

Close communication is a major responsibility of each member of the fieldwork team. All members must be aware of the special role each has to fulfill, and of the common goal of the team - the success and professional development of the student in becoming a school counselor. Only by taking advantage of every opportunity to draw from the knowledge, talents and experience of the Field Site Supervisor and the University Practicum Instructor/Supervisor, and other professionals and non-professionals in the school setting, can a student maximize the benefits of her or his fieldwork experience. Supervisors hold important responsibility for the professional development of student trainees and interns and will enable students to attain a high degree of professional knowledge and skill through open and clear feedback on personal and interpersonal qualities, styles and approaches.

RESPONSIBILITIES OF THE STUDENT TRAINEE

Before Your Assignment Begins:

1. Meet with your site supervisor for the school site where you will be working. This meeting will likely be organized with the university program faculty teaching the practicum or fieldwork course. Identify your Field Site Supervisor at this meeting.
2. Meet with your Field Site Supervisor to orient yourself to the school and the responsibilities and duties you will perform.
3. Inform your Field Site Supervisor of the responsibilities and assignments you have to complete for university program courses and the timeline for completing them. Discuss how you can complete university assignments through fieldwork at the school site.
4. Determine the day and time for supervisory meetings. These meetings should be for a total of 60 minutes each week.
5. Decide with your Field Site Supervisor how students in the school will address you. (e.g. Counselor Trainee, Juan, Assistant Counselor, Ms., Mr., Olivia, etc.)
6. Find out how to notify the Field Site Supervisor of an absence and emergency.
7. Know the state law regarding child abuse, suicide and drug use. Find out the school policy for dealing with issues related to reports or suspicion of child abuse, suicide, drug use and school emergencies.
8. Find out procedures for using equipment and obtaining supplies from the school's media center and/or other resource room.

9. Familiarize yourself with the policies and procedures manual for the school and district.
10. Introduce yourself to the school administrators, faculty, students and staff.

During Your Assignment:

- Establish a mutually satisfactory daily conference time with your Field Site Supervisor. Attempt to keep communication open, discussing problems or concerns as they arise.
- Take the initiative in asking questions and requesting and getting information.
- Attend staff meetings, professional conferences and parents' meetings and IEP meetings at the school.
- Establish and maintain effective relationships with administrators, teachers and other school staff. Observe their teaching with permission of the teacher and your Field Site Supervisor. Ask to sit in on a parent-teacher conference.
- Develop specialized skills relevant to the requirements of the school or agency site.
- Follow the Guide to the Organization and Sequencing of Field Experiences with the Field Site Supervisor to plan and prepare fieldwork activities.
- Submit plans or curriculum to the Field Site Supervisor in advance of the day they are to be used. This provides the Field Site Supervisor with adequate time to review them and to offer suggestions.
- Keep an ongoing log of experiences, and notes of challenges, concerns, and satisfactions.
- Discuss your concerns about unresolved problems or issues with your University Supervisor immediately. You may also contact the School Counseling Program Coordinators in the Department of Educational Psychology and Counseling.
- Demonstrate willingness to meet professional obligations.
- Demonstrate enthusiasm and commitment to the profession.
- Demonstrate willingness to learn and respond professionally to feedback.
- Demonstrate the personal traits conducive for effective counseling, learning and professional development.
- Maintain ethical standards.
- Demonstrate willingness to explore and use school and community resources.
- Express appreciation frequently to all field site supervisors and at the end of each semester to school or program administrators, faculty, and staff who contributed to your learning. Remember that supervisors are devoting considerable time and effort to training.

TITLES AND DESIGNATIONS

Students should identify and refer to themselves as *school counseling trainees* at the practicum and fieldwork sites. The title of *intern* may be used by a graduate student who holds the Intern Credential.

The fieldwork experience is also referred to as a *traineeship*. Only *interns* do *internships*. Supervisors and other staff at schools and other placement facilities use the term *internship* and *intern* indiscriminately to mean both internships, traineeships and trainees. Students should inform field supervisors and other school staff of the appropriate terms.

PROFESSIONAL BEHAVIOR IN SCHOOLS

Graduate students in the school counseling program should conduct themselves in a professional manner whenever they are involved at a school site including practicum and fieldwork experience. Students must apprise their practicum and fieldwork supervisors of the days and times they are on the school campus and the activities, practices and programs in which they are engaged. Students should consult with field supervisors regarding activities they initiate and obtain supervisor approval for those activities. Graduate students should also consult with field supervisors regarding any and all problems or conflicts they experience with students, parents, teachers, administrators and staff at a school or other fieldwork site. Disagreements with field supervisors or other school stakeholders should be addressed with respect for their roles and responsibilities at the school and in a manner that engenders good will and maintains a constructive learning and working relationship. Students are advised to defer to field supervisors and follow their recommendations for behavior or actions that may be taken.

PROFESSIONAL APPEARANCE

School counseling graduate students are expected to maintain an appropriate professional appearance when at the school site. Talk with the fieldwork supervisor regarding appropriate dress and appearance. In general, jeans, t-shirts, sweatshirts and shorts should not be worn when participating at the school site. Exceptions to this may involve field trips to more informal settings. Many schools have dress codes and graduate student trainees and interns should maintain dress fitting with such codes. Clothing that is overly revealing of the body should be avoided. Students should dress in a manner consistent with being a professional staff member and in a manner that draws respect from students, teachers, school staff and parents.

PRACTICUM AND FIELDWORK EVALUATION

Each semester a formal evaluation of the student's performance during the practicum and fieldwork will be completed by the field site supervisor and sent to the university practicum and fieldwork course instructor. The supervisor will complete the Fieldwork Evaluation Form which will be emailed to site-supervisor by EPC Department secretaries. (See Appendix XV). The student is responsible for making sure the supervisor has a copy of the evaluation form and completes the form by the last week of each semester. Students are responsible for all email address information and communicating this appropriately. Students should discuss evaluations with the supervisor prior to the form being submitted to the university instructor.

END OF FIRST YEAR EVALUATION

Every student is evaluated by the EPC 659B instructor and two additional instructors chosen by the student who are familiar with the student's academic performance. Each instructor completes an evaluation of the student near the end of the second semester in the program using the *EPC 659B Advancement to Fieldwork Student Evaluation* (See Appendix XVII). Student evaluations are reviewed by the department Student Affairs Committee in consultation with the EPC 659B instructor. No student may proceed into second year fieldwork courses without this evaluation. Based on the evaluation, students may be required to further develop skills and/or knowledge before proceeding into fieldwork or taking additional program courses.

Prior to enrolling in EPC 659C: Fieldwork in Counseling, a student must have an acceptable end of year evaluation, and completed all program prerequisites as well as the following courses: EPC 659A: Practicum in Counseling-Communication; EPC 659B: Practicum in Counseling-Skills; EPC 655: Seminar in Counseling Theory and Practice; and EPC 643: Counseling in Cross-Cultural Settings.

MAINTAINING PERSONAL RECORDS

Students are advised to retain copies of all fieldwork material. Students should keep original copies of fieldwork logs and other documents. A three-ring notebook works best for holding CACREP and School Counseling fieldwork logs, fieldwork notes, copies of workshop attendance forms, a copy of the personal counseling form, curriculum material, course syllabi, course papers and records of other assignments, practicum and fieldwork evaluations, etc. The notebook serves as a Professional Information File, which will be useful when applying for jobs.

GUIDE TO THE ORGANIZATION AND SEQUENCING OF FIELD EXPERIENCES

Following are descriptions of activities required of school counselor trainees at their school fieldwork sites and the roles of supervisors in supporting trainee activities. Activities are aligned with competencies school counselor trainees are expected to master before completing the Master's and/or credential program (See Appendix XX- Competencies in School Counseling). Activities are organized according to the year the student is in the graduate program (i.e. either First or Second Year Student Activities) and sequenced according to the month in the fieldwork setting. Field site supervisors and trainees have the same organization and sequencing of field experiences, which are outlined in the pages that follow. The Fieldwork Manual is required reading material for EPC 659 Practicum and Fieldwork courses. Student trainees are expected to engage the required activities at their practicum and field sites. Field site supervisors should review the organization and sequencing of field experiences on a monthly basis with the trainee(s) whom they are supervising.

The sequence of activities is optimal for student trainees and organized according to course requirements for each semester. Each course in the school counseling program has required field activities that are contained in this manual. If an activity cannot be arranged or cannot be completed in the recommended sequence, the trainee must inform the practicum or

fieldwork course instructor and other instructors of university courses for which the activity is required. Changes in activities or the sequence of activities can be made to fit the needs or limitations of the school site. Activities may be engaged by the trainee prior to the sequence outlined if the supervisor and practicum/fieldwork instructor considers the trainee appropriately prepared. Trainees should discuss changes with their practicum or fieldwork course instructor and with other appropriate course instructors.

The activities presented do not comprise an exhaustive list of fieldwork activities that trainees may obtain. Field site supervisors will likely have additional activities or more extensive focus on certain activities that they consider appropriate to the training and preparation of school counseling graduate students or to the needs of the school setting, it's students, staff and parents.

COMBINING ACTIVITIES

The activities presented in this guide may overlap or be similar in description. Therefore, *activities may be combined* in one comprehensive activity or experience that thereby addresses the competencies students are expected to attain. Some activities are repeated for both the first and second year student as the student will be working at a different school level (i.e. elementary, middle, high school) each year. This duplication is by design intended to provide emphasis in certain aspects of the field experience considered important to meeting program competencies and fulfilling the mission of the school counseling program.

STUDENT EVALUATION

Field site supervisors are expected to evaluate student performance and accomplishment of the competencies inherent in the activities presented (see Fieldwork Evaluation Form in Appendix XIX). Formal written evaluations are expected to be conducted in face-to-face meetings between the trainee and the field site supervisor early in December and May. Informal evaluations (i.e. non-written) are recommended for all supervisory sessions. Site-supervisor's email addressed must be on file with EPC department office, and with your practicum or internship instructor.

FIRST YEAR STUDENT SUGGESTED ACTIVITIES

SEMESTER 1 - FALL

Month 1 - September

- Meet with supervisor to orient to the format for keeping records, identify requirements for courses, and identify competencies to master. Review with supervisor the required activities for the month. Establish days and times to be on site and meet for supervision.
- Supervisor orients student to the school including introduction to administrators, support service personnel, parent center directors, office staff, and key teaching staff. Attend a school staff meeting to be introduced.
- Attend a meeting of the school leadership. Arrange for field site supervisor or his/her designee to initiate introductions to members of the leadership team. Discuss observations with field supervisor and in EPC 659A or EPC 659B Practicum class.
- Observe classroom instruction of both strong and effective teachers and less effective teachers including at least 6 different classes/instructors, subject areas and grade levels. Identify effective teaching methods and less effective methods. Raise questions and concerns about observations with supervisor. Prepare report of observations for EPC 605: Advanced Psychological Foundations of Education.
- Prepare a list of ways teachers handle classroom routines, class management, groupings, special discipline problems and individualization. Raise questions and concerns about observations with supervisor.
- Participate in grade level or subject area meetings of teachers. Identify strategies, programs and/or interventions the group develops to increase learning and academic achievement.
- Attend at least one multi-disciplinary team meeting (e.g. IEP, Student Study Team, 7th grade teachers meeting, etc.) at the school site. Discuss experiences and perceptions with field supervisor.
- Review school data on student achievement noting achievement test scores for students of minority and low SES background. Discuss the reasons for possible low scores with supervisor and other school administrator as available.
- Learn from supervisor how to access student records, school and district data and other information pertinent to support services and student learning and achievement. Elicit supervisor instruction in the use of the school data-base management system.
- Observe counselor use school computer technology and school data base management system to advise students, plan educational goals, organize the master schedule and program students into classes. Use the data-base system to advise students, establish educational plans and program at least 3 students into classes. (This activity may be limited to secondary schools).
- Discuss with supervisor the state requirements for academic achievement, promotion and retention, and high school graduation.

Month 2 - October

- Review with supervisor the required activities for the month.
- Conduct a case study of one or more students at the school site particularly student(s) whose academic progress is less than satisfactory and preferably students whose racial and ethnic backgrounds differ from your own. Identify the influence of socio-cultural, language, family, school climate and other institutional factors that account for learning problems and/or success. Identify factors that impede learning, development and achievement including possible institutional, systemic, interpersonal and intrapersonal factors. Explore possible stereotyping, socioeconomic status, risk factors, inadequate language development, negative school climate and discrimination. Discuss these influences and factors with the field site supervisor.
- Identify a situation with one or more K-12 students that calls for advocacy to promote learning and high academic achievement and prepare a report following guidelines for advocacy interventions. Review plans for advocacy intervention and advocacy guidelines with the fieldwork supervisor. Present and discuss advocacy plans and supervisor review in EPC 659A and/or 659B Practicum class to obtain university instructor input and evaluation. Implement advocacy actions with support and assistance of field site supervisor.
- Observe the language and cultural diversity of the school, discuss cultural diversity of students with supervisor, describe and discuss the language and cultural diversity of the school in a class session of EPC 643: Counseling in Cross Cultural Settings.
- Observe the cultural and ethnic groups in the school. Find out how the school addresses cultural, ethnic, and class barriers to learning and achievement. Identify cultural, ethnic and class issues evident in the school.
- Talk with students of minority and low SES background and their teachers to explore barriers they perceive to student learning and success in school. This could be done in a small group of 2 or more students and with individual teachers or as a part of a teacher meeting.
- Become exposed through observation and, if possible, participation, to the impact of at least one reform movement in education and discuss with supervisor the impact of the reform on student learning and achievement (e.g. reading program; examination of student scores in a testing and assessment program; observation of site-based school management team meeting; Saturday school program for parents and children, etc).
- Discuss with supervisor how school counselors and other school personnel ensure that all students receive equitable treatment relating to appropriate course selection for post-secondary options including college. Also discuss issues relating to holding high expectations for all students and having students participate in challenging and rigorous courses.

Month 3 - November

- Review with supervisor the required activities for the month.

- Work with students individually or in a small group (4-6 students) to assist with instruction and/or learning goals (e.g. assist with reading instruction, provide tutoring help with homework, instruct in learning and study skills, etc.) Prepare reports of experience for EPC 605 and EPC 643.
- Work with students of various ethnic and cultural backgrounds including minority and low SES and discuss the influences of culture and ethnicity on student learning and achievement in EPC 605 and EPC 643.
- Establish a relationship with one student or a small group of students whose ethnicity is different from one's own to provide support for learning. Interview one or more parents of a minority student about their concerns for the development of their children.
- Prepare one or more lessons focused on developing students as learners and achievers and presenting the topics indicated. Review the lesson plan with your field supervisor and EPC 659 instructor. Present the lesson in one or more small groups and/or classes.
- Attend a meeting of the Resource Coordinating Council for the district or other school and community based organization meeting.
- Interview leader of the school counseling program and explore the organization and administration of the school counseling program including programs for personal, social, academic, career and college counseling. Interview members of the school counseling and other support staff regarding their responsibilities and duties.
- Review formal memoranda of understanding between a school and a community-based organization. Discuss with supervisor and other counselors and community service providers the role of counselors in coordinating school and community services.
- Inform supervisor of the need for an evaluation of professional development and progress that is to be conducted in before the due date in December. Make sure supervisor has a copy of the Fieldwork Evaluation Form. Set date and time for meeting the supervisor within the first two weeks of December to review her/his evaluation.

Month 4 - December

- Review with supervisor the required activities for the month.
- Prepare a guidance lesson focused on a guidance topic (e.g. self-esteem, self-awareness, social skills, conflict management, learning skills, suicide prevention). Include goals, objectives, activities, materials and procedures. Review lesson plans with supervisor and EPC 659A and EPC 605 course instructors.
- Deliver a guidance lesson(s) to a group of students, teachers, parents or school staff. Maintain control of the class and manage student attention and involvement. Review teaching practice with field supervisor or teacher observer.
- Meet with fieldwork supervisor sometime in the first two weeks of December to evaluate professional development and progress to date. Supervisor should complete the Fieldwork Evaluation Form prior to the meeting. Supervisor is responsible for making sure the fieldwork course instructor has a copy of the evaluation. Obtain a copy of the evaluation and put it in the Professional Information File.

Month 5 - January

- Review with supervisor the required activities for the month.
 - Observe counselors organize the master schedule and program students into classes.
 - Advise at least 3 students regarding their academic programs and help them develop programs for succeeding semesters. (This activity may be limited to secondary schools.) Elicit feedback from supervisor or other counselor on performance of advisement tasks.
 - Participate in and/or assist with a career guidance program at the school site that addresses career-to-work frameworks and the relevance of education to career development.
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FIRST YEAR SUGGESTED STUDENT ACTIVITIES

SEMESTER 2 - SPRING

Month 6 - February

- Review with supervisor the required activities for the month.
- Observe counselor work with parents to address issues related to student learning and academic achievement.
- Accompany one or more parent(s) of a student in the school or a parent who works in the school on a tour of the school community with the intent to identify community service programs, recreational programs and places for children and families, and significant locales within the community. Prepare a map of the community including the above resources.
- Prepare a guidance lesson focused on a guidance topic (e.g. self-esteem, self-awareness, social skills, conflict management, learning skills, suicide prevention). Include goals, objectives, activities, materials and procedures. Review lesson plans with supervisor and course instructors.
- Deliver guidance lessons to a group of students, teachers, parents or school staff. Maintain control of the class, manage student attention and involvement.

Month 7 - March

- Review with supervisor the required activities for the month.
- Establish a regular time as a part of your field placement to work in a family center program. Identify and describe programs the center offers, the number of parents served and the evaluation used to determine program outcomes. Assist in the work of the parent/ family center associated with the school site.
- In conjunction with the requirement for EPC 659B, establish a counseling relationship with at least one student/client individually and work with the student on a weekly basis to attain client goals through the application of empathic listening, asking facilitative questions, problem assessment, application of problem solving techniques, making referral(s), providing support and reinforcing student/client change as appropriate. Supervisor will assist in referring one or more students, establishing a time and place for counseling, obtaining parent permission for counseling and audio or video recording counseling sessions. Review counseling work with supervisor on a weekly basis.
- In conjunction with EPC 658: Seminar in Group Counseling, lead or co-lead a group of students and apply group counseling leadership skills to addressing the goals and purposes of the group. With the assistance of the field site supervisor, organize and lead or co-lead a group of students focused on an appropriate school guidance and counseling need. Address with group members and supervisor how the learning and academic achievement needs of students in the group are addressed by the group experience.

- In conjunction with EPC 683: Collaborations with Families in Educational Settings, interview at least one student and his/her parent(s) to explore learning and academic performance, education and career goals and the influence of development, family form, family systems and dynamics, culture and parent expectations, immigration experience, and generational contrasts. Preference should be given to working with a family whose racial and ethnic background is different from your own.
- In conjunction with EPC 602, gather data that documents the need for general or specific support services for students and/or families.

Month 8 - April

- Review with supervisor the required activities for the month.
- Co-lead a small psycho-educational group for students aimed at increasing student learning and academic achievement. Evaluate the impact of the group on student learning and achievement.
- Organize a group of school stakeholders and conduct activities with the group and use facilitation skills to build the group into an effective team focused on an identified goal OR assist a currently functioning team with team building exercises and activities. Evaluate the outcome of your work.
- Establish a relationship with one student or a small group of students whose ethnicity is different from your own to provide support for learning. Interview one or more parents of a minority student about their concerns for the development of their children.
- Facilitate or co-facilitate a meeting of school staff, parents, and/or students in working on an education related task.
- Gather data on a school program addressing an aspect of student support services (e.g. teaching and learning, tutoring, school attendance, building motivation, conflict management, social skills development, personal development, etc.) or examine existing data on such a program. Prepare a written report and presentation on program outcomes to school staff, parents and/or fellow graduate students and course instructors.

Month 9 - May

- Review with supervisor the required activities for the month.
- Meet with fieldwork supervisor sometime in the first two weeks of May to evaluate professional development and progress to date. Supervisor should complete the Fieldwork Evaluation Form prior to the meeting. Supervisor is responsible for making sure the fieldwork course instructor has a copy of the evaluation. Obtain a copy of the evaluation and put it in the Professional Information File.
- Prepare a report addressing your work with the parents of one or more students. Identify skills used in working with the parent(s) and theoretical concepts applied in your work. Discuss the relation of presented parent and student issues to research information on parent involvement in schools.
- Implement a program for personal development and wellness focused on one or more of the following topics in one or more classrooms or with a small group of students. Develop lesson plan(s) and review them with supervisor and/or course instructor prior to presenting the program to students. Suggested topics: skills that enable students to respect themselves and others, identify and express feelings, contain intense emotions, maintain self-control, cooperate in groups, develop communication skills for positive relations with teachers and peers, manage anger and discuss changes in personal, social and family roles.

Month 10 - June

- Review with supervisor the required activities for the month.
 - Observes classrooms containing pupils with exceptionalities, discuss characteristics, and causes of exceptionalities with teacher(s), and work with at least one child with an exceptionality to gain understanding of educational implications.
 - Discuss with teacher(s) and counselor(s) the contributions and role of parents in the education of children with exceptionalities.
 - Observe an Individual Educational Planning meeting focused on a child with an exceptionality.
- 

SECOND YEAR STUDENT ACTIVITIES

SEMESTER 3 - FALL

Month 1 - September

- Review with supervisor the required activities for the month.
- Observe classroom instruction of both strong and effective teachers and less effective teachers including at least 6 different classes/instructors, subject areas and grade levels. Identify effective teaching methods and less effective methods. Raise questions and concerns about observations with supervisor. Prepare report of observations for EPC 659C.
- Develop or participate in a career guidance program at a school site that addresses career-to-work frameworks and the relevance of education to career development.
- Become familiar with testing and assessment procedures and data and their application to improving classroom instruction and student learning.
- Review school data on student achievement noting achievement test scores for students of minority and low SES background. Discuss the reasons for possible low scores with supervisor and other school administrator as available.
- Interview one or more students to identify factors that influence their learning success. Obtain parent permission for working with the student(s) as required by the field site and supervisor. Interview parent(s) regarding their concerns for child's learning and future academic success.
- Counsel at least 3 individual students over the course of each semester with regard to behavioral, learning, social and/or emotional or career related problems, concerns and issues. Make appropriate referrals with follow-up where indicated. Apply at least two counseling theories in counseling students. Discuss cases with field supervisor and/or fieldwork course instructor.
- At the secondary level, assist in program/course advisement and scheduling of at least 2 students entering or transferring in to the school.
- Attend a meeting of the Resource Coordinating Council for the district or other school and community based organization meeting.
- Review formal memoranda of understanding between a school and a community based organization.
- Discuss with supervisor (or counselor coordinator of services) the role of counselors in coordinating school and community services.

- Learn from supervisor how to access student records, school and district data and other information pertinent to support services and student learning and achievement. Elicit supervisor instruction in the use of the school data-base management system.
- Observe counselor use school computer technology and school data base management system to advise students, plan educational goals and program students into classes. Use the data base system to advise students, establish educational plans and program at least 3 students into classes. (This may be limited to secondary schools)
- Discuss with supervisor the state requirements for academic achievement, promotion and retention, and high school graduation.
- Interview leader of the school counseling program and explore the organization and administration of the school counseling program including programs for personal, social, academic, career and college counseling. Interview members of the school counseling and other support staff regarding their responsibilities and duties.
- In conjunction with EPC 648: Consultation with Parents, Teacher and Other Human Service Professionals, establish a consultative relationship with at least two school staff members and/or parents providing understanding and conceptualization of student problems/ issues, intervention strategies, skill development, and/or training designed to improve effectiveness with one or more students.
- In conjunction with EPC 684: Educational Program Evaluation and Assessment, identify and establish an intervention program aimed at promoting student learning and achievement or a program for developing student leadership and involvement in school. The program may focus on parents, teachers or school administrators, but be designed to further the mission of the school. Perform needs assessment, identify program goals, develop and implement program activity components and gather descriptive and numerical data on program outcomes including the impact on student achievement. Present written and oral reports on program outcomes to school staff including administrators, counselors, teachers and parents.
- Advise middle and/or high school students regarding courses and educational programs using student achievement records and work to establish high academic achievement goals and expectations.

Month 2 - October

- Review with supervisor the required activities for the month. Provide career guidance information to at least 2 students and/or classroom(s) of K-12 students.
- Organize and implement a program for eliminating aggressive and disrespectful behavior in a school. Develop lesson plan(s) and review them with supervisor and/or course instructor prior to presenting the program to students. Consider introducing the program to the school principal for possible implementation in one or more classrooms.
- Design and implement or participate in a leadership role in a program at the school site to prevent violence and/or promote constructive awareness of issues related to respect for diversity and individual differences.
- Counsel students and parents from various ethnic and cultural backgrounds with the aim of improving learning and achievement (to be continued throughout the internship experience).
- Prepare one or more lessons focused on developing students as learners and achievers and presenting the topics indicated. Review the lesson plan with your field supervisor and EPC 659 instructor. Present the lesson in one or more small groups and/or classes.
- Gather data that documents the need for general or specific support services for students and/or families.
- Participate in grade level or subject area meetings of teachers. Identify strategies, programs and/or interventions the group develops to increase learning and academic achievement.
- Discuss with supervisor how school counselors and other school personnel ensure that all students receive equitable treatment relating to appropriate course selection for post-secondary options including college. Also discuss issues relating to holding high expectations for all students and having students participate in challenging and rigorous courses.
- Administer a battery of career related tests and assessments to at least 2 students. Prepare a report of findings and discuss findings with students to assist them in developing academic and career goals. (This activity may be limited to secondary schools.)
- Organize and lead a psycho-educational group for students aimed at increasing student learning and academic achievement. Evaluate the impact of the group on student learning and achievement.
- Establish a team of parents, teachers, and/or other school staff aimed at increasing student learning and academic achievement AND/OR work with an existing school related team.
- Work with at least two K-12 students in analyzing their test and assessment data to assist in educational advisement and planning. Prepare a professional report on at least one student summarizing test and other assessment data with recommendations for improving learning and educational planning.
- Observe and assist with the administration of academic performance tests, mental health and career assessments. Interpret test findings to supervisor and/or EPC 684 instructor.

Month 3 - November

- Review with supervisor the required activities for the month.
- Develop and implement a program for personal development and wellness focused on one or more of the topics indicated in one or more classrooms or with a small group of students. Develop lesson plan(s) and review them with supervisor and/or course instructor prior to presenting the program to students. Or assist with the implementation of an existing program at the school site.
- Establish a relationship with one student or a small group of students whose ethnicity is different from one's own to provide support for learning. Interview one or more parents of a minority student about their concerns for the development of their children.
- Develop, organize and implement a prevention education program designed to prevent learning difficulties and/or create a positive school learning climate in the school (e.g. learning and study skills, peer helping, tutoring, social skills training, anger management, recognition/rewards for school or class reading program, etc.)
- Attend at least one multi-disciplinary team meeting (e.g. IEP, Student Study Team, 7th grade teachers meeting, etc.) at the school site. Discuss experiences and perceptions with field supervisor.
- Identify a situation with one or more K-12 students that calls for advocacy to promote learning and high academic achievement and prepare a report following guidelines for advocacy interventions. Review plans for advocacy intervention and advocacy guidelines with the fieldwork supervisor. Present and discuss advocacy plans with supervisor review in EPC 659C and/or 659D Practicum class to obtain university instructor input and evaluation. Implement advocacy actions with support and assistance of field site supervisor.
- Identify one or more students with low self-esteem and provide counseling to increase self-esteem, resiliency and self-confidence.
- Work with two parties in conflict (e.g. parent and teacher, student and teacher, 2 students) assisting them to work through their conflict/problem. Use mediation skills and prepare a written report of the work identifying and evaluating outcomes. Review your work with your field supervisor and fieldwork course instructor.
- Work with school staff and/or parent(s) to recommend and support actions that improve learning, inclusion and high academic achievement.
- Gather data on a school program involving student support services, teaching and learning, tutoring, school attendance, etc. or examine existing data on such a program. Prepare a written report and PowerPoint or overhead projector presentation on program outcomes to school staff, parents and/or fellow graduate students and course instructors.

Month 4 - December

- Review with supervisor the required activities for the month.
- Meet with fieldwork supervisor sometime in the first two weeks of December to evaluate professional development and progress to date. Supervisor should complete the Fieldwork Evaluation Form prior to the meeting. Supervisor is responsible for making sure the fieldwork course instructor has a copy of the evaluation. Obtain a copy of the evaluation and put it in the Professional Information File.
- Prepare a guidance lesson focused on a guidance topic (e.g. self-esteem, self-awareness, social skills, conflict management, learning skills, suicide prevention). Include goals, objectives, activities, materials and procedures. Review lesson plans with supervisor and course instructors.
- Deliver guidance lessons to a group of students, teachers, parents or school staff. Maintain control of the class, manage student attention and involvement.
- Organize a group of students and apply group counseling leadership skills to address the goals and purposes of the group.
- Facilitate or co-facilitate one or more meetings of school staff, parents, and/or students in working on an education related task.

Month 5 - January

- Review with supervisor the required activities for the month.
 - Observe counselors organize the master schedule and program students into classes.
 - Advise at least 3 students regarding their academic programs and help them develop programs for succeeding semesters. (This activity may be limited to secondary schools.)
- 

SECOND YEAR STUDENT ACTIVITIES

SEMESTER 4 – SPRING

Month 6 - February

- Review with supervisor the required activities for the month.
- Review formal memoranda of understanding between a school and a community based organization. Discuss with supervisor (or counselor coordinator of services) the role of counselors in coordinating school and community services.
- Review school data on student achievement noting achievement test scores for students of minority and low SES background. Discuss the reasons for possible low scores with supervisor and other school administrator as available.
- Identify a situation with one or more K-12 students that calls for advocacy to promote learning and high academic achievement and prepare a report describing actual or planned advocacy interventions.
- Identify a situation with one or more K-12 students that calls for advocacy to promote learning and high academic achievement and prepare a report describing actual or planned advocacy interventions.
- Develop or participate in a career guidance program at a school site that addresses career-to-work frameworks and the relevance of education to career development.
- Design, organize and implement an educational presentation or program for school staff, parents and family or community members.

Month 7 - March

- Review with supervisor the required activities for the month.
- Conduct student/parent conferences with the parent(s)/guardian(s) of at least two students regarding problems or barriers to the students' learning and academic achievement. Elicit feedback from supervisor on interventions applied and outcomes.
- Assist a teacher in organizing, implementing, and evaluating student led conferences with students and parents; AND/OR organize, implement and evaluate a parent education program aimed at helping parents learn how to support their child(ren) to succeed in school; AND/OR organize, implement and evaluate a homework support program for a selected group of students.
- Practice communication to influence change in the school. Report efforts to field supervisor for feedback, comment and suggestions.
- Provide career guidance information to at least 2 students and/or classroom(s) of K-12 students.

Month 8 - April

- Review with supervisor the required activities for the month.
- Discuss perceptions of supervisor and other school personnel regarding your personal leadership behavior. Seek feedback on leadership behavior from various sources.
- Work with supervisor to identify students who may be at risk for aggressive or violent behavior, victimization or perpetration. Discuss and implement approaches for working/counseling with one or more of these students to eliminate the risk of problem behavior.
- Develop, organize and implement an in-service education program for school staff, and/or parents, community agency personnel focused on counseling and guidance related topics and issues.

Month 9 - May

- Review with supervisor the required activities for the month.
- Meet with fieldwork supervisor sometime in the first two weeks of May to evaluate professional development and progress to date. Supervisor should complete the Fieldwork Evaluation Form prior to the meeting. Supervisor is responsible for making sure the fieldwork course instructor has a copy of the evaluation. Obtain a copy of the evaluation and put it in the Professional Information File.
- Continue activities initiated in earlier months.

Month 10 - June

- Continue and complete activities from earlier months.
- Assist with culminating activities of students graduating from high school or transitioning to the next school level.

APPENDICES

Appendix I

Master of Science Degree Program in School Counseling

Courses Required and Recommended Sequence

Prerequisite Courses

EPC 600	Educational Statistics (3 semester units)
EPC 314	Psychological Foundations of Education (3)
OR	
EPC 430	Development and Learning in Early Childhood Education (3)
EPC 451	Fundamentals of Counseling (3)

Regular Master's Degree Program Requirements

Semester 1	Fall
EPC 659A	Practicum in Counseling - Communication (SC section) (3)
EPC 655	Counseling Theories (school counseling section) (3)
EPC 671	Law & Ethics for Counselors (SC section) (3)
EPC 682	Foundations of School Counseling (3)
Semester 2	Spring
EPC 659B	Practicum in Counseling - Skills (SC section) (3)
EPC 643	Counseling in Cross-Cultural Settings (special SC session) (3)
EPC 602	Research Principles (3)
EPC 658	Seminar in Group Counseling (3)
EPC 658L	Group Counseling Laboratory (1)
2nd Summer Session – SPED 400 – Introduction to Special Education (3)	
Semester 3	Fall
EPC 659C	Fieldwork in Counseling Services (school counseling section) (3)
EPC 684	Educational Program Evaluation and Assessment (3)
EPC 688	Measurement and Assessment in School Settings (3)
EPC 689	Leadership in School Counseling (3)
Semester 4	Spring
EPC 659D	Fieldwork in Counseling Services (school counseling section) (3)
EPC 621	Collaboration and Consultation for School Counselors (3)
EPC 687	Career Counseling in Schools (3)
EPC 605	Advanced Psychological Foundations of Education (3)
EPC 698C	Thesis/Graduate Project/comprehensive exam (3)

Appendix II

Pupil Personnel Services Credential Program in School Counseling

Courses Required and Recommended Sequence

Prerequisite Courses

- EPC 600 Educational Statistics (3 semester units)
EPC 314 Psychological Foundations of Education (3)
OR
EPC 430 Development and Learning in Early Childhood Education (3)
EPC 451 Fundamentals of Counseling (3)

Regular Master's Degree Program Requirements

1st Summer Session - EPC 682 – Foundations of School Counseling (3 semester units)

Semester 1 Fall

- EPC 659A Practicum in Counseling - Communication (special school counseling section) (3)
EPC 655 Counseling Theories (special school counseling section) (3)
EPC 671 Law & Ethics for Counselors (SC section) (3)
EPC 682 Foundations of School Counseling (3)

Semester 2 Spring

- EPC 659B Practicum in Counseling - Skills (special school counseling section) (3)
EPC 602 Research Principles (3)
EPC 643 Counseling in Cross-Cultural Settings (special school counseling session) (3)

EPC 658 Seminar in Group Counseling (3)

EPC 658L Group Counseling Laboratory (1)

2nd Summer Session – SPED 400 – Introduction to Special Education (3)

Semester 3 Fall

- EPC 659C Fieldwork in Counseling Services (special school counseling section) (3)
EPC 684 Educational Program Evaluation and Assessment (3)
EPC 688 Measurement and Assessment in School Settings (3)
EPC 689 Leadership in School Counseling (3)

Semester 4 Spring

- EPC 621 Collaboration and Consultation for School Counselors (3)
EPC 659D Fieldwork in Counseling Services (special school counseling section) (3)
EPC 687 Career Guidance, College Selection and Technology in School Settings (3)
EPC 605 Advanced Psychological Foundations of Education (3)
OR
EPC 607 Motivation in Learning and Development: Theories and Application in Educational Psychology (3)
Elective (3) (See program coordinator for recommended elective courses)

Appendix III

Master of Science Degree Program in School Counseling

Program Summary

(All 3-unit classes except EPC 658L, which is 1 unit)

Semester 1	Semester 2	Semester 3	Semester 4
EPC 659A (Practicum)	EPC 659B (Practicum)	EPC 659C (Fieldwork)	EPC 659D (Fieldwork)
EPC 655 (Cnslng Theories)	EPC 602 (Research)	EPC 684 (Progrm Evaluatn)	EPC 621 (Consultation)
EPC 671 (Law & Ethics)	EPC 643 (Cross Cultural)	EPC 688 (Career Counslng)	EPC 687 (College Cnslng)
EPC 682 (Foundations of Sch Couns)	EPC 658 (Grp Cnslng)	EPC 689 (Leadership)	EPC 698C (Thesis/Project)
	EPC 658L (Grp Cnsl Lab)		EPC 605 (Lrng & Dev)

2nd Summer Session - SPED 400 – Introduction to Special Education

55 Total Program Units

Pupil Personnel Services Credential Program in School Counseling Program Summary

(All 3-unit classes except EPC 658L, which is 1 unit)

Semester 1	Semester 2	Semester 3	Semester 4
EPC 659A (Practicum)	EPC 659B (Practicum)	EPC 659C (Fieldwork)	EPC 659D (Fieldwork)
EPC 655 (Cnslng Theories)	EPC 602 (Research)	EPC 684 (Progrm Evaluatn)	EPC 621 (Consultation)
EPC 671 (Law & Ethics)	EPC 643 (Cross Cultural)	EPC 688 (Career Counslng)	EPC 687 (College Cnslng)
EPC 682 (Foundations of Sch Couns)	EPC 658 (Grp Cnslng)	EPC 689 (Leadership)	Elective
	EPC 658L (Grp Cnsl Lab)		EPC 605 (Lrng & Dev)

1st Summer Session - EPC 682 – Foundations of School Counseling

2nd Summer Session - SPED 400 – Introduction to Special Education

55 Total Program Units

Core Courses

- EPC 659A Practicum in Counseling - Communication (special school counseling section) (3)
- EPC 655 Counseling Theories (special school counseling section) (3)
- EPC 643 Counseling in Cross-Cultural Settings (special school counseling session) (3)
- EPC 605 Advanced Psychological Foundations of Education (3) *OR*
EPC 607 Motivation in Learning and Development (3)
- EPC 659B Practicum in Counseling - Skills (special school counseling section) (3)
- EPC 602 Research Principles (3)
- EPC 658 Seminar in Group Counseling (3)
- EPC 659C Fieldwork in Counseling Services (special school counseling section) (3)
- EPC 659D Fieldwork in Counseling Services (special school counseling section) (3)

Appendix IV

ELECTIVE COURSES

Students only enrolled in the Pupil Personnel Services Credential Program to obtain a credential in School Counseling and who *ARE NOT* enrolled in the School Counseling Master's Degree or other Master's Degree program need three units of elective coursework. Students may choose from the following courses. Other university courses may also be considered (e.g. Spanish Language class). Consult with a school counseling program coordinator regarding the elective course and obtain approval for any course not included in the following list.

EPC 607	Motivation in Learning (3 units)
EPC 608	Social Psychological Education (3)
EPC 611	Seminar in Educational Psychology (3)
EPC 612	Advanced Study in Child and Adolescent Development (3)
EPC 613	Evaluation in the Classroom (3)
EPC 621	Collaboration and Consultation for School Counselors (3)
EPC 630	Education of Infant Parent Dyads with Special Needs (3)
EPC 632	Issues, Theories, and Current Practices in Early Childhood (3)
EPC 633	Development and Learning Problems in Early Childhood (3)
EPC 656	Seminar in Child Counseling (3)
EPC 657A	Seminar in Career Counseling Theory (3)
EPC 662	Current Issues in Career Education and Counseling (3)
EPC 670	Family Counseling (3)
EPC 671	Laws and Ethics for Counselors (3)
EPC 675	Counseling and Chemical Dependency (3)
EPC 681	Classroom Communication and Management Methods
EPC 699	Independent Study (1-3 units)

California State University
Northridge
Counselor Education Program
Department of Educational Psychology & Counseling
18111 Nordhoff Street
Northridge, CA 91330-8265
818/677-2599

VERIFICATION OF PERSONAL COUNSELING

The signing of this form certifies that the student listed below has completed a minimum of eight hours of individual counseling/therapy with the counselor/ therapist listed below during the time period in which s/he has been registered in EPC 659A/B – Practicum at California State University, Northridge.

Name of Student (please print): _____

Name of Counselor/Therapist (please print): _____

Address _____

Phone(s) _____

Is counselor/therapist an advanced (second or later) year Master's student?
_____ Yes _____ No

If not a Master's student, please list professional title, type of license, and/or license number below:

Date counseling/therapy began: _____

Date counseling/therapy ended: _____

Total number of sessions in this time period: _____

Signature of Student _____

Signature of Counselor/Therapist _____

California State University
Northridge
Counselor Education Program
Department of Educational Psychology & Counseling
18111 Nordhoff Street
Northridge, CA 91330-8265
818/677-2599

PROFESSIONAL WORKSHOP ATTENDANCE VERIFICATION

Student Name: _____ Date: _____

Phone Number:(____) _____ Email: _____

Practicum/Fieldwork Course Number: EPC 659 _____

Instructor Name: _____

Title/Name of workshop, conference, institute, symposium or colloquium:

Location: _____

Presenter(s): _____

Date(s): _____

This is workshop number 1 2 3 4 (circle number) and has been attended to satisfy department requirements.

Student Signature

For Department Use Only

This attendance is verified by _____
Presenter's signature, certificate of attendance, program notes, agenda etc

Signature of Practicum/Fieldwork Course Instructor

Date

Appendix VI

California State University
Northridge
Transforming Leadership In Counseling For Student Success
Department of Educational Psychology & Counseling
18111 Nordhoff Street
Northridge, CA 91330-8265
818/677-2599

GRADUATE STUDENT INFORMATION FORM

Name: _____

Home Address: _____

Home Phone: _____

Cell Phone: _____

Occupation Title: _____

Workplace Name: _____

Workplace Address: _____

Workplace Phone: _____

Email Address: _____

Where do you prefer to be contacted by phone? (Circle one) Work Home Cell Other
(Specify Other) _____

How early and late in the day can you be called there? _____

Ethnic Identification _____

Languages Spoken: _____

Preferred School Level for Field Placement: Elementary Middle High School

Fieldwork Time Availability (Indicate days and times (hours)):

Mondays _____

Tuesdays _____

Wednesdays _____

Thursdays _____

Fridays _____

Saturdays _____

School Counseling Program
Department of Educational Psychology and Counseling
California State University, Northridge

FIELDWORK AGREEMENT FORM

(to be completed by authorized fieldwork site representative, practicum/fieldwork professor and student)

THIS AGREEMENT IS BY AND BETWEEN:

School Counseling Program
Department of Educational Psychology and Counseling
College of Education
California State University, Northridge
Northridge, CA 91330
(818) 677-2601

AND:

Fieldwork site name: _____

Address: _____

Telephone: _____

AND:

Student Name: _____

Home Address: _____

Home Telephone: _____ Email address: _____

FOR THE PURPOSE OF PROVIDING FIELDWORK IN COUNSELING FOR THE ABOVE NAMED STUDENT.

IT IS MUTUALLY AGREED:

A. That the above named fieldwork site will provide the following services and supervision:

1. Assistance, support, guidance and supervision in engaging activities to build competencies as a school counselor as identified in the Student and Fieldwork Supervisor Handbook and Fieldwork Manual for School Counseling.

FIELDWORK AGREEMENT FORM (continued)

Supervision to be performed by: _____

Supervisor's degree(s), credential(s), license(s), numbers of same, and dates granted:

Supervisor's field of preparation and current position: _____

Supervisor's relevant work experience (briefly indicate type and years of experience):

2. Weekly review of student's performance via a one-hour individual meeting with the student and/or two hours of group supervision with no more than eight trainees in a group.
3. Weekly review and approval of student's fieldwork log.

B. That the student will:

1. Be at the agreed upon location on the following days at the following times:

2. Be assigned the following duties and responsibilities in addition to activities identified in the Student and Fieldwork Supervisor Handbook and Fieldwork Manual for School Counseling:

3. Attend practicum or fieldwork course sessions at California State University, Northridge.
4. Maintain a record (log) of all hours of experience gained toward completion of program and credential requirements and will be responsible for the accuracy of the record and for obtaining the supervisor's signature of approval of the record.
5. Complete all other fieldwork assignments related to school counseling coursework.

C. That the School Counseling Program at California State University, Northridge will:

1. Advise the student as to departmental, university and state requirements involving fieldwork;
2. Provide fieldwork course meetings to discuss common problems and experiences as well as to assist the student in case study presentations and other areas of concern.
3. Provide additional experiences including opportunities for supervision of video or audio-taped counseling sessions, professional seminars and referral resources.
4. Maintain appropriate records for course registration and grading.

It is the expectation of all three parties involved that the above conditions be met. Should it become apparent that they are not being met by any of the parties, it is imperative that all three parties discuss at the earliest possible date how they can be met.

This document must be completed and on file in the CSUN School Counseling Program office within one week of initiating the practicum or fieldwork experience.

THE FOLLOWING SIGNATURES VERIFY AGREEMENT TO THE ABOVE STATED CONDITIONS:

Student signature: _____ Date: _____

Student printed name: _____

Field Site Supervisor Signature: _____ Date: _____

Field Site Supervisor Printed Name: _____

Field Site Supervisor email address: _____

University Professor Signature: _____ Date: _____

University Professor Printed Name: _____

FIELDWORK PLACEMENT INFORMATION FORM
(to be completed by the authorized fieldwork site representative and the student)

Student name: _____ Date: _____

Address: _____

Home telephone: _____ Work telephone: _____

Name of current University practicum/fieldwork professor: _____

Fieldwork course number: _____

Student liability insurance carrier: _____

Policy number: _____ Expiration date: _____

Fieldwork site: _____

Address: _____

Telephone: _____

Name and title of fieldwork supervisor: _____

Telephone: _____

Supervisor's degree(s): _____

Supervisor credential(s), license(s) including numbers and date(s) of issuance: _____

Name of school principal: _____

Days and times at the field site: _____

Names of instructors for the following courses:

EPC 659A: _____ EPC 659B: _____

EPC 655: _____ EPC 643: _____

SCHOOL COUNSELING PRACTICUM LOG

Student name: _____ Semester/Year: _____

School/Community Setting: _____

(Use separate log for each work setting.)

Date												Total Hours
Personal & Social Counseling & (Individual)												
Personal & Social Counseling (Group)												
Academic Development & Counseling												
Career Development & Counseling												
Advocacy												
Program Development & Outcome Evaluation												
Program Coordination, Mentoring & Supervision of Others												
Consultation												
Psychological Education/ Prevention												
Parent Conferences/Parent Involvement												
Workshops/Conferences												
School Systems Change/Changing School Climate												
Personal Supervision												
Personal Counseling												
Total Hours												

Supervisor Signature: _____ Date: _____

Course Instructor Signature: _____ Date: _____

School Counseling Program
 Department of Educational Psychology and Counseling
 California State University, Northridge

SCHOOL COUNSELING FIELDWORK LOG

Student name: _____ Semester/Year: _____

School/Community Setting: _____

(Use separate log for each work setting.)

Date											Total Hours
Personal & Social Counseling & (Individual)											
Personal & Social Counseling (Group)											
Academic Development & Counseling											
Career Development & Counseling											
Advocacy											
Program Development & Outcome Evaluation											
Program Coordination, Mentoring & Supervision of Others											
Consultation											
Psychological Education/Prevention											
Parent Conferences/Parent Involvement											
Workshops/Conferences											
School Systems Change/Changing School Climate											
Personal Supervision											
Personal Counseling											
Total Hours											

Supervisor Signature: _____ Date: _____

Course Instructor Signature: _____ Date: _____

CONSENT FOR COUNSELING

Counseling Treatment

The undersigned parent/legal guardian requests, consents to, and authorizes

Counselor Trainee/Intern Name

to perform counseling services which may be deemed advisable, necessary or desired for

Child/Student Name

at _____

Name of School

Counselor Information

As a condition of my child receiving counseling, I acknowledge and accept that the individual named above who is providing counseling services is being supervised in this work by

Supervisor Name

who holds a valid California credential in _____

Credential Specialization Area

I understand that my child's counselor is a graduate student enrolled in the School Counseling Program at California State University, Northridge and may be a trainee or intern who will discuss my child's case in supervision in either an individual or group setting.

Exception to Confidentiality

I understand that _____ adheres to confidentiality standards of ethical counseling practice. This confidentiality agreement extends between the child and the _____ school. There are exceptions to confidentiality, however, which arise from certain California legal mandates. These exceptions are:

- The necessity of reporting to authorities, without the parent's or child's consent, any information which may indicate the presence of child abuse, neglect or endangerment, either physical or sexual in nature;
- When it appears that the child, or a person known to the child, intends to hurt another person, the counselor trainee/intern has a duty to warn the intended victim and the police authorities;
- When it appears evident that the client will most probably make a suicide attempt, appropriate steps shall be taken to prevent such an attempt.

In each of the above cases, an attempt may be made to inform me that a report will be made. I will also be encouraged to make the report myself.

Each of the undersigned acknowledges that he/she has read and understands the foregoing provisions and that the person signing as agent, parent or personal representative, certifies that he/she is lawfully entitled to act on behalf of the child/client.

Date: _____ Child/Client Name: _____

Parent/Guardian Signature: _____

Parent/Guardian Printed Name: _____

Audio/Video Taping Release Form

The school counseling program in the Department of Educational Psychology and Counseling at California State University, Northridge (CSUN), is dedicated to the training of effective school counselors and audio-video tapes are valuable tools often used in that training process. In order to tape counseling sessions with your child for use as training tools, it is necessary for you to sign the permission statement below.

I, the undersigned, consent to the audio-video taping of my child's counseling sessions. This consent is being given in consideration of the professional services being rendered by:

_____, school counselor trainee at CSUN
Name of School Counselor Trainee

at _____.
Name of School/Community Agency

I understand that no identifying data about myself or my family will be revealed, and that I or my child may require the tape be turned off or erased at any time during counseling sessions or at any time thereafter. I further understand that the tapes will be used in individual and group supervision to assist the counselors in working with my child to improve the quality of the counseling he/she receives.

I acknowledge that the purpose and value of the taping has been fully explained to me, and that my consent to such taping is being given freely without coercion, duress, or pressure of any kind or nature.

I further release from liability the Department of Educational Psychology and Counseling at California State University, Northridge and, within it, any individual who uses the tapes for the above stated purposes.

Client Signature: _____ Date: _____

Counselor Signature: _____ Date: _____

Parent and/or Legal Guardian: _____ Date: _____

I, the undersigned, do not consent to the audio-video taping of my or my child's counseling sessions.

Client Signature: _____ Date: _____

Counselor Signature: _____ Date: _____

Parent and/or Legal Guardian: _____ Date: _____

FIELD SITE AND SUPERVISOR EVALUATION FORM

Name of
 School/Agency/Program _____
 Supervisor's Name _____
 Student Name _____
 Semester/Year _____ Current Date _____

TYPES OF SERVICES AND ACTIVITIES PERFORMED OR SKILLS PRACTICED
 (check all that apply)

- | | |
|---|---|
| <input type="checkbox"/> Observe classroom teaching
<input type="checkbox"/> Student advocacy for high achievement
<input type="checkbox"/> Student advocacy for educational equity
<input type="checkbox"/> Prevention education program
<input type="checkbox"/> Program development
<input type="checkbox"/> Academic support skills development
<input type="checkbox"/> Career development
<input type="checkbox"/> Educational assessment
<input type="checkbox"/> Academic planning
<input type="checkbox"/> College advisement
<input type="checkbox"/> Data collection
<input type="checkbox"/> Analysis and presentation of data on program outcomes | <input type="checkbox"/> Individual counseling
<input type="checkbox"/> Group counseling
<input type="checkbox"/> Prevention education program/classroom presentation
<input type="checkbox"/> Consultation with teachers
<input type="checkbox"/> Consultation with parents
<input type="checkbox"/> Parent education
<input type="checkbox"/> School systems change
<input type="checkbox"/> In-service training presentation
<input type="checkbox"/> Social skills development
<input type="checkbox"/> Conflict management
<input type="checkbox"/> Study student team participation
<input type="checkbox"/> Collaboration/coordination with community agencies/ professionals |
|---|---|

Comments: _____

Rate each of the following items by placing a check mark in the box to the right indicating your rating for the item.

	Outstanding	Good	Adequate	Insufficient	Poor
1. Appropriateness of initial service duties.					

2. Opportunity to fulfill course assignments					
3. Availability of regular/weekly supervision					
4. Availability of supervision for special issues/emergencies					
5. Quality of supervision					
6. Opportunity for practicing advocacy skills					
7. Opportunity for practicing individual counseling skills					
8. Opportunity for developing student academic skills					
9. Availability and quality of group counseling opportunities.					
10. Availability and quality of career counseling opportunities					
11. Availability and quality of in-service training.					
12. Opportunity to work with teachers and other school staff.					
13. Opportunity to work with parents.					
14. Opportunity to work with services coordinated with the community.					
15. Opportunity for program development and leadership experience.					
16. Opportunity to observe supervisor modeling of professional performance and behavior					
17. Opportunity to review audio/video recordings of counseling interactions.					

Comments: _____

On the line next to each item, write the number that describes your rating on the item according to the following scale:

Almost always	Frequently	Generally	Infrequently	Almost never
1	2	3	4	5

18. I identified personal and professional goals for field practice and supervision with my supervisor.	1	2	3	4	5
19. I was informed of my supervisor's expectations regarding fieldwork and supervision.	1	2	3	4	5
20. I was informed about the planned structure and nature of supervisory meetings.	1	2	3	4	5
22. I provided input regarding my expectations of the supervisory relationship.	1	2	3	4	5
23. My supervisor and I have positive rapport	1	2	3	4	5
24. My supervisor gives feedback to me about my effective professional and personal behavior.	1	2	3	4	5
25. My supervisor gives me feedback about my less effective professional and personal behavior.	1	2	3	4	5
26. My supervisor gives direct behavioral suggestions when appropriate.	1	2	3	4	5
27. My supervisor is respectful and non-punitive in giving me feedback	1	2	3	4	5
28. My supervisor helps me evaluate the effectiveness of my personal and professional behaviors.	1	2	3	4	5
29. My supervisor establishes clear goals with me by which progress can be assessed.	1	2	3	4	5
30. My supervisor is culturally sensitive.	1	2	3	4	5
31. I have opportunity at my field site to advocate for educational opportunity and success for students.	1	2	3	4	5
32. My supervisor made it comfortable for me to discuss strengths and weaknesses about my counseling skills.	1	2	3	4	5
33. My supervisor helps me develop self-confidence as an emerging professional	1	2	3	4	5
34. My supervisor demonstrates openness to address professional issues	1	2	3	4	5
35. My supervisor helps me to conceptualize professional situations and approaches appropriately	1	2	3	4	5
36. My supervisor facilitates my development of new professional skills	1	2	3	4	5
37. My supervisor shares relevant professional experiences with me	1	2	3	4	5

Comments: _____

EPC 659B STUDENT ADVANCEMENT EVALUATION FORM

Department of Educational Psychology and Counseling
Michael D. Eisner College of Education
California State University, Northridge

Practicum Instructor: _____ Student: _____

659 A/B Teaching Assistant: _____ Supervisor/Mentor _____

Student completes information above this line.

Evaluator completes information below this line.

Evaluator's Name (printed): _____

Evaluator's e-mail address: _____ Phone: () _____

Evaluator's Signature: _____ Date: _____

(Circle One) Supervisor/Mentor Location _____

or

Course Instructor Course Number _____

Please return to Practicum Instructor or to the Department Office by Monday, April 27, 2009.

BASIC COUNSELING/RELATIONAL SKILLS*

Based on **direct observation**, please indicate the level (1 to 5, 5 = highest level) at which the student (S) normally functions in counseling his/her clients (C) by circling a number. Please skip to the "General Knowledge and Skills" section, if you have not directly observed counseling skills.

1. **POSITIVE REGARD:** Ability to respect the personhood of each individual and believe that all people have inherent worth. Individual is never rejected, although a person's actions may be confronted.

1 = S shows a complete lack of respect for C's feelings, experiences and potentials; they are not even worthy of consideration.

2 = S shows little respect for C's feelings, experiences and potentials. May respond mechanically or ignore many obvious clues.

3 = In many ways, S shows a positive respect and concern for C's feelings, experiences and potentials.

4 = S shows a very deep respect and concern for C. Enables C to feel free to be her/himself and to feel her/his value as an individual.

5 = S shows the very deepest respect and caring for C. S/he is fully committed to C's value as an individual.

N/A = Not able to assess

2. **EMPATHY:** Ability to understand another person's communications (i.e., feelings, world-view, beliefs, values experiences, and goals).

- 1 = S shows no awareness of C's obvious feelings. S detracts significantly from C's communications. S is bored disinterested or prejudiced.
 - 2 = S shows some awareness of C's obvious surface feelings but responds to something other than what C is expressing.
 - 3 = S reflects accurately C's expressed surface communications but doesn't show understanding of C's deeper feelings.
 - 4 = S feeds back C's feelings noticeably enriched, at a level deeper than C could express them.
 - 5 = S is fully attuned to C's wavelengths at all levels. They can readily explore all untouched regions together.
- A = Not able to assess

3. **CONGRUENCE:** Ability to be completely genuine with others; i.e., verbal and nonverbal messages are not in conflict, and reactions are in the here and now and do not hide behind the façade of the professional role.

- 1 = S either speaks in a manner unrelated to her/his feelings or his/her genuine expressions are used only for destructive purposes.
 - 2 = S either speaks in a manner unrelated to her/his feelings or s/he can't use her/his negative genuine expressions constructively – s/he acts a role.
 - 3 = S seems to make appropriate, sincere responses, but shows no real involvement with C.
 - 4 = S responds sincerely with many of her/his own feelings and uses all responses constructively whether they are positive or negative.
 - 5 = S is freely and deeply her/himself with S. Uses all responses as a means to open further areas of exploration for S and C.
- N/A = Not able to assess

4. **SELF-DISCLOSURE:** Ability to volunteer unique personal information that is relevant to the client's situation.

- 1 = S actively tries to conceal her/his own feelings and personality. Any self-revelation s/he makes shows her/his indifference to C's needs. Or, S shares highly personal material that is not relevant to C's situation and may be a burden to C.
 - 2 = S only responds to direct questions about her/himself, and then only briefly and with a minimum of information. Never volunteers such information. Or, S shares highly personal material that may be somewhat relevant to C's situation, but may be a burden to C.
 - 3 = S volunteers moderate personal information about her/himself (e.g., her/his reaction to what C is presenting) that may be somewhat relevant to C, but it is often vague and doesn't reveal anything that is unique about her/himself.
 - 4 = S freely volunteers in a constructive way moderate information about her/his feelings, experiences and beliefs, revealing her/himself as a unique individual.
 - 5 = S freely volunteers in a constructive way moderate information about her/himself that reveals her/himself as a unique individual and is meaningful and highly relevant to C's situation.
- N/A = Not able to assess

*Modified from Carkhuff and Martin Scale (1967), using recent research findings as cited by Young (2003) and experience as psychotherapist and counselor educator. RRM 4/05

GENERAL KNOWLEDGE AND SKILLS

For each of the areas below, please evaluate the student compared to other students at the same level of training. Add comments to highlight both areas of strength and those needing improvement.

Rating Scale

- 1 – EMERGING Little evidence of understanding concepts or demonstration of skill; lacking consistency;
- 2 – PROGRESSING Understanding of concepts and uneven demonstration of skill
- 3 – SATISFACTORY Acceptable understanding and demonstration of skill
- 4 – CONSISTENT (TARGET) Consistent high level of understanding and demonstration of skill
- 5 – EXCEPTIONAL High level of understanding and integration of skill; demonstrated independence, insight, and creative application

N/A Not able to assess at this time or in this area

5. COUNSELING THEORIES	1	2	3	4	5	N/A
<ul style="list-style-type: none"> a. Recognizes historical development of counseling theories b. Identifies basic counseling theories c. Applies theoretical material to case studies d. Understands ingredients that engender change behaviorally, cognitively, and affectively 						
COMMENTS:						

6. HUMAN DEVELOPMENT	1	2	3	4	5	N/A
<ul style="list-style-type: none"> a. Identifies individual development and transitions across the lifespan b. Applies theories of learning and personality development to case studies 						
COMMENTS:						

7. CROSS-CULTURAL COUNSELING HUMAN DIVERSITY 1 2 3 4 5

N/A

- a. Recognizes, understands, and respects the complexity of socio-cultural diversity
- b. Recognizes the issues of diversity that impact the counseling environment
- c. Identifies the impact of own gender, culture, ethnicity, age, and beliefs on the therapeutic process
- d. Provides unbiased counseling environment when client's values or beliefs are different from own
- e. Applies strategies consistent with client's values and beliefs

COMMENTS:

8. INDIVIDUAL AND GROUP ASSESSMENT 1 2 3 4 5 N/A

- a. Knows basic concepts of standardized and non-standardized testing
- b. Applies strategies for selecting, administering, and interpreting assessment and evaluation instruments

COMMENTS:

9. RESEARCH PRINCIPLES 1 2 3 4 5 N/A

- a. Locates, critically evaluates, and describes applications of research and other literature relevant to field of study.
- b. Defines research methods, such as qualitative, quantitative, single-case
- c. Uses technology and statistical methods in conducting research
- d. Reviews research to improve counseling effectiveness

COMMENTS:

10. SCHOLARSHIP 1 2 3 4 5 N/A

- a. Demonstrates basic and research information competence skills, including technological competence
- b. Demonstrates competence in communication skills
- c. Demonstrates competence in writing mechanics
- d. Demonstrates competence in writing skills

COMMENTS:

11. ETHICS

1 2 3 4 5 N/A

- a. Demonstrates knowledge of ethical issues
- b. Demonstrates critical thinking and appropriate legal and ethical responses when presented with case studies involving legal and ethical dilemmas in the field.
- c. Maintains appropriate therapeutic boundaries
- d. identifies personal reactions/countertransference issues that could interfere with the therapeutic process
- e. Identifies personal limitations that require outside consultation

COMMENTS:

12. PERSONAL QUALITIES

1 2 3 4 5 N/A

- a. Demonstrates self-awareness
- b. Copes with personal problems and stresses
- c. Recognizes personal limitations
- d. Motivated to learn and grow
- e. Demonstrates integrity
- f. Shows initiative
- g. Relates amicably with faculty, peers, and clients/students

COMMENTS:

13. PROFESSIONALISM 1 2 3 4 5 N/A

- a. Demonstrates punctual and responsible behavior
- b. Dresses appropriately for counseling/work setting
- c. Develops positive relationships with professional colleagues (i.e., other students)
- d. Collaborates positively with professional colleagues
- e. Maintains timely and orderly paperwork
- f. Adheres to agency/school policy
- g. Belongs to professional organizations
- h. Carries liability insurance
- i. Adheres to professional ethical standards

COMMENTS:

SCHOOL COUNSELING PROGRAM
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND COUNSELING

PROGRAM ADVISEMENT FORM

NAME _____ STUDENT ID# _____

ADDRESS _____ PHONE (H) _____

CITY _____ (W) _____

COURSE TITLE	UNITS	EQUIVALENT COURSES	INSTITUTION & DATE COMPLETED
PREREQUISITE COURSES			
EPC 314* PSYCH FOUND OF ED <u>OR</u>			
EPC 430 DEVELOPMENT & LEARNING			
EPC 451 FOUNDATIONS OF COUNSLNG			
EPC 600 EDUC STATISTICS & MEAS			
CORE REQUIREMENTS: 28 UNITS			
EPC 602 RESEARCH PRINCIPLES			
EPC 605 ADV PSYCH FOUND ED <u>OR</u>			
EPC 607 MOTIVATION IN LRNG & DEV			
EPC 643 COUNSLNG CROSS-CULTRL			
EPC 655 SEMINAR CNSLNG THEORY			
EPC 658 GROUP COUNSELING			
EPC 658L GROUP COUNSELING LAB			
EPC 659A COUNS PRACTICUM – COM			
EPC 659B COUNS PRACTICUM – SKILLS			
EPC 659C FIELDWORK IN SCH COUNS			
EPC 659D FIELDWORK IN SCH COUNS			
AREA OF SPECIALIZATION: 27 UNITS			
EPC 621 COLLAB & CONSULT FOR SC			
EPC 671 LAW & ETHICS			
EPC 682 FOUNDATIONS OF SCH COUN			
EPC 684 PROGRAM EVALUATION			
EPC 687 CAREER & COLLEGE SELCTN			
EPC 688 CAREER MEAS & ASSESSMNT			
EPC 689 LEADERSHIP IN SCH COUN			
SPED 400 INTRO TO SPECIAL EDUC			
EPC 698C THESIS/GRADUATE PROJECT			
ELECTIVE			
TOTAL UNITS			

*EPC 314 FOR NON-TEACHERS

EPC 430 FOR TEACHERS

TOTAL UNITS REQUIRED 55

(INCLUDES EPC 698C FOR MASTER'S OR 3-UNIT ELECTIVE FOR CREDENTIAL ONLY)

_____ 100 PRACTICUM HOURS – SCHOOL/LEVEL _____

_____ 600 FIELDWORK HOURS – SCHOOL/LEVEL _____

SIGNATURES

STUDENT: _____ DATE _____

GRADUATE ADVISOR: _____ DATE _____

SCHOOL COUNSELING PROGRAM
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND COUNSELING

CONFIRMATION OF PROGRAM COMPLETION FORM

NAME _____ STUDENT ID# _____

ADDRESS _____ PHONE (H) _____

CITY _____ (W) _____

COURSE TITLE	UNITS	EQUIVALENT COURSES	INSTITUTION & DATE COMPLETED
PREREQUISITE COURSES			
EPC 314* PSYCH FOUND OF ED <u>OR</u> EPC 430 DEVELOPMENT & LEARNING			
EPC 451 FOUNDATIONS OF COUNSLNG			
EPC 600 EDUC STATISTICS & MEAS			
CORE REQUIREMENTS: 28 UNITS			
EPC 602 RESEARCH PRINCIPLES			
EPC 605 ADV PSYCH FOUND ED <u>OR</u> EPC 607 MOTIVATION IN LRNG & DEV			
EPC 643 COUNSLNG CROSS-CULTRL			
EPC 655 SEMINAR CNSLNG THEORY			
EPC 658 GROUP COUNSELING			
EPC 658L GROUP COUNSELING LAB			
EPC 659A COUNS PRACTICUM – COM			
EPC 659B COUNS PRACTICUM – SKILLS			
EPC 659C FIELDWORK IN SCH COUNS			
EPC 659D FIELDWORK IN SCH COUNS			
AREA OF SPECIALIZATION: 27 UNITS			
EPC 621 COLLAB & CONSULT FOR SC			
EPC 671 LAW & ETHICS			
EPC 682 FOUNDATIONS OF SCH COUN			
EPC 684 PROGRAM EVALUATION			
EPC 687 CAREER & COLLEGE SELCTN			
EPC 688 CAREER MEAS & ASSESSMNT			
EPC 689 LEADERSHIP IN SCH COUN			
SPED 400 INTRO TO SPECIAL EDUC			
EPC 698C THESIS/GRADUATE PROJECT			
ELECTIVE			
TOTAL UNITS			

TOTAL UNITS REQUIRED 55

_____ 100 PRACTICUM HOURS COMPLETED _____ 600 FIELDWORK HOURS COMPLETED

_____ PROGRAM APPROVED AS SUCCESSFULLY COMPLETED FOR THE PUPIL PERSONNEL SERVICES CREDENTIAL IN SCHOOL COUNSELING

SIGNATURES

STUDENT _____ DATE _____

GRADUATE ADVISOR _____ DATE _____

School Counseling Fieldwork Evaluation Form

Please rate the candidate's competence in the various areas specified. Competence is defined by his/her ability to perform the various functions:

- 1: No Competence
- 2: Minimal Competence
- 3: Adequate Competence
- 4: More than Adequate Competence
- 5: Excellent Competence

1. Professional Attributes

Student is responsible, reliable, punctual; consistently attends fieldwork and documents fieldwork activities; adheres to ethical standards of the profession; relates openly with supervisor, accepts criticism, implements suggestions; maintains professional appearance, judgment and behavior, consults with other professionals in the school setting.

1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	N/A	<input type="checkbox"/>
---	--------------------------	---	--------------------------	---	--------------------------	---	--------------------------	---	--------------------------	-----	--------------------------

Comments: _____

2. Competence in Multicultural and Human Relations

Sensitive to, knowledgeable and respectful of students and family members from diverse backgrounds and their educational needs; relates effectively with diverse cultural and ethnic people and groups; demonstrates an appreciation for ethnic and cultural diversity.

1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	N/A	<input type="checkbox"/>
---	--------------------------	---	--------------------------	---	--------------------------	---	--------------------------	---	--------------------------	-----	--------------------------

Comments: _____

3. Knowledge of Schools

Demonstrates knowledge about school organization and structure, school and community resources, and intervention programs that increase student learning and achievement.

1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	N/A	<input type="checkbox"/>
---	--------------------------	---	--------------------------	---	--------------------------	---	--------------------------	---	--------------------------	-----	--------------------------

Comments: _____

4. Coordination and Collaboration

Demonstrates knowledge and skill in collaborating and coordinating services with education and community professionals in addressing the needs of students and their families.

1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	N/A	<input type="checkbox"/>
---	--------------------------	---	--------------------------	---	--------------------------	---	--------------------------	---	--------------------------	-----	--------------------------

Comments: _____

5. Family Involvement and Support

Demonstrates ability to involve and work with parents and families in supporting student personal, social, career and academic development.

1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	N/A	<input type="checkbox"/>
---	--------------------------	---	--------------------------	---	--------------------------	---	--------------------------	---	--------------------------	-----	--------------------------

Comments: _____

6. Academic Development

Demonstrates ability to identify student barriers to learning including bias educational equity and opportunity; demonstrates knowledge of requirements for promotion, retention, graduation, and grade level standards; demonstrates skill in advising and motivating students and teaching strategies to increase learning and achievement.

1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	N/A	<input type="checkbox"/>
---	--------------------------	---	--------------------------	---	--------------------------	---	--------------------------	---	--------------------------	-----	--------------------------

Comments: _____

7. Personal/Social Development

Demonstrates ability to assess personal risk and intervene in crisis situations to prevent suicide and reduce stress; demonstrates skill in counseling students regarding personal and social concerns and issues; demonstrates skill in providing group counseling and implementing programs that improve the social functioning of students and contribute to positive school climate.

1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	N/A	<input type="checkbox"/>
---	--------------------------	---	--------------------------	---	--------------------------	---	--------------------------	---	--------------------------	-----	--------------------------

Comments: _____

8. Career Development

Demonstrates knowledge of the components of a career development program and ability to advise students in educational and career paths, to administer and interpret performance tests and career inventories, and to assist students in setting goals, making decisions and holding high aspirations.

1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	N/A	<input type="checkbox"/>
---	--------------------------	---	--------------------------	---	--------------------------	---	--------------------------	---	--------------------------	-----	--------------------------

9. Technology

Demonstrates knowledge and skill in using school data base systems and technology for accessing student school records and evaluating student progress; demonstrates skill in using email, the internet, PowerPoint and websites in support of school counseling work.

1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	N/A	<input type="checkbox"/>
---	--------------------------	---	--------------------------	---	--------------------------	---	--------------------------	---	--------------------------	-----	--------------------------

Comments: _____

10. Advocacy

Demonstrates ability to advocate for students including students with special needs.
Advocates for high academic expectations and learning success for all students.

1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	N/A	<input type="checkbox"/>
---	--------------------------	---	--------------------------	---	--------------------------	---	--------------------------	---	--------------------------	-----	--------------------------

Comments: _____

11. Learning, Achievement and Instruction

Demonstrates knowledge and skill in planning and teaching guidance lessons in small groups and classrooms employing a variety of instructional techniques; evaluates student learning outcomes; works effectively with teachers and educational programs to promote student learning and success.

1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	N/A	<input type="checkbox"/>
---	--------------------------	---	--------------------------	---	--------------------------	---	--------------------------	---	--------------------------	-----	--------------------------

Comments: _____

12. Use of Data

Demonstrates ability to implement assessment and data gathering to document the need for support services; demonstrates ability to gather school and student performance data; demonstrates ability to organize, implement and present results of a data based evaluation of an education or support services program that includes assessment on student learning and achievement.

1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	N/A	<input type="checkbox"/>
---	--------------------------	---	--------------------------	---	--------------------------	---	--------------------------	---	--------------------------	-----	--------------------------

Comments: _____

13. Program Development

Demonstrates skill in developing, organizing, implementing and evaluating programs to increase leaning and create a positive school learning climate; demonstrates ability to develop, organize, implement and an in-service education program.

1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	N/A	<input type="checkbox"/>
---	--------------------------	---	--------------------------	---	--------------------------	---	--------------------------	---	--------------------------	-----	--------------------------

Comments: _____

14. Team Building

Demonstrates knowledge and skill in working with school task or work groups/committee meetings; effectively participates in student study team meetings; consults effectively with teachers, school staff and parents in improving student performance and achievement; effectively facilitates a team/committee meeting.

1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	N/A	<input type="checkbox"/>
---	--------------------------	---	--------------------------	---	--------------------------	---	--------------------------	---	--------------------------	-----	--------------------------

Comments: _____

15. Leadership

Demonstrates initiative and leadership; demonstrates knowledge of school/organizational systems change and ability to work as a change agent; demonstrates skill in mentoring and/or supervising.

1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	N/A	<input type="checkbox"/>
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Comments: _____

16. School Violence

Demonstrates knowledge of predictors/precursors to violent and aggressive behavior, victimization and perpetration; demonstrates knowledge of school policies and procedures for handling violence in the school; demonstrates ability to mediate and resolve conflicts, intervene in interpersonally aggressive/violent situations and counsel students with anger management problems; demonstrates skill in implementing strategies to promote interpersonal respect and prevent violence.

1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	N/A	<input type="checkbox"/>
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Comments: _____

17. Professional Competencies

Demonstrates effective communication, respect and constructive working relationships with parents, school staff and students; demonstrates strong writing skills; demonstrates knowledge of and skills in addressing laws related to school children and school settings; accurately assesses own performance and plans activities for developing skills and overcoming deficiencies.

1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	N/A	<input type="checkbox"/>
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Comments: _____
