

**Fieldwork Manual: School Counseling**

**Pupil Personnel Services Credential with Advanced Authorization in School Counseling  
COUN 586S**

## Contents

Introduction	Page 1
Fieldwork Student Knowledge and Performance Objectives	1
Vision, Mission and Conceptual Framework for Professional Preparation	1
School Counselor Specialization Standards	2
Fieldwork Requirements	
Prerequisites for Fieldwork	5
Application for Fieldwork	6
Site Selection	6
Required Fieldwork Units	6
Caseload Guidelines	7
Consent to Provide Services	7
Supervision of Fieldwork Candidates	7
On-Site Supervisor Contract	8
Responsibilities of University Supervisor	8
Responsibilities of Program Coordinator	8
Responsibilities of Fieldwork Student	9
Fieldwork Seminar Class: COUN586S	10
Internship Credential	11
Frequently Asked Questions	12
Helpful Notes	14
Additional Requirements	14
Supplemental Materials	14
Professional Organizations	14
Forms	
Application for Fieldwork in School Counseling	15
Fieldwork Site Supervision Contract	16
Fieldwork Information Form	17
Evaluation Form: Student evaluation of the fieldwork site	18
Evaluation Form: Student evaluation of the fieldwork Site Supervisor	19
Consent to receive counseling services: English version	22
Consent to receive counseling services: Spanish version	23
Recording Policy California State University Los Angeles 2013	24
Consent to have sessions video/audio recorded: English version	25
Consent to have sessions video/audio recorded: Spanish version	26
Fieldwork Planning Document	27
School Counseling Competencies Checklist	29
Paperwork Checklist	30
Fieldwork Student Evaluation (mid-quarter)	31
Fieldwork Student Evaluation (Final)	36

Site and university Supervisor counseling session evaluation	47
Summary of Field Experience Competencies in School Counseling	48
Daily Log of Hours Fieldwork Experience in School Counseling	49

## Introduction

Candidates in School Counseling Leadership (SCL) and the School-Based Family Counseling (SBFC) options of the M.S. in Counseling degree program are required to complete from 9-12 units of COUN 586S (School Counseling Fieldwork) and 3 units of COUN 586W (Child Welfare and Attendance Fieldwork). They should consult with their CSULA Academic Advisors concerning the exact number of units required and the deadlines and the sequence of taking the units for these courses.

This manual contains general information about the fieldwork requirements for the Pupil Personnel Services Credential, Advanced Authorization in School Counseling (PPS). The manual also contains required forms. The requirements for COUN 586W are contained in a separate Handbook.

## Fieldwork Student Knowledge and Performance Objectives

Thoughtful and responsive School Counselors understand professional standards and are knowledgeable about best practices in the field. They recognize their professional responsibilities as School Counselors by acknowledging the interests and welfare of their candidates, reflecting on the consequences of their decisions, and upholding ethical behavior.

A thoughtful and responsive approach to professional practice is emphasized through the following objectives that are compatible with the California Standards for School Counseling, the American School Counselor Association (ASCA) national model, the Council for Accreditation of Counseling-Related Educational Programs (CACREP), and the California Commission on Teacher Credentialing (CTC). Candidates are prepared to foster personal, social, career and academic growth in their candidates. The four components of the ASCA national model (Foundation, Delivery System, Management System and Accountability) are infused through seminar activities.

## Vision, Mission and Conceptual Framework for Professional Preparation

The faculty members of the Charter College of Education have adopted the following vision :“The Charter College of Education is a learning community of faculty, administrators, staff, CCOE candidates, and community members that work collaboratively to ensure that all CCOE candidates receive a high quality education, honor the diversity of all learners, advocate for educational and community reforms, develop reflective practices that promote equity, and facilitate the maximum learning and achievement potential of all children and adults.

The mission for the college is “To develop in CCOE candidates the professional knowledge, skills, and dispositions to promote the academic, social, and psychological development of diverse learners in urban schools and related agencies. CCOE graduates become teachers, special educators, school administrators, educational technologists, researchers, program evaluators, school psychologists, counselors, rehabilitation professionals, higher education faculty, and other education specialists. Within an environment of shared governance, CCOE professional preparation programs utilize data-driven decision-making, technology-integrated instruction, meaningful curricula, and outcome-based assessments to ensure high-quality educational opportunities for all CCOE candidates. This mission is reflected in the course by the course content and performance standards, class discussions, and course assignments.

The CCOE has also articulated the core values of educational equity, professionalism, reflective practice and collaboration.

The mission of the counseling program is to develop caring, socially responsible counselors who will take leadership roles in diverse urban environments to promote the maximum success of individuals and families, while honoring and valuing cultural linguistic diversity as strengths.

These missions are reflected in the course syllabus (distributed each quarter) and by the course content and performance standards, readings, and seminar discussions.

Upon completion of this course, candidates will have experiences and demonstrate knowledge and skills for the following (taken from Standards of Quality and Effectiveness For Pupil Personnel Services Credentials School Counseling School Psychology School Social Work Child Welfare and Attendance 2001 CTCC) State (CCTC) Standards Fulfilled by this course: (California Commission on Teacher Credentialing)

#### School Counselor Specialization Standards

Standard 17 Foundations of the School Counseling Profession

Standard 18 Professionalism, Ethics and Legal Mandates

Standard 19 Academic Development

Standard 20 Career Development

Standard 21 Personal and Social Development

Standard 22 Leadership

Standard 23 Advocacy

Standard 24 Learning, Advisement and Instruction

Standard 25 Individual Counseling

Standard 26 Group Counseling and Facilitation

Standard 27 Collaboration. Coordination and Team Building

Standard 28 Organizational and System Development

Standard 29 Prevention Education and Training

Standard 30 Research, Program Evaluation and Technology

Standard 31 Field Experience

- Further details on the CTC standards can be found at: [www.ctc.ca.gov](http://www.ctc.ca.gov)
  - Foundations of the School Counseling Profession  
The program provides candidates with knowledge and understanding of the core areas including history, philosophy and trends in school counseling; state and national standards; models of comprehensive and developmental school counseling and guidance programs; and the theoretical bases for counseling practices in schools.
  - Professionalism, Ethics and Legal Mandates  
The program provides candidates with an understanding of ways to develop a professional identity congruent with the knowledge of all aspects of professional functions, professional development, and organizational representation. The program

provides candidates with knowledge of current legal mandates impacting school counselors and pupils. The program provides candidates with knowledge of the ethical standards and practices of the school counseling profession and how to apply these ethical standards to specific counseling situations.

- Socio-cultural Competence

The program provides candidates with opportunities and experiences to display an understanding of ways in which ethnic, cultural, socioeconomic, and environmental factors influence pupil learning and achievement. Candidates will learn skills to work effectively with pupils and their families from diverse backgrounds. The program provides candidates with an understanding and appreciation for diversity. An understanding of the importance of developing cultural competence is provided to candidates in order to effectively serve diverse and changing communities. The program provides candidates with an understanding of the ways in which educational policies, programs and practices can be developed, adapted, and modified to be culturally congruent with the needs of pupils and their families.

- Technological Literacy

The program provides candidates with opportunities to understand and demonstrate skills in current technology for communication and collecting, organizing, distributing and analyzing data and resources in order to facilitate effective and appropriate outcomes in program management and individual student achievement

- Academic Development

The program provides candidates with an understanding of the concepts, principles, strategies, programs and practices for enabling pupils to experience academic success and achieve at high levels. Candidates are able to implement strategies and activities in the school setting for maximizing learning, producing high-quality work and preparing pupils for a full range of options and opportunities after high school, including the completion of a college and university education.

- Career Development

The program provides candidates with the knowledge of the components of career development programs and provides them with opportunities to develop, implement and evaluate such programs in schools.

- Personal and Social Development

The program provides candidates with the opportunity to apply knowledge and understanding to the theories, concepts, processes, skills and practices required for successful personal and social development. Candidates are able to plan, organize and implement programs that enable pupils to acquire knowledge, attitudes and interpersonal skills that help them understand and respect themselves and others, make decisions, set goals and take necessary action to achieve goals, and to understand and develop safety and survival skills.

- Leadership

Candidates know the qualities, principles, and styles of effective leadership. Candidates also possess the knowledge, skills and attitudes of effective leadership by acting as agents of change in planning, organizing, implementing, managing an evaluating the outcomes of school counseling and guidance programs that increase student learning and achievement.

- Advocacy  
Candidates demonstrate skills and attitudes essential for advocating for the learning and academic success of all pupils. Candidates are able to identify institutional, systemic, interpersonal and intrapersonal barriers to learning, and are able to plan and implement strategies to eliminate those barriers and effectively support positive learning and achievement outcomes for all pupils.
- Learning, Achievement and Instruction  
Candidates know appropriate classroom management strategies and techniques for assisting teachers with classroom organization. Candidates understand curriculum design, lesson plan development, and instructional strategies for teaching counseling and guidance related material.
- Individual Counseling  
Candidates demonstrate knowledge of the theories of counseling, the stages of the counseling relationship, and the elements of effective counseling, particularly as they pertain to the three domains of school counseling. Candidates also know and demonstrate skills in helping pupils cope with personal and interpersonal problems as well as skills in crisis intervention in response to personal, school, and community crises. Candidates are able to design and implement programs of wellness promotion, prevention, treatment and intervention services. In addition, candidates understand and possess skill for evaluating counseling outcomes, including the impact of individual and small group counseling on student learning and achievement. Candidates know community-based mental health referral resources and effective referral practices.
- Group Counseling and Facilitation  
Candidates understand group dynamics and possess skill in group work, including counseling, psycho-educational, task, and peer helping groups; and facilitation of teams to enable pupils to overcome barriers and impediments to learning.
- Family-School-Community Collaboration  
The program provides candidates with opportunities and experiences to display an understanding of the ways in which pupil development, well-being, and learning are enhanced by family-school collaboration. The program requires candidates to work with parents to foster respectful and productive family-school collaboration.
- Consultation, Coordination and Team-building  
The program provides candidates with opportunities and experiences to demonstrate knowledge and application of theories, models, and processes of consultation. The program provides candidates with opportunities and experiences to display the ability to use communication, interpersonal, and problem-solving skills in consultation with teachers, administrators, other school personnel, family members, community groups, and agencies. Candidates demonstrate skills in using a decision-making process when consulting and collaborating with others to (a) identify problem areas, (b) collect and analyze information to understand problems, (c) make decisions about service delivery, and (d) evaluate the implementation and outcome of the service delivery plan.
- Organizational and Systems Development  
Candidates understand the organization, structure, and cultural context of schools as educational systems and are able to plan, develop, implement and evaluate systemic and comprehensive counseling and guidance programs that are part of an overall school plan. Such programs include student outcomes that reflect the impact of counseling and guidance programs on student learning and academic achievement.

July 12, 2013

- School Safety, Prevention Education and Training  
The program provides candidates with opportunities and experiences to understand ways in which school environments can enhance the safety and well-being of all pupils. The program provides candidates with the knowledge and models of systematic school safety planning that include comprehensive school climate and crisis response plans addressing elements of prevention, intervention, and treatment. The program provides candidates with opportunities and experiences to demonstrate knowledge and skills to assist in the development and implementation of a comprehensive program to reduce the incidence of school site violence. The program provides candidates with knowledge and skills that address the needs of witnesses, victims and perpetrators of violence as they relate to improved behavior and enhanced teaching and learning.
- Research, Assessment and Program Evaluation  
The program provides candidates with the knowledge of current theories and methods of using assessment data to support data-based decision making for the purpose of understanding, evaluating and promoting positive pupil performance, program outcomes, and school climate. Candidates develop an understanding of the influence of multiple factors on pupil achievement. The program requires candidates to analyze assessment information in a manner that produces valid inferences when evaluating the needs of individual pupils and assessing the effectiveness of educational programs.
- Supervision and Mentoring  
The program provides candidates with opportunities and experiences to demonstrate knowledge of models of supervision used to mentor pre-professionals in practica and field experience placements. Candidates recognize the important role that field-site supervisors play in pre-professional training of future pupil personnel service providers.
- Professional Development and Conduct  
The program provides candidates with opportunities and experiences to display an understanding of the development, improvement and evaluation of programs that support effective pupil learning. The program also provides candidates with an understanding of the importance of leadership by the pupil personnel services provider in operating as a systems change agent. For further information regarding the counseling competencies visit: [www.ctc.ca.gov](http://www.ctc.ca.gov)

## Fieldwork Requirements

### Prerequisites for Fieldwork

1. Admission to the School Counseling Leadership, School-Based Family Counseling, or Behavior Case Management options of the M.S. in Counseling.
2. Completion of the following courses with a grade of CR, B or greater: COUN 400A, 428, 460, 501, 505, 506, 516, 517, 557, 581. COUN 501 and COUN 581 can be taken concurrently with the fieldwork class in the Fall quarter of the second year
3. Application for Fieldwork approved by Faculty Advisor.
4. Successful completion of all sections of the CBEST
5. Possession of a Certificate of Clearance OR valid California teaching credential



## Application for Fieldwork

Fieldwork typically begins in the student's second year of the credentialing program. In order to begin Fieldwork, candidates must apply by filling out an application for the fieldwork class. This application is then submitted to the Division Office by the 5<sup>th</sup> week of the quarter preceding the fieldwork placement. The necessary form is included in this packet and is entitled "**Application for Fieldwork in School Counseling.**" This form is always signed by the CSULA University Supervisor and submitted to the student's University Supervisor prior to beginning work at the site.

The number of units per quarter must be specified on the application. Candidates are then granted a permit to enroll in the designated number of Fieldwork units. Any changes in the number of units the student intends to enroll in needs to be approved by the CSULA University Supervisor and changes are made through official paperwork generated by the CSULA University Supervisor. It is the student's responsibility to complete this paperwork and submit it to the appropriate personnel.

A new application form must be submitted at the beginning of each quarter and at any time a student changes his or her site placement. There must a separate Application for Fieldwork in School Counseling on file in the candidates' records for each site placement the student attends.

## Site Selection

Field-site placements are available throughout the greater Los Angeles area. It is the student's responsibility to locate a fieldwork placement site and to receive approval of the site by the CSULA University Supervisor. Directories of schools in the Los Angeles area are available from CSULA University Supervisors. If needed, CSULA University Supervisors are available during their office hours or by appointment to assist students with exploring placement options.

All site school placements must be approved by the Site Supervisor. The Site Supervisor must also agree to supervise the student by signing the Fieldwork Supervision Agreement form and submitting a copy of his or her resume and PPS credentials. The copy of the resume and PPS credentials are given to the CSULA University Supervisor and filed in the Division office.

The following criteria are used in approving a site:

- The site is a public or private school or other site approved by the Faculty Advisor.
- The site has a qualified supervisor who agrees to provide weekly supervision
- The site supervisor must submit bi-quarterly evaluations of the student's progress.
- The site supervisor must have had at least 2 years of PPS counseling work as a school counselor.

## Required Fieldwork units

The fieldwork experience consists of a number of hours of supervised counseling work in a school setting. Depending on their degree option SCL or SBFC, candidates must complete 9-12 quarter units, or 450-600 hours of Counseling 586S. Over the entire fieldwork experience period, the student must complete a minimum of 200 hours (4 units) at each of two different levels and 200 at any level of the student's choice. School levels are elementary, middle school and high school. The hours of the student's choice may be completed at any level including a previous completed level, a college counseling center or a community agency.

One unit of fieldwork is equivalent to 50 hours of work per quarter. This is equivalent to 5 hours per week for 10 weeks. A minimum of 4 units is required for each quarter which is equivalent to 200 hours per quarter or 20 hours per week for 10 weeks.

## Caseload Guidelines

Once the student is on site and completing regular weekly hours, logs listing the specific hours and duties must be completed weekly. These logs are signed by the Site Supervisor and submitted to the CSULA University Supervisor.

Candidates are required to record their fieldwork hours on a daily basis on the Activity Log Sheet. The Activity Log Sheet form is included in this packet and is to be downloaded to the student's computer and hours are to be recorded on the electronic logs. Hours worked at the site placement include both direct and indirect hours. Direct hours are hours spent working face-to-face with candidates, teachers, parents, guardians or community agency personnel. Direct hours also include supervisory hours with the Site Supervisor. Indirect hours are those hours the student spends completing paperwork, planning and coordinating workshops or meetings and making phone calls.

75% of the weekly fieldwork hours at the site must be direct hours. For example, if a student works 20 hour per week (4 units) than 15 of these hours should involve direct client services.

## Consent to provide services

Under certain circumstances, consent to provide counseling services must be obtained from the legal guardian of the student. The manual includes example consent forms in both Spanish and English but approval to use these forms must be obtained from your site supervisor prior to distribution to the student. The supervisor may require that these forms are duplicated on site letterhead prior to distribution. There is also consent to record sessions form included in the manual. This form needs to be signed by both parent and student prior to recording of a counseling session. Fieldwork candidates are required to audio or video record 5 sessions during their fieldwork experiences or have 2 direct observations from the site supervisor.

## Supervision of fieldwork candidates

During your first two weeks of the quarter, in collaboration with your field Site Supervisor, you should develop a site agreement, called the Fieldwork in Counseling Planning Document, outlining your responsibilities, a description of your activities, duties, and number of weekly required hours. This Planning Document agreement form must be completed (signed by the Site Supervisor and student) and submitted to your CSULA University Supervisor at the first meeting of the quarter. Prior arrangements must be made with your CSULA University Supervisor if your agreement will be submitted after the first week of class.

## On-Site Supervisor Contract

The On-Site Supervisor must agree to accept the following Responsibilities: He or She must hold a California Pupil Personnel Services Credential and have been credentialed for at least two years. The Site Supervisor must also have worked at his or her present site for at least one year. The Site Supervisor agrees to provide a minimum of one hour of individual supervision per week with student access to the supervisor during the scheduled field-site hours on an as needed basis. The Site Supervisor must complete two evaluations of the student per quarter and meet with the CSULA University Supervisor one time per quarter to discuss the student's progress.

The student must provide the Site Supervisor with a copy of the Fieldwork Manual prior to having the Site Supervisor agree to the placement, so that the Site Supervisor can be aware of the required activities for the student and the supervisory responsibilities required and complete the necessary paperwork to verify credentials and experience.

Site Supervisors must also agree

- To determine their own criteria for accepting candidates for placement
- To collaborate with the CSULA University Supervisor in evaluating the student's performance at the site.
- To impart expectations for the student's professional and ethical conduct while at the particular site.
- To facilitate a successful learning experience for candidates at the school site. This includes opportunities for participation in meetings, case conferences and workshops.
- To provide appropriate office and desk space while at the site.
- To meet on site with the CSULA University Supervisor at least once per quarter.
- To complete mid-quarter and final evaluation forms. The evaluations should be discussed with the student and signed by the Site Supervisor and the student prior to submission to the CSULA University Supervisor.
- To supervise no more than 2 students during any given quarter unless otherwise agreed upon by the Site Supervisor and University Supervisor.
- To provide 2 direct observations or 2 audio/video-taped evaluations of the fieldwork student during each assignment.

## Responsibilities of the CSULA University Supervisor

- The CSULA University Supervisor assists the student in the integration of academic training and on-site experiences through the Fieldwork Seminar class. The CSULA University Supervisor also makes site visits to the student's placement and meets with the Site Supervisor.
- The CSULA University Supervisor also completes the Final Fieldwork Competencies Checklist to verify completion of required fieldwork activities, including completion of work at least two out of three site levels and up to one hundred fifty (150) clock hours devoted to issues of diversity as defined by the CTC.
- The CSULA University Supervisor views and evaluates 2 audio/video recordings for each fieldwork student each quarter and provides individual feedback.

## Responsibilities of the CSULA Program Coordinator

- The CSULA Program Coordinator maintains the electronic midterm and final candidate evaluations and also forwards a copy of the evaluations to the appropriate University Supervisor for accountability purposes.

- The CSULA Program Coordinator provides support and guidance to the University Supervisors.

#### Student Responsibilities in Fieldwork

- School counseling candidates are required to ***comply with Procedural Policies of the Placement School and the University***
- Candidates must ***receive a passing grade*** in the Fieldwork Course. (Calculation of the grade includes input from On Site Supervisor.)
- Candidates are required to attend a weekly Fieldwork Seminar and complete additional course requirements as outlined in the fieldwork syllabus. The Fieldwork Course meets weekly at CSULA and attendance is required.
- Candidates must be aware at all times that they have ***ethical responsibilities to students at the School and to the School***. Candidates should refer to the American School Counselor Association Ethical Codes for guidelines of ethical conduct.
- Attendance at the site is mandatory for all days of assignment (determined in agreement between the student and Site Supervisor). Candidates are expected to notify the Site Supervisor whenever there is an illness or other type of emergency which interferes with attendance.
- Candidates are expected to become aware of school site rules, requirements, and regulations.
- Candidates assume the responsibility of complying with all the rules, policies, and regulations, approved codes of conduct and behavior, and legal and ethical standards of their respective professional state and national associations, as well as the University, College, and Division policies and regulations.
- Conduct 5 audio/video-taped counseling sessions and provide (2) for the evaluation of the Site Supervisor or have 2 direct observations and evaluations by the Site Supervisor at each site.
- Input the weekly hours and summary of hours on the electronic Hourly Log forms along with a short description of the tasks performed. (Refer to pages 35, 36)

The student is responsible for submitting the following forms. Each student should maintain a copy of all forms and logs submitted in their personal files. Some of these forms will be submitted electronically.

#### 1. Fieldwork Application

This form must be submitted to the Division Office by 5th week of Quarter preceding fieldwork if you are seeking placement at a site for the first time and each quarter thereafter. These forms must be signed by both the Site Supervisor and CSULA University Supervisor. This must be done prior to the beginning of fieldwork.

#### 2. Fieldwork Supervision Contract

Should be signed by Site Supervisor and submitted to CSULA University Supervisor no later than the first week of the quarter in which fieldwork is begun. This form is needed for each placement each quarter.

#### 3. Fieldwork Information Form

This form must be given to the CSULA University Supervisor along with the application during the preceding quarter. If the information is not available then, the form must be submitted during the first week of the placement.

4. Mid-Quarter Evaluation

This form is sent to the student and submitted to the Site Supervisor who then forwards it to the appropriate Program Coordinator. This is completed by the end of the 5<sup>th</sup> week.

5. End of Quarter Evaluation

This form is sent to the student and submitted to the Site Supervisor who then forwards it to the appropriate Program Coordinator.

6. Student Feedback on Fieldwork Site.

This form is given to the student and submitted to the appropriate University Supervisor.

7. Student feedback on Fieldwork Supervisor

This form is given to the student and submitted to the appropriate University Supervisor.

8. Fieldwork Activity Log Sheets

These forms are filled out electronically by the student and sent to the appropriate University Supervisor

Each page should be signed by Site Supervisor. The log sheet needs to include a summary of the total number of hours.

9. Summary of Field Experience Competencies

These forms are filled out electronically by the student and sent to the appropriate University Supervisor.

If the candidate is terminated from a Fieldwork site for ethical misconduct, a grade of NC will be assigned by the faculty supervisor unless good cause is shown for withholding the NC grade. If either a Site Supervisor, in collaboration with an On-Site administrator, or the University Supervisor has determined that a candidate is not performing satisfactorily in a placement, efforts by participating supervisors will be made to identify problem areas with specific recommendations to the candidate for improvement. However, if the problems continue to persist and the candidate does not improve in his or her performance, the candidate may be subject to termination from the site.

Leaves of Absence are allowed under special circumstances and at the discretion of the CSULA University Supervisor. Approval for a leave of absence must be obtained from the CSULA University Supervisor and appropriate paperwork completed and submitted. It is the student's responsibility to follow up on the paperwork and make sure that the university is in accordance.

Fieldwork Seminar Class: COUN586S

The Fieldwork Seminar class, COUN586S, is required of all candidates enrolled in Fieldwork and placed at a field site. Candidates attend the seminar concurrently with their work at the field site. The seminar class meets for 1 1/2 hours weekly for ten weeks on a designated night. Various activities are completed by the candidates during this class and need to be turned in in order to receive a grade of CR for the class. These activities are outlined in the course syllabus. Class attendance is mandatory and candidates who do not attend will not be given credit for the fieldwork hours obtained during the quarter. The class hours are to be included as indirect fieldwork hours and should be logged on the Electronic Activity Log Sheet.

Accumulation of fieldwork site hours runs concurrently with the class. Site hours begun prior to the beginning of the class or occurring after the quarter ends are not admissible for inclusion on the logs unless prior approval from the CSULA University Supervisor has been obtained.

### Internship Credential- PPS

After the completion of your first year in the SCL and SBFC, candidates may be eligible to participate in the internship credential program. Candidates interested in this program should consult with a faculty advisor during the Spring quarter of the first year. This program is typically by invitation to the student from a principal or school administrator and from a school district approved by CSULA. The school personnel would identify an outstanding student working in the school and invite him or her to apply for the internship credential. The student would need to obtain a letter from the principal or administrator and submit it, along with the internship credential application, to the CSULA University Supervisor.

The appointment under an internship credential usually begins on July 1<sup>st</sup> after the completion of the first year at CSULA. The student is usually paid 7/8ths of the salary of a beginning school counselor and would work full-time at the site. Salaries may vary if the student has accumulated prior years and status in the school district. The hours worked at the site would be under the supervision of a credentialed school counselor and would count towards the required fieldwork hours. The candidate must enroll in a minimum of 3 units of COUN586S each quarter of the internship. Site Supervisors still have to meet supervisory criteria (including possession of a PPS credential for a period of 2+ years, and employment at the current site for over 1 year). Under certain circumstances, candidates may register concurrently for one course required for the internship credential in the Fall quarter.

## Frequently Asked Questions (FAQs)

1. Can I do 400 hours at one high school?  
A: You must do 2 distinct levels of 200 hours each for a total of 400 hours. You then have 200 hours of your choice. Therefore, you could do 400 at the high school level and the remaining 200 at either the elementary or middle school level. In some cases, the Junior High School includes 9<sup>th</sup> grade and those hours would be counted as distinct from high school hours.
2. Can I have 2 supervisors? My supervisor is off track half of the quarter.  
Yes, you may have two supervisors. However, you must submit the credentials of each supervisor along with the Fieldwork Supervision Agreement form for each supervisor.
3. Can the Site Supervisor be the School Psychologist if he/she has a PPS?  
Yes, but your fieldwork supervision and duties must be in the area of school counseling and not school psychology.
4. Can I combine my COUN 586S and COUN 586W hours?  
No. The hours for S and W must be distinct and logged that way on the Activities Log Sheet. However, at many sites you will be doing distinctly S duties in addition to distinctly W duties on the same day. You must log these hours distinctly on a form for S or a form for W. You may not use the same hours of work for both an S and a W. For example, if you are working 2 hours with a student dropout case, you may use one hour as an S and one as a W.
5. Does my Site Supervisor really have to have 2 years experience?  
Yes. A person holding the internship credential year does not have two years of experience. The two years must be on a clear PPS credential.
6. I work at the school. Can I use my work hours as fieldwork hours?  
No. The hours and work you do at the site must be separate and distinct from your work hours, but you may work with students at your school who are not normally part of your work load at times you are not normally working. For example, a fifth grade teacher may do fieldwork hours with fourth graders before or after school or during lunch as long as it is made clear that those hours are for school counseling fieldwork.
7. What are some examples of indirect hours?  
Indirect hours include non-face-to-face hours. For example, working on paperwork, making attendance calls, planning a workshop or school event, reviewing student records and/or collecting data for accountability.
8. What are some examples of direct hours?  
Direct hours are all face-to-face contact with students, teachers, supervisors, community agency personnel, families.

9. Can I work at other approved programs on Saturdays or after school?  
Yes. There are many ways to obtain hours outside of the traditional school hours including working in full-time school settings over the summer.
10. Can I do 200 hours at a non- public high school or community agency?  
Yes, but only if the supervisor is PPS credentialed.
11. Can I complete the fieldwork hours after the quarter officially ends?  
You must make arrangements with your CSULA university supervisor and get permission prior to agreeing to any special circumstances. This is rarely done.
12. Can I start my hours prior to the beginning of the quarter?  
You must make arrangements with your CSULA university supervisor and get permission prior to agreeing to any special circumstances.
13. Can I graduate with some of my hours left to complete?  
You need to have completed all but 9 units of fieldwork in order to be able to walk at graduation. You must speak with your CSULA Faculty Advisor and obtain permission.
14. What happens if I do not apply for Fieldwork before the 5<sup>th</sup> week of the previous quarter?  
You will not be eligible for Fieldwork that quarter and will have to wait one quarter. We do not accept late applications.
15. Do I have to have my site designated by the 5<sup>th</sup> week of the quarter?  
No, you may apply for Fieldwork without having secured your site. You must submit your application to confirm your intent to take fieldwork in the upcoming quarter.
16. Do I have to have audio/video record my sessions?  
Yes, however if the site does not allow for recordings you have the option of having your site supervisor conduct 2 direct observations of your counseling sessions.
17. Can I record my sessions with my cell-phone and store those recording on my computer?  
No because of confidentiality issues the recordings must be made using the university cameras and the SIM card is the only method of storing the recorded sessions. At the end of the quarter the SIM cards are destroyed by the university supervisor.
18. Can I roll over my hours from one quarter to the next if I complete more hours that I have units for?  
You must make arrangements with your CSULA University Supervisor and get permission prior to agreeing to any special circumstances.
19. Can I complete fieldwork hours when the university is not in session?  
You must make arrangements with your CSULA University Supervisor and get permission prior to agreeing to any special circumstances.



20. Can I complete all my 150 CWA hours at a school site?

No, the fieldwork is designed for you to complete a minimum of 30, but not more than 60 clock hours are in interdisciplinary settings outside the field of education. This may include juvenile justice, child health, mental health or social service agencies or non-profit community based organizations. The remaining hours totaling 150 are to be completed at a school site.

### **Helpful Notes**

You should make a copy of all your logs and keep them in a file at home. In this same file, you should also keep a copy of your supervisor's contact information and a copy of his/her credentials that you submitted to the department.

You should always confirm the time of the University Supervisor's visit and provide driving directions to the site and parking instructions.

### **Additional Requirements**

Workshop attendance may be required and candidates will be notified in advance of the date, time and location of these workshops.

### **SUPPLEMENTARY MATERIALS**

**Note** The *Educational Sciences Reform Act of 2002* established a new federal unit to connect evidence-based interventions to public policy, research, and public school services. This new branch is entitled *The Institute of Educational Sciences*. Their website reports that Congress plans to advance the field of education research using evidence-based practices (see <http://www.ed.gov/offices/IES/>). Science and practice must be combined if candidates and society are to be served effectively. Other useful websites are the What Works Clearinghouse (see <http://www.w-w-c.org/about.html>); Intervention Central (<http://www.interventioncentral.org>); Positive Behavior Interventions and Supports (<http://www.pbis.org>); Collaborative for Academic, Social, and Emotional Learning (<http://www.casel.org>); and the Center for Social and Emotional Education (<http://www.csee.net>).

### ***Professional Organizations***

American Counseling Association

<http://www.counseling.org/>

American School Counselor Association

<http://schoolcounselor.org/>

California Association of School Counselors

[www.schoolcounselor-ca.org](http://www.schoolcounselor-ca.org)



CALIFORNIA STATE UNIVERSITY, LOS ANGELES

CHARTER COLLEGE OF EDUCATION  
Division of Special Education and Counseling

**APPLICATION FOR FIELDWORK IN SCHOOL COUNSELING (COUN 586S)**

INSTRUCTIONS: This form must be signed and submitted to Division Office by 5th week of Quarter preceding fieldwork placement.

THIS APPLICATION IS FOR:

Quarter                      Year                      Number of units

Student's Name: \_\_\_\_\_ CIN# \_\_\_\_\_

Phone: (Home) \_\_\_\_\_ (Work) \_\_\_\_\_

Address: \_\_\_\_\_ City \_\_\_\_\_ Zip \_\_\_\_\_

Email: \_\_\_\_\_

Do you have a tentative placement? YES \_\_\_\_\_ NO \_\_\_\_\_

If yes, Agency's Name: \_\_\_\_\_

Address: \_\_\_\_\_ City \_\_\_\_\_ Zip \_\_\_\_\_

Type of Work Expected at This Site: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Site Supervisor: \_\_\_\_\_ Title: \_\_\_\_\_

Phone: \_\_\_\_\_

Is this your 1st Quarter of Placement at This Site? YES \_\_\_\_\_ NO \_\_\_\_\_

If No, Specify Quarters Placed at This Site: \_\_\_\_\_

I certify that I have:

- Completed the following courses with a grade of B or better: COUN 400A, 428, 460, 501, 503, 505, 506, 557, 581
- Passed the CBEST ( attach copy to this application)
- Obtained a Certificate of Clearance or hold a valid California Teaching Credential (attach a copy to this application)
- I have read the Fieldwork Manual and understand my obligations as a fieldwork student as they are described in the Manual.

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

I approve this student's fieldwork placement as described above.

CSULA University Supervisor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_



CALIFORNIA STATE UNIVERSITY, LOS ANGELES

CHARTER COLLEGE OF EDUCATION  
Division of Special Education and Counseling

FIELDWORK SITE SUPERVISION CONTRACT

I agree to provide on-site professional supervision in School Counseling for:

Student's Name:

I acknowledge that I have met the following qualifications as a Site Supervisor.

- I have held a Pupil Personnel Services Credential with Advanced Authorization in School Counseling for at least two years (attach copy of credential).
- I have worked in the setting in which the supervision is taking place for at least one year.
- I will be able to devote a minimum of one hour of individual supervision per week.
- I am aware of the competencies the student must meet as part of the fieldwork experience.
- I agree to one site visit per quarter by the CSULA Faculty Advisor.

On-Site Fieldwork Supervisor Signature \_\_\_\_\_ Date: \_\_\_\_\_

Site: \_\_\_\_\_

CACREP standards require that the university have a resume of the Site Supervisor on file. Please include a brief resume (1 - 2 typed pages) with this letter of agreement if you do not have one on file.

Please Check:

- ☐ My resume is attached
- ☐ My resume is already on file.



CALIFORNIA STATE UNIVERSITY, LOS ANGELES

CHARTER COLLEGE OF EDUCATION  
Division of Special Education and Counseling

**FIELDWORK INFORMATION FORM  
SCHOOL COUNSELING**

**INSTRUCTIONS:** Please give this form to your Faculty Supervisor during the first week of classes of the quarter in which fieldwork is pursued.

Student's Name: \_\_\_\_\_ CIN# \_\_\_\_\_

Phone: (Home) \_\_\_\_\_ (Work) \_\_\_\_\_

Address: \_\_\_\_\_ City \_\_\_\_\_ Zip \_\_\_\_\_

Email: \_\_\_\_\_

Quarter of Placement: \_\_\_\_\_ Number of Units: \_\_\_\_\_

Is This Your 1st Quarter of Placement at This Site? YES \_\_\_\_\_ NO \_\_\_\_\_

If No, Specify Quarters Placed at This Site: \_\_\_\_\_

School's Name: \_\_\_\_\_

Address: \_\_\_\_\_ City \_\_\_\_\_ Zip \_\_\_\_\_

Student's Phone & Extension at Site: \_\_\_\_\_

Fieldwork Schedule (days & hours): \_\_\_\_\_

Total Number of Hours per Week: \_\_\_\_\_

Site Supervisor: \_\_\_\_\_ Title: \_\_\_\_\_

Supervisor's Phone & Extension at Site: \_\_\_\_\_

Additional Feedback and Comments:

Student's Name: \_\_\_\_\_ Quarter and Year: \_\_\_\_\_

Fieldwork Site: \_\_\_\_\_ Site Supervisor: \_\_\_\_\_

Signature of Student: \_\_\_\_\_ Date: \_\_\_\_\_

# 586S Fieldwork Site - Student Evaluation

Page One

## Evaluation Form: Student Evaluation of the Fieldwork Site

Please complete this evaluation form of your fieldsite experience. This form enables you to provide constructive feedback regarding your experience at the fieldsite.

### 1. The fieldsite experience increased my knowledge of the ways in which school counselors contribute to the academic development of candidates.

Strongly disagree   Disagree   Neutral   Agree   Strongly agree   Not Applicable

☐   ☐   ☐   ☐   ☐   ☐

### 2. The fieldsite experience increased my knowledge of the ways in which school counselors contribute to the career development of candidates.

Strongly disagree   Disagree   Neutral   Agree   Strongly agree   Not Applicable

☐   ☐   ☐   ☐   ☐   ☐

### 3. The fieldsite experience increased my knowledge of the ways in which school counselors contribute to the personal/social development of candidates.

Strongly disagree   Disagree   Neutral   Agree   Strongly agree   Not Applicable

☐   ☐   ☐   ☐   ☐   ☐

### 4. I was aware of the mission of the school and how the school guidance program functioned within that mission.

Strongly disagree   Disagree   Neutral   Agree   Strongly agree   Not Applicable

☐   ☐   ☐   ☐   ☐   ☐

### 5. I had the opportunity to collect and analyze data and use assessments to increase the effectiveness of my interventions.

Strongly disagree   Disagree   Neutral   Agree   Strongly agree   Not Applicable

☐   ☐   ☐   ☐   ☐   ☐

### 6. I had the opportunity to collect and analyze data and use assessments to increase the effectiveness of my interventions.

Strongly disagree   Disagree   Neutral   Agree   Strongly agree   Not Applicable

☐   ☐   ☐   ☐   ☐   ☐

### 7. The fieldsite experience enabled me to learn more about multicultural counseling techniques.

Strongly disagree   Disagree   Neutral   Agree   Strongly agree   Not Applicable

☐   ☐   ☐   ☐   ☐   ☐

**8. The fieldsite experience helped me to define my personal strengths and learning weaknesses.**

Strongly disagree   Disagree   Neutral   Agree   Strongly agree   Not Applicable

☐☐☐☐☐☐

**9. My experience at the fieldsite allowed me to feel confident and prepared in my future role as a school counselor.**

Strongly disagree   Disagree   Neutral   Agree   Strongly agree   Not Applicable

**Additional Feedback and Comments:**



**Student's Name:**

**Quarter**

- ☐ Fall
- ☐ Winter
- ☐ Spring
- ☐ Summer

**Year**

**Fieldwork Site:**

**Site Supervisor**

## COUN 586S - Student Evaluation of the Fieldwork Site Supervisor

Page One

Please complete this evaluation form of your fieldsite Site Supervisor. This form enables you to provide constructive feedback regarding your experience of your supervisor at the site.

**1. The supervision from my supervisor increased my knowledge of the ways in which school counselors contribute to the academic development of candidates.**

strongly agree   agree   disagree   strongly disagree   neutral  
☐   ☐   ☐   ☐   ☐

**2. The supervision from my supervisor increased my knowledge of the ways in which school counselors contribute to the career development of candidates.**

strongly agree   agree   disagree   strongly disagree   neutral  
☐   ☐   ☐   ☐   ☐

**3. The supervision from my supervisor increased my knowledge of the ways in which school counselors contribute to the personal/social development of candidates.**

strongly agree   agree   disagree   strongly disagree   neutral  
☐   ☐   ☐   ☐   ☐

**4. My supervisor was aware of the mission of the school and helped me integrate knowledge of how the school guidance program functioned within that mission.**

strongly agree   agree   disagree   strongly disagree   neutral  
☐   ☐   ☐   ☐   ☐

**5. My supervisor provided knowledge and feedback about how to collect and analyze data and use assessments to increase the effectiveness of my interventions.**

strongly agree   agree   disagree   strongly disagree   neutral  
☐   ☐   ☐   ☐   ☐

**6. My supervisor provided knowledge about working with individual and group caseloads and feedback to increase my skills working with candidates.**

strongly agree   agree   disagree   strongly disagree   neutral  
☐   ☐   ☐   ☐   ☐

**7. My supervisor supported my growth and autonomy and allowed me to expand my skills as a school counselor.**

strongly agree   agree   disagree   strongly disagree   neutral

July 12, 2013

**8. My supervisor provided supervision that enabled me to learn more about multicultural issues.**

strongly agree   agree   disagree   strongly disagree   neutral

☐   ☐   ☐   ☐   ☐

**9. My supervisor provided feedback that helped me to define my personal strengths and learning weaknesses.**

strongly agree   agree   disagree   strongly disagree   neutral

☐   ☐   ☐   ☐   ☐

**10. My supervisor gave me feedback that allowed me to feel confident and prepared in my future role as a school counselor.**

strongly agree   agree   disagree   strongly disagree   neutral

☐   ☐   ☐   ☐   ☐

**11. Additional Feedback and Comments:**

▲

▼

◀

▶

**Student's Name:**

**Quarter:**

- ☐ Fall
- ☐ Winter
- ☐ Spring
- ☐ Summer

**Year**

**Fieldwork Site:**

**Site Supervisor:**



July 12, 2013

## **Consent to Receive Counseling Services From a Supervised Fieldwork Candidate**

I \_\_\_\_\_ give permission for \_\_\_\_\_  
(Name of Parent/Guardian) (Name of student/client)

to receive counseling services from \_\_\_\_\_, a supervised fieldwork candidate at  
(Name of fieldwork candidate)

California State University, Los Angeles. I understand that such services will be supervised by \_\_\_\_\_, a university faculty supervisor, as part of the training practice required in the program.

These services shall include individual or family counseling sessions. I also give consent for the above named counselor intern/trainee to disclose all relevant information about the treatment of myself and/or my child(ren) to their supervisor(s) in order to ensure close supervision of all services provided. I also understand that the information exchanged between my son or daughter and her/his counselor is privileged and may be kept confidential, except as prescribed by law. Lastly, I also understand that if I have any question regarding the above named counseling services I may contact the California State University, Los Angeles supervisor.

\_\_\_\_\_  
(Signature of Client) (Date)

\_\_\_\_\_  
(Signature of Parent/Legal Guardian) (Date)

July 12, 2013

## **Consentimiento para recibir servicios de consejería por un consejero entrenante supervisado**

Yo \_\_\_\_\_ doy mi permiso a \_\_\_\_\_  
(Nombre del Padre/Guardian Legal) (Nombre del Estudiante/Cliente)

para que reciba servicios de consejería por \_\_\_\_\_, un  
(Nombre de consejero entrenante)

consejero entrenante supervisado por La Universidad Estatal de California, Los Angeles. Comprendo que tales servicios estarán supervisados por \_\_\_\_\_, un supervisor de universitario, miembro de la facultad docente como parte de un requisito del programa de consejería.

Estos servicios incluirán sesiones de consejería individual o familiar. También autorizo al consejero entrenante nombrado anteriormente a divulgar toda la información pertinente acerca del tratamiento que reciba(mos) a su supervisor(es) para garantizar de este modo la supervisión de todos los servicios prestados. También comprendo que la información intercambiada entre mi hijo/a y el consejero/a es privada y se mantendrá confidencial con la excepción de lo que está prescrito por la ley. Por último, comprendo que si tengo alguna pregunta referente a los servicios de tratamiento anteriormente indicados, podré dirigirme a este supervisor universitario de la Universidad Estatal de California, Los Angeles.

\_\_\_\_\_  
(Firma del Cliente)

\_\_\_\_\_  
(Fecha)

\_\_\_\_\_  
(Firma del Padre/Guardian Legal)

\_\_\_\_\_  
(Fecha)

July 12, 2013

CALIFORNIA STATE UNIVERSITY, LOS ANGELES  
Division of Special Education and Counseling  
5151 State University Drive, Los Angeles, CA 90032-8144  
323-343-4400 (Phone) 323-343-5605 (Fax)

#### Recording Policy California State University Los Angeles 2013

All California State University Los Angeles counseling candidates are required to audio or video record a portion of their individual counseling sessions during their fieldwork training. Reviewing recorded sessions is an essential part of counselor training, as it ensures that our candidates receive optimal feedback regarding their counseling skills. Additionally, the safety and protection of the clients, the counselor trainee, and the agency/school is a priority, and recording provides added protection to all concerned. It is our expectation that both the university and site supervisors will review recorded sessions at multiple points in time, in order to evaluate the candidate's clinical skills and provide necessary feedback.

1. Candidates are required to discuss the requirement of recording sessions with their site supervisor before training commences.
2. Candidates are required to obtain written consent from clients and parents before recording any sessions.
3. Candidates are required to explain the purpose of the recording requirements with the parent and student prior to the counseling session.
3. Recordings must be kept in a safe and secure place at all times.
4. The university supervisor, site supervisor and candidate are ethically responsible for maintaining confidentiality under the provisions of relevant professional codes of ethics.
5. Except under unusual circumstances, candidates are responsible for destroying/deleting all recorded sessions every 2-3 weeks during her or his training and no recordings will be kept beyond the conclusion of the candidate's training.
6. Recorded sessions will be shared only within the context of individual and/or group supervision sessions and are used solely for training purposes.
7. Candidates will use university approved recording devices with SIM cards and will transfer that SIM card to the university or site supervisor for training purposes. The recording will be viewed only by the site supervisor or university supervisor during class meetings. Recordings will be destroyed by the university supervisor after the class ends.

Please contact me if you have any questions or concerns.

William Welcher  
Coordinator School Counselor Leadership program  
(323) 343-4441  
wwelche@calstatela.edu

July 12, 2013

Dear Parent/Guardian(s):

Your child has been identified as someone who might benefit from counseling services at school to support his or her development and academic success. The counseling sessions that occur with your child are confidential in nature, except where disclosures are required by law such as in the event of child abuse/neglect or if a student's statements represent a danger to one's self or to others. Typically individual counseling sessions focus on a range of topics, such as self-esteem, social skills, education/career-related issues, and personal choices.

This year I am fortunate to have a graduate student counseling intern working under my supervision. Accordingly, FIELDWORK STUDENT NAME will be providing individual and group counseling sessions to students. As part of her training, her sessions with counseling students will need to be audio/video-taped for later review and evaluation. FIELDWORK STUDENT NAME is a California State University Los Angeles graduate student, working toward a master's degree and credential in school counseling.

Your signature below indicates that you are granting permission for your child to participate in weekly counseling with FIELDWORK STUDENT NAME and for the counseling sessions in which your child participates to be audio and/or video-taped. Additionally, your child's signature below indicates that he/she agrees to participate in counseling sessions with FIELDWORK STUDENT NAME and is aware that those sessions will be audio/video-taped. The taped record will be used for supervision, education and training purposes of FIELDWORK STUDENT NAME and, in this connection, only shared with supervisors, evaluators, and/or other graduate students in the counseling services program for these educational purposes. The following precautions will be taken to protect your child's identity.

- After the intern's counseling skills have been critiqued and the educational purposes for which the taping was done are completed the taped record will be erased. Prior to erasure of the tape, a recorded chain of custody will be established from intern to supervisor to professor so that all persons who had access to the tape will be recorded.
- Subject to legal requirements, upon request of the student, the audio/video tape will be turned off and/or any portion of the tape will be erased upon request.

You will be provided with a copy of this signed consent form for your records and you may choose to revoke this consent at any-time. Your child's ability to participate in, and receive, counseling services is not dependent upon your agreement granting this permission. However, if you and your child decline to give your permission to allow for the described taping, INSERT NAME will still be able to provide your child with counseling services. Further, later opting out of taping the sessions will not interfere with your child receiving counseling services, nor impact the level of services provided.

Please do not hesitate to contact me at (###) ###-#### (supervisor's contact information) if you have any questions or concerns.

Thank you,

---

School Counselor/Date

---

Counseling Candidate/Date

---

CHILD'S NAME AND DOB

---

PARENT/GUARDIAN'S NAME

---

CHILD'S SIGNATURE/ DATE

---

LEGAL GUARIDAN'S SIGNATURE/ DATE

July 12, 2013

Querido Padre/ Guardián,

Su hijo/a ha sido identificado como alguien que podría beneficiarse de los servicios de asesoramiento para apoyar su desarrollo. Las sesiones de asesoramiento que ocurren con su hijo/a son confidenciales excepto en el caso de negligencia o del abuso infantil, o si las palabras del estudiante representan un riesgo a sí mismo o a otros. Típicamente, las sesiones de asesoramiento se enfocan en una serie de temas, como la autoestima, las habilidades sociales, asuntos de la educación o la carrera, y decisiones personales.

Este año soy afortunada de tener un interno/a de asesoramiento que trabajara bajo mi supervisión. En consecuencia, NOMBRE INTERNO proporcionará sesiones individuales y grupales de orientación con los estudiantes. Como parte de su entrenamiento, sus sesiones de consejería con los estudiantes tendrán que ser audio y / o video grabadas para revisión y evaluación. NOMBRE INTERNO es una estudiante de California State University Los Angeles, trabajando hacia un título de maestría y credencial en consejería.

Su firma indica que usted está dando permiso para que su hijo participe en el asesoramiento semanal con NOMBRE INTERNO y que las sesiones de orientación sean audio y / o video grabadas. Además, la firma de su hijo a continuación indica que él / ella está de acuerdo en participar en sesiones de consejería con NOMBRE INTERNO y es consciente de que las sesiones serán audio y / o video grabadas. El disco grabado se utilizará para fines de supervisión, educación y formación de NOMBRE INTERNO y, en este sentido, sólo se compartirán con los supervisores, los evaluadores y / u otros estudiantes de posgrado en el programa de servicios de asesoramiento para estos fines educativos. Las siguientes precauciones se tomarán para proteger la identidad de su hijo.

- Después de revisar las habilidades del interno/a de asesoramiento, la grabación será borrada. Antes de borrar la grabación, una cadena de registros de custodia se establecerá para que todas las personas que tenían acceso a la grabación estén registrados.

- Sujeto a los requisitos legales, a petición del estudiante, la cinta de audio / vídeo se apagará y / o cualquier parte de la cinta se borrará bajo petición.

Se le proporcionará una copia de este formulario de consentimiento firmado para sus archivos y usted puede optar por revocar este consentimiento en cualquier momento. La capacidad de su hijo para participar y recibir servicios de orientación no depende de la aceptación de la concesión de este permiso. Sin embargo, si usted y su hijo deciden no dar permiso para permitir la grabación descrita, NOMBRE podrá proporcionarle a su hijo/a servicios de asesoramiento. Si usted decide revocar este permiso a su hijo/a después que las sesiones comenzaron, su hijo/a podrá continuar recibiendo los mismos servicios de asesoramiento al mismo nivel.

Por favor, no dude en contactarse conmigo (###) ###-#### con cualquier pregunta o preocupación.

Gracias,

---

Consejero/Terapeuta/fecha

---

Interno/a de asesoramiento/fecha

---

Nombre de hijo/a y fecha de nacimiento

---

Nombre de Padre/ Guardián

---

Firma del hijo/a y fecha

---

Firma del Padre/Guardián y fecha

## FIELDWORK IN COUNSELING PLANNING DOCUMENT CSULA

CANDIDATE: \_\_\_\_\_ Date: \_\_\_\_\_

FALL      WINTER      SPRING      SUMMER      201\_\_

### Introduction

Each candidate must engage in a planning activity for the fieldwork component of the Counseling Program. This planning activity is geared toward identifying relevant strengths and experiences the candidate brings to fieldwork. In addition, the intent is to have the candidate identify those areas where growth is needed. Ideally, each candidate will have a blueprint for fieldwork experience that is tailored to his/her individual needs. This document serves as that blueprint for the entire fieldwork experience. It is important to plan carefully and document all fieldwork experiences with careful attention to the requirements of each particular program specialization.

### Field Experience

The intent of having you engage in fieldwork in school counseling is to have you work alongside a professional in your future field in order to gain knowledge of, and experience in, the everyday work of a skilled professional. Needless to say, it is important that you plan carefully and document your experience with careful attention to the requirements named above, as well as other requirements that will be outlined later. This will help avoid the problem of getting to the end of fieldwork and having your hours extended due to missing requirements.

Please respond to the questions on the following pages. Your responses will provide your fieldwork university supervisor with additional information about you that will give them a complete picture of the reasons why you are interested in pursuing a career in school counseling.

1. Briefly describe the types of work and/or volunteer experiences you have had that are relevant to preparing you to be a counselor.
2. Describe significant course and course-related experience you have had that prepared you to be a counselor.

July 12, 2013

3. Describe any other experiences that may not have been covered in #1 and #2.
4. Are you pursuing any optional certificate and/or specialized training?
5. At this point, what is your goal in obtaining the M.A. in Counseling?
6. Describe the types of fieldwork experiences that may help you achieve the goal you have described above.

Approved by:

Site Supervisor \_\_\_\_\_ Date: \_\_\_\_\_

Candidate: \_\_\_\_\_ Date: \_\_\_\_\_

## School Counseling Competencies Check List

Student Name: \_\_\_\_\_ CIN# \_\_\_\_\_

Instructions: This form is to be completed by the student the end of the fieldwork experience. The form is used to verify that all fieldwork competencies and requirements have been completed by the student. This form is signed by the CSULA University Supervisor and kept in the student's files. Students are advised to keep a copy of this form. Students seeking employment may be asked to present a copy of this form as part of the application process.

Please place a check by the competencies you have completed:

- ☐ Foundations of the School Counseling Profession
- ☐ Professionalism, Ethics and Legal Mandates
- ☐ Socio-cultural Competence
- ☐ Technological Literacy
- ☐ Academic Development
- ☐ Career Development
- ☐ Personal and Social Development
- ☐ Leadership
- ☐ Advocacy
- ☐ Learning, Achievement and Instruction
- ☐ Individual Counseling
- ☐ Group Counseling and Facilitation
- ☐ Family-School-Community Collaboration
- ☐ Consultation, Coordination and Team-building
- ☐ Organizational and Systems Development
- ☐ School Safety, Prevention Education and Training
- ☐ Research, Assessment and Program Evaluation
- ☐ Supervision and Mentoring
- ☐ Professional Development and Conduct

A candidate must complete fieldwork in at least two out of three site levels. Please indicate your site placements.

1. Name of School \_\_\_\_\_ Grade Level \_\_\_\_\_ Fieldwork Dates \_\_\_\_\_
2. Name of School \_\_\_\_\_ Grade Level \_\_\_\_\_ Fieldwork Dates \_\_\_\_\_
3. Name of School \_\_\_\_\_ Grade Level \_\_\_\_\_ Fieldwork Dates \_\_\_\_\_

The above named student has satisfactorily completed the fieldwork experience:

CSULA University Supervisor Signature \_\_\_\_\_ Date \_\_\_\_\_



## Paperwork Checklist

Form	Due Date
○ Fieldwork Application Form signed by University Supervisor.	5 <sup>th</sup> week of quarter preceding the placement
○ Fieldwork information form	5 <sup>th</sup> week of quarter preceding the placement
○ New fieldwork application per quarter and if site change	5 <sup>th</sup> week of quarter preceding the placement
○ Copy of PPS Credential of Site Supervisor	1 <sup>st</sup> week of the quarter
○ Resume of Site Supervisor	1 <sup>st</sup> week of the quarter
○ Planning Document	1 <sup>st</sup> week of the quarter
○ Fieldwork Site Supervision Contract	1 <sup>st</sup> week of the quarter
○ Mid-Quarter evaluation form from Site Supervisor	5 <sup>th</sup> week of the quarter enrolled
○ Evaluation of Counseling Session	7 <sup>th</sup> week of the quarter enrolled
○ End of Quarter evaluation form from Site Supervisor	Last week of the quarter
○ Evidence of tasks completed	Last week of the quarter
○ Student feedback on site and supervisor form	Last week of the quarter
○ Fieldwork activity log sheet	Last week of the quarter
○ Summary of Field Experience Competencies	Last week of the quarter
○ Fieldwork counseling session evaluation	Last week of the quarter
○ School Counseling Competencies Check List	Submitted at the end of the entire fieldwork experience

**ALL OF THE ABOVE SHOULD BE TURNED IN FOR EACH QUARTER EXCEPT THE CHECK LIS**

# COUN 586S Mid-qtr Site Supervisor Evaluation Form

Page One

Revised 7-12-13

## **California State University, Los Angeles Division of Special Education and Counseling Counseling 586S- Fieldwork in School Counseling**

### Fieldwork Student Mid-Quarter Evaluation

#### Describing Levels of Competence

For CSULA Fieldwork, “competency” refers to a skill domain (e.g., assessment), “level of competence” refers to the level of skill an individual has acquired (e.g., intermediate level of competence in assessment), and “competent” is a description of a particular level of skill (e.g., this counselor is competent in individual counseling). \* The word candidate refers to the CSULA student and the word student refers to the pupils the candidate is working with at the site.

The attached document utilizes the following categories in describing the level of competence expected at various stages of the fieldwork experience. Please note that in some areas, advanced competence is expected, while in others, just the beginning of competence is expected; the candidate, may be expert in some areas and a novice in others.

Novice (1): Novices have basic knowledge and understanding of (a) how to analyze problems and of (b) intervention skills and the processes and techniques of implementing them.

Intermediate (2): Candidates at the intermediate level of competence have coped with enough real situations to recognize some important recurring meaningful situational components, based on prior experience in actual situations. Generalization of intervention skills to new situations and students is limited, and support is needed to guide performance.

Advanced (3): At this level, the candidates can see his or her actions in terms of long-range goals or plans of which he or she is consciously aware. At this level, the candidate is less flexible in these areas than the proficient school counselor [the next level of competence] but does have a feeling of mastery and the ability to cope with and manage many contingencies of fieldwork.

Expert (4): The expert no longer relies on an analytic principle (rule, guideline, maxim) to connect her or his understanding of the situation to an appropriate action. The expert school counselor, with an enormous background of experience, now has an intuitive grasp of each situation and zeroes in on the accurate region of the problem.

NBJ: No Basis to Judge.

\*This evaluation form is based on the work of Dreyfus and Dreyfus (1986), who defined stages of competence.

**Student Name:**

**CIN:**

**Site Name:**

**Site Supervisor Name:**

**Quarter**

- ☐ Fall
- ☐ Winter
- ☐ Spring
- ☐ Summer

**Year:**



Description of Skills Leading to Competencies that are Developed During the Clinical Experience Competence Level as assessed by the supervisor at the time of evaluation is indicated in the right column. Candidates are evaluated at mid-quarter and end of the quarter for each quarter.

**INSTRUCTIONS** Students preparing to work as a school counselor must demonstrate professional knowledge and skills in the several areas indicated below. Students are expected to demonstrate the competencies listed below during their work as a candidate at your site. Please evaluate the student on these competencies. Space for additional comments is provided at the end of the form. 1 = Novice 2 = Intermediate 3 = Advanced 4 = Expert NBJ= No Basis to Judge

## **I. Core Knowledge Base and Foundations**

### **1. Socio-cultural competence**

**a) Recognizes the impact of cultural, ethical, economic, legal and political diversity on student development and learning.**

1 Novice 2 Intern. 3 Advan. 4 Expert NBJ - No Basis to Judge

☐ ☐ ☐ ☐ ☐

## **II. Professional Skills and Training**

Domains of school counseling and guidance (as reflected in the ASCA National Standards)

### **1. Academic development**

**a) Implements individual and group guidance programs which support different learning styles and promote all students' academic success.**

1 Novice 2 Intern. 3 Advan. 4 Expert NBJ - No Basis to Judge

☐ ☐ ☐ ☐ ☐

### **2. Personal and social development**

**a) Exhibits awareness of biological, environmental, developmental and social issues that impact student resilience and achievement.**

1 Novice 2 Intern. 3 Advan. 4 Expert NBJ - No Basis to Judge

☐ ☐ ☐ ☐ ☐

### 3. Learning, achievement and instruction

**a) Understands instructional strategies for teaching counseling guidance related materials (curriculum design, lesson plan development, classroom management strategies, differentiated instruction).**

1 Novice   2 Interm.   3 Advan.   4 Expert   NBJ - No Basis to Judge

☐   ☐   ☐   ☐   ☐

**b) Implements strategies to prepare students for full range of postsecondary options.**

1 Novice   2 Interm.   3 Advan.   4 Expert   NBJ - No Basis to Judge

☐   ☐   ☐   ☐   ☐

### III. Functions of School Counselors

#### 1. Individual Counseling

**a) Incorporates processes of effective counseling and wellness programs for individual students.**

1 Novice   2 Interm.   3 Advan.   4 Expert   NBJ - No Basis to Judge

☐   ☐   ☐   ☐   ☐

**b) Helps students identify strengths and cope with developmental problems.**

1 Novice   2 Interm.   3 Advan.   4 Expert   NBJ- No Basis to Judge

☐   ☐   ☐   ☐   ☐

#### 2. Group counseling and Facilitation

**a) Utilizes knowledge of the theories and process for effective group counseling.**

1 Novice   2 Interm.   3 Advan.   4 Expert   NBJ - No Basis to Judge

☒   ☐   ☐   ☐   ☐

#### 3. Supervision and Mentoring

**a.) Candidate recognizes his or her own personal strengths and weaknesses.**

1 Novice 2 Intern. 3 Advan. 4 Expert NBJ - No Basis to Judge  
☐ ☐ ☐ ☐ ☐

**b.) Candidate is able to receive and integrate feedback from supervisor.**

1 Novice 2 Intern. 3 Advan. 4 Expert NBJ - No Basis to Judge  
☐ ☐ ☐ ☐ ☐

4. Career development

**a) Administers and interprets appropriate career assessment instruments and techniques relevant to career planning and decision- making.**

1 Novice 2 Intern. 3 Advan. 4 Expert NBJ - No Basis to Judge  
☐ ☐ ☐ ☐ ☐

#### **IV. Student's Professional Development and Conduct**

**A. Works with initiative independently and responsibly.**

1 Novice 2 Intern. 3 Advan. 4 Expert NBJ - No Basis to Judge  
☐ ☐ ☐ ☐ ☐

**B. Demonstrates professionally appropriate behavior.**

1 Novice 2 Intern. 3 Advan. 4 Expert NBJ - No Basis to Judge  
☐ ☐ ☐ ☐ ☐



The X in the box indicates that I have evaluated the student and reviewed the results of my evaluation with the student. ☐ .

# COUN 586S Final Site Supervisor Evaluation Form

Page One

Revised 7-12-13

## **California State University, Los Angeles Division of Special Education and Counseling Counseling 586S- Fieldwork in School Counseling**

### Fieldwork Student Final End-Of-Quarter Evaluation

#### Describing Levels of Competence

For CSULA Fieldwork, “competency” refers to a skill domain (e.g., assessment), “level of competence” refers to the level of skill an individual has acquired (e.g., intermediate level of competence in assessment), and “competent” is a description of a particular level of skill (e.g., this counselor is competent in individual counseling). \* The word candidate refers to the CSULA student and the word student refers to the youngsters the candidate is working with at the site.

The attached document utilizes the following categories in describing the level of competence expected at various stages of the fieldwork experience. Please note that in some areas, advanced competence is expected, while in others, just the beginning of competence is expected; the candidate, may be expert in some areas and a novice in others.

Novice (1): Novices have basic knowledge and understanding of (a) how to analyze problems and of (b) intervention skills and the processes and techniques of implementing them.

Intermediate (2): Candidates at the intermediate level of competence have coped with enough real situations to recognize some important recurring meaningful situational components, based on prior experience in actual situations. Generalization of intervention skills to new situations and students is limited, and support is needed to guide performance.

Advanced (3): At this level, the candidates can see his or her actions in terms of long-range goals or plans of which he or she is consciously aware. At this level, the candidate is less flexible in these areas than the proficient school counselor [the next level of competence] but does have a feeling of mastery and the ability to cope with and manage many contingencies of fieldwork.

Expert (4): The expert no longer relies on an analytic principle (rule, guideline, maxim) to connect her or his understanding of the situation to an appropriate action. The expert school counselor, with an enormous background of experience, now has an intuitive grasp of each situation and zeroes in on the accurate region of the problem.

NBJ: No Basis to Judge.

\*This evaluation form is based on the work of Dreyfus and Dreyfus (1986), who defined stages of competence.

**Student Name:**

**CIN:**

**Site Name:**

**Site Supervisor Name:**

**Quarter**

- ☐ Fall
- ☐ Winter
- ☐ Spring
- ☐ Summer

**Year**





# COUN 586S Final Site Supervisor Evaluation Form

New Page

Description of Skills Leading to Competencies that are developed during the Clinical Experience

Competence Level as assessed by the supervisor at the time of evaluation is indicated in the right column. Candidates are evaluated at mid-quarter and end of the quarter for each quarter.

## INSTRUCTIONS

Students preparing to work as a school counselor must demonstrate professional knowledge and skills in the several areas indicated below. Students are expected to demonstrate the competencies listed below during their work as a candidate at your site.

Please evaluate the student on these competencies.

Space for additional comments is provided at the end of the form.

1 = Novice 2 = Intermediate 3 = Advanced 4 = Expert NBJ= No Basis to Judge

## I. Core Knowledge Base and Foundations

A. Professionalism, ethics and legal mandates

### 1. Maintains involvement in professional associations to advocate for school counseling

1 Novice 2 Interm. 3 Advan. 4 Expert NBJ - No Basis to Judge

☐ ☐ ☐ ☐ ☐

**2. Applies ethical decision making when confronted with ethical or legal challenges in school counseling practice. (based on ethical standards from ASCA, ACA).**

1 Novice   2 Interm.   3 Advan.   4 Expert   NBJ - No Basis to Judge

☐   ☐   ☐   ☐   ☐

**3. Demonstrates application of legal mandates (such as mandated reporting, duty to warn and student rights to a free and appropriate education under the law).**

1 Novice   2 Interm.   3 Advan.   4 Expert   NBJ - No Basis to Judge

☐   ☐   ☐   ☐   ☐

**B. Socio-cultural competence**

**1. Recognizes the impact of cultural, ethical, economic, legal and political diversity on student development and learning.**

1 Novice   2 Interm.   3 Advan.   4 Expert   NBJ - No Basis to Judge

☐   ☐   ☐   ☐   ☐

**2. Identifies and utilizes resources that enhance multicultural awareness and support achievement for all students.**

1 Novice   2 Interm.   3 Advan.   4 Expert   NBJ - No Basis to Judge

☐   ☐   ☐   ☐   ☐

**3. Uses skills that demonstrate an awareness of multicultural issues and their impact on student development and achievement.**

1 Novice   2 Interm.   3 Advan.   4 Expert   NBJ - No Basis to Judge

☐   ☐   ☐   ☐   ☐

**C. Technological Literacy**

**1. Utilizes appropriate technology for data management, accountability and communication with all students and is aware of potential abuses of technology.**

1 Novice 2 Intern. 3 Advan. 4 Expert NBJ - No Basis to Judge

☐ ☐ ☐ ☐ ☐

**2. Uses site-based computer technology to access and interpret student records.**

1 Novice 2 Intern. 3 Advan. 4 Expert NBJ - No Basis to Judge

☐ ☐ ☐ ☐ ☐

**II. Professional Skills and Training Domains of school counseling and guidance (as reflected in the ASCA National Standards)**

**A. Academic development**

**1. Implements individual and group guidance programs which support different learning styles and promote all students' academic success.**

1 Novice 2 Intern. 3 Advan. 4 Expert NBJ - No Basis to Judge

☐ ☐ ☐ ☐ ☐

**2. Provides individual educational planning and mentoring involving students and parents or caregivers.**

1 Novice 2 Intern. 3 Advan. 4 Expert NBJ - No Basis to Judge

☐ ☐ ☐ ☐ ☐

**B. Career development**

**1. Administers and interprets appropriate career assessment instruments and techniques relevant to career planning and decision- making.**

1 Novice 2 Intern. 3 Advan. 4 Expert NBJ - No Basis to Judge

☐ ☐ ☐ ☐ ☐

**2. Develops or presents technology-based career development programs and strategies.**

1 Novice 2 Intern. 3 Advan. 4 Expert NBJ - No Basis to Judge

☐ ☐ ☐ ☐ ☐

C. Personal and social development

**1. Exhibits awareness of biological, environmental, developmental and social issues that impact student resilience and achievement.**

1 Novice 2 Interm. 3 Advan. 4 Expert NBJ - No Basis to Judge

☐ ☐ ☐ ☐ ☐

**2. Demonstrates skills that promote students acquisition of positive self- knowledge and respect for others.**

1 Novice 2 Interm. 3 Advan. 4 Expert NBJ - No Basis to Judge

☐ ☐ ☐ ☐ ☐

D. Leadership

**1. Applies the principles of strategic planning, including the formulation of vision and mission statements, core values and participative decision making.**

1 Novice 2 Interm. 3 Advan. 4 Expert NBJ - No Basis to Judge

☐ ☐ ☐ ☐ ☐

**2. Provides educational leadership to the counseling profession in a variety of ways, inclusive of proposed school policies through the district's governing board**

1 Novice 2 Interm. 3 Advan. 4 Expert NBJ - No Basis to Judge

☐ ☐ ☐ ☐ ☐

**3. Exercises leadership through collaboration with administrators, teachers and community members in crafting prevention programs that eliminate barriers to student learning and achievement.**

1 Novice 2 Interm. 3 Advan. 4 Expert NBJ - No Basis to Judge

☐ ☐ ☐ ☐ ☐

## E. Advocacy

### 1. Advocates on behalf of students and their families to promote equity and social justice.

1 Novice   2 Interm.   3 Advan.   4 Expert   NBJ - No Basis to Judge

☐   ☐   ☐   ☐   ☐

### 2. Understands and demonstrates ways to advocate for the rights of students and families and ways to support their educational needs.

1 Novice   2 Interm.   3 Advan.   4 Expert   NBJ - No Basis to Judge

☐   ☐   ☐   ☐   ☐

## F. Learning, achievement and instruction

### 1. Understands instructional strategies for teaching counseling guidance related materials (curriculum design, lesson plan development, classroom management strategies, differentiated instruction).

1 Novice   2 Interm.   3 Advan.   4 Expert   NBJ - No Basis to Judge

☐   ☐   ☐   ☐   ☐

### 2. Implements strategies to prepare students for full range of postsecondary options.

1 Novice   2 Interm.   3 Advan.   4 Expert   NBJ - No Basis to Judge

☐   ☐   ☐   ☐   ☐

## III. Functions of School Counselors

### A. Individual Counseling

#### 1. Incorporates processes of effective counseling and wellness programs for individual students.

1 Novice   2 Interm.   3 Advan.   4 Expert   NBJ - No Basis to Judge

☐   ☐   ☐   ☐   ☐

**2. Helps students identify strengths and cope with developmental problems.**

1 Novice 2 Intern. 3 Advan. 4 Expert NBJ - No Basis to Judge

☐ ☐ ☐ ☐ ☐

**3. Utilizes crisis intervention and management skills with individual students.**

1 Novice 2 Intern. 3 Advan. 4 Expert NBJ - No Basis to Judge

☐ ☐ ☐ ☐ ☐

**B. Group counseling and Facilitation**

**1. Utilizes knowledge of the theories and process for effective group counseling.**

1 Novice 2 Intern. 3 Advan. 4 Expert NBJ - No Basis to Judge

☐ ☐ ☐ ☐ ☐

**2. Designs and conducts group counseling that enables students to increase personal awareness and overcome barriers to learning.**

1 Novice 2 Intern. 3 Advan. 4 Expert NBJ - No Basis to Judge

☐ ☐ ☐ ☐ ☐

**C. Family-School-Community Collaboration**

**1. Provides appropriate community resources for family-school connections.**

1 Novice 2 Intern. 3 Advan. 4 Expert NBJ - No Basis to Judge

☐ ☐ ☐ ☐ ☐

**2. Utilizes strategies for working with families and community agencies.**

1 Novice 2 Intern. 3 Advan. 4 Expert NBJ - No Basis to Judge

☐ ☐ ☐ ☐ ☐

**D. Consultation, Coordination and Team-building**

**1. Implements appropriate theories and processes of consultation with school personnel, parents, community groups and agencies to promote student success.**

1 Novice 2 Inter. 3 Advan. 4 Expert NBJ - No Basis to Judge

☐ ☐ ☐ ☐ ☐

**2. Implements processes to build and enhance effective teamwork within the school and community.**

1 Novice 2 Inter. 3 Advan. 4 Expert NBJ - No Basis to Judge

☐ ☐ ☐ ☐ ☐

**3. Provides programs to enhance home-school collaboration between parents and caregivers and school personnel.**

1 Novice 2 Inter. 3 Advan. 4 Expert NBJ - No Basis to Judge

☐ ☐ ☐ ☐ ☐

**E. Organizational and Systems Development**

**1. Provides expertise about schools as organizations and participates in school reform initiatives.**

1 Novice 2 Inter. 3 Advan. 4 Expert NBJ - No Basis to Judge

☐ ☐ ☐ ☐ ☐

**2. Participation in activities which reinforce the interdependence of schools as integral members of the larger social system.**

1 Novice 2 Inter. 3 Advan. 4 Expert NBJ - No Basis to Judge

☐ ☐ ☐ ☐ ☐

**F. School Safety and Climate, Prevention Education and Training**

**1. Implements legal and ethical principles related to school safety and school climate as they relate to student welfare and achievement.**

1 Novice 2 Intern. 3 Advan. 4 Expert NBJ - No Basis to Judge

☐ ☐ ☐ ☐ ☐

**2. Demonstrates an understanding of the importance of the different levels of prevention, including prevention of student conflict, violence and their relation to student achievement.**

1 Novice 2 Intern. 3 Advan. 4 Expert NBJ - No Basis to Judge

☐ ☐ ☐ ☐ ☐

**3. Supports ways to promote community-wide initiatives that make safe schools and communities possible.**

1 Novice 2 Intern. 3 Advan. 4 Expert NBJ - No Basis to Judge

☐ ☐ ☐ ☐ ☐

G. Research, assessment and program evaluation

**1. Collects and analyzes data to increase effectiveness of school counseling programs.**

1 Novice 2 Intern. 3 Advan. 4 Expert NBJ - No Basis to Judge

☐ ☐ ☐ ☐ ☐

**2. Conducts program evaluation based on needs assessments resulting in results-based outcomes data to effect counseling and guidance program modifications.**

1 Novice 2 Intern. 3 Advan. 4 Expert NBJ - No Basis to Judge

☐ ☐ ☐ ☐ ☐

**3. Utilizes ethical research practices and designs as appropriate for the school and community population.**

1 Novice 2 Intern. 3 Advan. 4 Expert NBJ - No Basis to Judge

☐ ☐ ☐ ☐ ☐

H. Supervision and Mentoring

**1. Candidate recognizes his or her own personal strengths and weaknesses.**



1 Novice 2 Intern. 3 Advan. 4 Expert NBJ - No Basis to Judge

☐ ☐ ☐ ☐ ☐

**2. Candidate is able to receive and integrate feedback from supervisor.**

1 Novice 2 Intern. 3 Advan. 4 Expert NBJ - No Basis to Judge

☐ ☐ ☐ ☐ ☐

**3. Candidate incorporates the competencies from the ASCA National Standards in work with supervisor and mentees.**

1 Novice 2 Intern. 3 Advan. 4 Expert NBM - No Basis to Judge

☐ ☐ ☐ ☐ ☐

**IV. Student's Professional Development and Conduct**

**1. Works with initiative independently and responsibly**

1 Novice 2 Intern. 3 Advan. 4 Expert NBJ - No Basis to Judge

☐ ☐ ☐ ☐ ☐

**2. Demonstrates professionally appropriate behavior**

1 Novice 2 Intern. 3 Advan. 4 Expert NBJ - No Basis to Judge

☐ ☐ ☐ ☐ ☐

**3. Additional feedback and comments :**



The X in the box indicates that I have evaluated the student and reviewed the results of my evaluation with the student. ☐

July 12, 2013

CSULA FIELDWORK – SITE and UNIVERSITY SUPERVISOR 7/12/2013 EVALUATION OF COUNSELING SESSION (CACREP Standard S III Professional Practice)

NAME OF EVALUATOR: \_\_\_\_\_

COUNSELOR TRAINEE: \_\_\_\_\_

DATE OF OBSERVATION: \_\_\_\_\_

LENGTH OF OBSERVATION: \_\_\_\_\_

EVALUATOR (circle one): SITE-SUPERVISOR UNIVERSITY-SUPERVISOR \_\_\_Audio \_\_\_Video \_\_\_Observation

Evaluation Number \_\_\_1 \_\_\_2

TOPIC OF SESSION (PRESENTING ISSUE): \_\_\_\_\_

1 = Novice 2 = Intermediate 3 = Advanced 4 = Expert No Basis to Judge

	1	2	3	4	N B J	
<b>Attending Behavior:</b> Eye contact, vocal qualities verbal tracking, body language						
<b>Client Observational Skills:</b> Nonverbal behavior (facial expressions, vocal qualities, body language); verbal behavior Selective attention, concrete/ abstract language, "I" statements						
<b>Encouraging, Paraphrasing, Summarizing:</b> Use of Encouragers, Paraphrasers, Summarizers						
<b>Questions:</b> Closed and Open						
<b>Reflection of Feelings:</b> Verbal feelings and Non-verbal indications						
<b>Confrontation:</b> Identify conflict, discrepancies & incongruities. Attempt to resolve issues						
<b>Influencing Skills and Strategies:</b> Interpretations/reframing; Logical consequences; Self-disclosure; Feedback; Information/advice/ opinion/suggestion; Directives						
<b>Structuring Skills:</b> Establish rapport, set goals. Gather data explore alternatives						
<b>Climate:</b> Provides empathy, warmth, and positive regard. Presents relaxed and comfortable demeanor in counseling						
WHAT WAS DONE PARTICULARLY WELL?						
WHAT COULD HAVE BEEN DONE BETTER?						
WHAT, IF ANYTHING, WARRANTS FOLLOW-UP?						

### Summary of Field Experience Competencies in School Counseling

(This document reflects the total number of competency hours completed by the fieldwork candidate for the term)

Candidate Name: \_\_\_\_\_ Total Hours: \_\_\_\_\_

COUN 586S Internship Site Dates: Beginning Date: \_\_\_\_\_ Ending Date: \_\_\_\_\_

Fieldwork Competencies		Total Hours
1	Foundations of School Counseling Profession	
2	Professionalism, Ethics and Legal Mandates	
3	Socio-Cultural Competence	
4	Technological literacy	
5	Academic Development	
6	Career Development	
7	Personal-Social Development	
8	Leadership	
9	Advocacy	
10	Learning, Achievement and Instruction	
11	Individual Counseling	
12	Group Counseling and Facilitation	
13	Consultation, Coordination and Team-Building	
14	Organization and Systems Development	
15	School Safety, Prevention, Education and Training	
16	Research Assessment and Program Evaluation	
17	Supervision and Mentoring	
18	Professional Development and Conduct	

## Daily Log of Hours Fieldwork Experience in School Counseling

(This document reflects the activities, competencies and hours completed by the fieldwork candidate daily and is turned in with the summary of hours at the end of the term) (Hours can be divided into 15 minute segments for the purpose of logging time spent completing a competency in any particular activity – For Example 09/25/13 Classroom presentation A-G requirements, competency # 5 hours .45

School Site: \_\_\_\_\_ Date: \_\_\_\_\_

Date	Significant Field Experience Activities	Competency	Hours