



M.A. SCHOOL COUNSELING PROGRAM

CLINICAL INSTRUCTION MANUAL

COUN 590F School Counseling Fieldwork

Pupil Personnel Services Credential

Revised January 2011

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**This is the most current fieldwork information.
Student is responsible to check with their advisor for updates or revisions.
January 2011**

COUN 590F Fieldwork Information

The information presented in this manual is intended to help students in the School Counseling Specialization successfully complete the fieldwork portion of the program. Fieldwork is the final step in the clinical instruction sequence. Candidates for the master's degree and the PPS credential enrolled in fieldwork are nearing certification as professional school counselors. Program faculty want this experience to be instructional, productive, and insightful for each candidate. Please read the manual content carefully and be sure to bring any questions you may have to the Director of Field Experiences, your program advisor, or both

Definition and Purpose

COUN 590F is a 3-unit course taken upon completion of COUN 588P (Counseling Practicum). The course provides in-depth guidance and counseling experience in public schools and in agencies working with school-aged children. The course is designed to provide the intern with experiences enhancing knowledge, skills and dispositions included in the USD Counseling Program's ten learning outcomes addressing: diversity, professional identity, ethics, developmental and career/life planning, individual and group counseling skills, research and analytical skills, leadership and advocacy, assessment, consultation and conflict resolution, and technology. Interns are expected to demonstrate competencies of the highest caliber.

During each semester of enrollment in COUN 590F, the student will complete a minimum of 200 clock hours at a field site selected following consultation with the student's advisor and the Director of Field Experiences for the counseling program. Students applying for the credential must complete 600 supervised hours at two different levels (i.e. two of the three possible – elementary, middle school, and high school) during at least two semesters. Credential regulations also allow completion of some hours at agencies and/or community-based non-profit organizations. You must be enrolled in COUN 590F if you wish to count hours completed while working at an agency site doing counseling with K-12 children and their families. Some students split their time during a single semester at two sites – one school, one agency. The student needs to only enroll in 3-units of Fieldwork during any one semester. You may count a maximum of 200 hours of agency experience toward the 600 hours of fieldwork required for the PPS credential. Onsite supervision will be the direct responsibility of the PPS credentialed Site Supervisor and the student's University Supervisor.

Total Required Hours for PPS Credential

The State of California determines the minimum hours of fieldwork needed by candidates who apply for the Pupil Personnel Services Credential. School Counseling is a professional emphasis within the Pupil Personnel Services Credential (P.P.S.). All California public school credential requirements are regulated by the Commission on Teacher Credentialing (C.T.C.), based in Sacramento. Credential Programs offered at California universities are subject to C.T.C. approval.

The candidate for the credential must complete a total of 600 hours of fieldwork at two different school levels (elementary, middle/junior or senior high). Culturally diverse students must be a part of the population served with a minimum of 100 hours working with counselees racially and ethnically different from you the candidate. There is also a requirement that a minimum number of 25 hours of group counseling be provided by the candidate as a part of fieldwork. Up to 200 hours can be completed in an agency or other non-school setting working with school-aged children, provided that supervision is provided by a PPS credentialed counselor. See Peggy Hetherington, Director of Field Experiences for more details. Carefully review the **Steps for Applying for the PPS Credential** handbook given to you from Tedi Kostka, Credential Analyst.

Prerequisites for Enrollment in Fieldwork Courses

Required Core Courses to be completed before enrollment in COUN 590F:

COUN 503- Professional Orientation and Ethics in Counseling (2)

COUN 504- Pre-practicum in Counseling Techniques (3)

COUN 505- Human Development (3)

COUN 506- Legal and Ethical Issues in School Counseling (1)

COUN 508- Research Methods in Counseling (3)

COUN 510- Career Development Across the Lifespan (3)

COUN 515- Multicultural Counseling (3)

COUN 518- Organization of Student Support Systems (3)

COUN 520- Counseling Psychology: Theory and Practice (3)

COUN 525- Group Dynamics (3)

COUN 530- Assessment Techniques in Counseling (3)

COUN 588P- Counseling Practicum (3)

***** To qualify for the PPS credential, all counseling coursework including clinical instruction courses, COUN 588P and COUN 590F, pass/fail courses, must be completed with a grade of a B- or better.**

Other Pre-Placement Requirements

- All students must carry liability insurance and have a copy of their policy in their student file before they begin fieldwork.
- Prior to the start of your practicum, COUN 588P, check-in with the School of Leadership and Education Sciences Credential Analyst (Tedi Kostka, Room 101D) to establish your credential application file.
- PPS Credential candidates must obtain a Certificate of Clearance prior to the start of practicum. Paperwork is available from the Credential Analyst. This process can take several months to complete and candidates should initiate the process during their first regular semester in the program.
- To work in a school in California, TB testing is also required.
- Completion of 25 hours of interpersonal, career, family, or pastoral counseling as a counselee in individual or group settings is required. Prior to practicum, at least 10 hours should be completed and the final 15 hours completed prior to enrollment in fieldwork. Discuss options for meeting this requirement with your advisor.

Nine Points for Successfully Completing Fieldwork Requirements

1. You should attend the Fieldwork Information Session during the semester previous to the one in which your fieldwork will begin. The process for placement will be discussed. You then visit and interview credentialed school counselors at sites recommended by your advisor and the Director of Field Experiences. A letter of introduction may be useful for these visits. (See pages 14-16). When you have completed fieldwork site selection, you must submit an Application for Counseling Fieldwork to Peggy Hetherington. (See page 16). When you are informed that your site selection has been approved, you then submit the On-site Counselor Agreement (See page 17) and Fieldwork Site Assignment (See page 18) to your assigned fieldwork seminar instructor.
2. Remember that it is your responsibility to keep copies of all documents related to your fieldwork. Failure to do so can result in delays or other problems related to obtaining your credential.
3. The Daily Record: This is essentially a legal document in which you keep a record of your hours and activities at the school or agency site. (Use format presented on page 20.) The Daily Record is to be reviewed and signed monthly by the On-site Counselor. At the end of the fieldwork semester, turn in a summary sheet of your daily record (page 21) and the daily record itself. This summary should be condensed to one page stating: where you were, when, under whose supervision, and your main activities as an intern. This is signed by your On-site Counselor and placed in your permanent folder. The actual Daily Record will be returned to you.
4. Candidate Matrix Forms are the official record of the hours completed at each of your sites. (See page 23.) One will be officially filed and placed in your permanent file for each site in which fieldwork hours are claimed for credential requirements. Notice that the Matrix form requires a signature from your On-site Counselor, your Seminar Instructor and yourself. Be sure to keep a copy for your own records.
5. Final Assessments: You will be sent the electronic self-assessment to be completed at the end of each semester and submitted to Peggy Hetherington. Your onsite supervisor will also receive an electronic copy to complete and review with you (Pages 31-34).
6. Site Hours: Your on-duty hours are arranged between you and your On-site Counselor. These hours should then be given to your University Supervisor who will visit you in the field during those hours whenever possible. The University Supervisor sometimes "drops in" but usually makes an appointment in advance with you and the On-site Counselor. The **3 site visits** are scheduled several weeks in advance. Please respond to your university supervisor's contacts ASAP.
7. Courtesy Visits: During the first week at your site, be sure you are introduced to the site administrators, counselors, and other personnel with whom you will be working. Upon completion of your placement, it is appropriate to send a note of thanks to the relevant personnel. Make sure the office secretary knows you are an intern at the site and that it is appropriate to refer calls and visitors to you.
8. Inform you University Supervisor ten school days before your final day on site.
9. During your last semester of Fieldwork you will need to complete the Application for Credential. The forms are available in the Credential Analyst's office in the School of Leadership and Education Sciences. (Tedi Kostka, 101D)

ACA Ethical Standards – Preamble

The American Counseling Association is an educational, scientific and professional organization whose members are dedicated to the enhancement of human development throughout the life span. Association members recognize diversity in our society and embrace a cross-cultural approach in support of the worth, dignity, potential, and uniqueness of each individual.

The specification of a code of ethics enables the association to clarify to current and future members, and to those served by members, the nature of the ethical responsibilities held in common by its members. As the code of ethics of the association, this document established principles that define the ethical behavior of association members. All members of the American Counseling Association are required to adhere to the Code of Ethics will serve as the basis for processing ethical complaints initiated against members of the association. A complete copy of the American Counseling Association (ACA) Code of Ethics is available at <http://www.counseling.org/>

Review the ethics code for your specialization area.

* It is the responsibility of all clinical instruction participants; Faculty Coordinator, Director of Field Experiences, University Supervisors, onsite supervisors, seminar instructors and USD interns to abide by the ACA Ethical Standards and to ensure the client's confidentiality and legal rights are protected. These procedures will be reinforced in the seminar classes and during the onsite visits by the university supervisors.

Endorsement Policy

At various times students require an endorsement (verbal or written recommendation) from their program in order to gain employment or credentials. A graduate will be endorsed by counseling faculty only for a position or credential for which the graduate has been prepared. Internship site supervisors also are urged to follow this policy.

Students should be aware of this policy and seek endorsement only for employment and credentials that are appropriate given the student's training, coursework and supervised experience.

As a faculty we will endorse that upon completion of the 48 unit masters in counseling degree, all graduates, regardless of their specialization area will possess entry level clinical counseling skills, ethical decision making skills, and a theoretical orientation on which to base their work as counselors.

We will endorse students for positions within their specialization areas based on our knowledge of their skills. We do, however, reserve the right to withhold endorsement within a specialization if we do not feel the student has had adequate experience with a given population (e.g. if a student has no experience in an elementary school, we would not endorse them as having skills with elementary students).

We may not endorse a student for a position outside their specialization area unless we have knowledge of their proficiency within that area. Proficiency may be demonstrated by work, internship, volunteer or other supervised experience within or outside the counseling program.

Students who apply for the State of California's Pupil Personnel Services Credential first make application to the SOLES Office of the Credential Analyst. The Credential Analyst reviews the application to be sure that all requirements have been met. The Counseling Program Director also reviews the file and endorses the application if all credential requirements have been completed.

Roles of Interns/Supervisors

DIRECTOR OF FIELD EXPERIENCES

- Responsible for the coordination of clinical experiences in each counseling program specialization
- Meet individually, when needed, with site supervisors, students and university supervisors to:
 - Answer specific questions regarding placement
 - Suggest methods for meeting clinical instruction requirements at sites
 - Address concerns with student progress and suggest methods for improvement
- Assist intern in arranging an appropriate fieldwork/internship site.
- Review required paperwork verifying acceptance of the fieldwork/internship site.
- Communicate regularly with intern and onsite supervisors to review progress during the fieldwork/internship tenure.
- If needed, facilitate a discussion between student intern and onsite supervisor if conflicts arise.
- Organize an ongoing required seminar course to review learning outcomes, review tapes of case studies, and share concerns, successes, resources during the fieldwork/internship experience.
- Coordinate group trainings for university and site supervisors during the year

UNIVERSITY SUPERVISORS

- Meet interns at their fieldwork sites a minimum of 3 times during the semester.
- Be available to answer questions, discuss issues and offer support.
- Keep communication open between the onsite supervisors and the university staff.
- Document visitations with feedback forms that include plans for the semester, observations and suggestions and reflections on the experience.
- Review the ACA Ethical Standards during onsite visitations

ON-SITE SUPERVISORS

- Accept the counseling intern as a professional and make him/her feel at home in the fieldwork/internship site environment.
- Introduce the intern to the philosophy, policies, administration and other professionals at the facility.
- Provide opportunities for the intern to engage in a broad and diverse range of activities.
- Oversee the intern by providing a minimum of one hour a week of direct face-to-face supervision and review a videotape at least once a semester with the student.
- Provide ongoing feedback to the counseling intern and review all paperwork required by USD. A final assessment form will be provided.
- Keep site administrator and university supervisor informed of the progress of the counseling intern.
- Abide by the ACA Ethical Standards and ensure the client's confidentiality and legal rights are protected.

USD COUNSELING INTERNS

- Review the policies, standards and practice of the fieldwork/internship site and be professional in following the regulations.
- Become personally and professionally involved in the process of becoming a professional counselor and develop a professional attitude toward counseling advocacy.
- Show evidence of professional enthusiasm, personal maturity and become adept at integrating theory and practice.
- Increase skills in developing effective human relationships with your clients/students, colleagues and with the public.
- Be flexible, be a team-player, take initiative and be willing to extend your comfort zone.
- Show an understanding, appreciation and sensitivity toward the cultural heritage, community values and individual differences of diverse clients.
- Become acquainted with your clients, study their records and when appropriate develop an ethical sense of keeping information confidential.
- Develop a plan to complete the competencies required under the counseling department learning outcomes.
- Meet regularly with the onsite supervisor and university supervisor to review progress toward these goals.
- Abide by the ACA Ethical Standards and ensure the client's confidentiality and legal right are protected.
- Be open-minded toward constructive feedback, be interested in improving through the acceptance of suggestions, and honestly strive to incorporate these ideas.
- Keep accurate daily logs, supervision logs and end of semester matrix of completed hours.
- Evaluate your own personal goals and commitment to the ethics of the profession.

CACREP LEARNING OUTCOMES AND COURSE COMPETENCY REQUIREMENTS

(All 23 activities under the learning outcomes need to be completed over two semesters –Half of the activities each semester, minimum 6 to be completed by midterm of each semester. The seminar instructor will set dates for completion of learning outcomes and will collect all work.)

Learning Outcome #1

Diversity: Students will possess the knowledge, skills and disposition needed to provide effective counseling and developmental services to clients diverse in age, gender, race, ethnicity, socioeconomic status, and sexual orientation. Students will gain an understanding of counseling practice in a global environment and are able to work effectively with international clients in the United States and to assist clients and counseling professionals with transitions to global career locations.

(CCTC Standard 2, 3, 11, 21)

(2009 CACREP IIG 2, School Counseling A6, D1,3, E1-4, F1-4)

Course Requirements:

- a. Provide a description of the diversity of clients at the site. Statistics related to actual clients seen by the intern is to be documented on the daily log.
Develop a written plan as to how you would address the needs of clients from the largest ethnic or racial groups at your site.
- b. Describe an interaction with a client of a different ethnicity than you. Reflect on whether any educational policies, programs and/or practices have been developed, adapted or modified to be culturally congruent with the needs of this client and their family.

Learning Outcome #2

Professional Identity: Students will acquire sound identities as professional counselors with a commitment to continued life-long learning and professional development. Graduates will be actively involved in professional associations and possess effective networking skills.

(CCTC Standard 6, 8, 10,12,13,16,18,22,27,28)

(2009 CACREP IIG 1, School Counseling A 3,4)

Course Requirements:

- a. Provide a specific list of professional organizations to which you belong and list any professional growth activity you've attended at the local, state or national level during your graduate work at USD. (To be included in your professional identity portfolio)
As you enter into the profession of counseling, describe the value of participation in professional organizations.
- b. Write a review of a book, journal article or professional material that you have used as a tool to enhance your commitment to professional development. How has this material provided a valuable resource during your internship experiences?

Learning Outcome #3

Ethics: Students will be knowledgeable of the ethical guidelines developed by the American Counseling Association, the American Psychological Association, the American School Counselors Association, the American College Personnel Association, and other relevant professional organizations. Students will demonstrate their knowledge and use of at least one ethical decision-making model as they apply it to cases involving various professional domains.

(CCTC Standards 6, 18)

(2009 CACREP IIG 1, School Counseling A 2,B 2)

Course Requirements:

- a. Provide at least one example of an application of the ethical decision-making model as it applies to one case at your professional site.
- b. Review the legal mandates for working with your population (i.e. child abuse reporting, client confidentiality, attendance and truancy laws, special education policies) and write a summary of the implications of these mandates.

Learning Outcome #4

Developmental and Career/Life Planning: Students will possess the knowledge of career, developmental, and life planning processes as well as the skills needed to provide individual counseling, assessment, and other training to facilitate decision-making and developmental life transitions.

(CCTC Standards 2,5,20,21,25)

(2009 CACREP IIG 3,4, School Counseling C 2,3)

Course Requirements:

- a. Explain how you merged developmental and counseling theory into a counseling case. (Describe any assessment tool your used)
- b. Describe a situation when you reviewed developmental stages and then chose an appropriate developmental intervention.
- c. Describe a life transition in which you helped a client create a plan of action for change.

Learning Outcome#5

Individual and Group Counseling Skills: Students acquiring competencies in individual and group counseling will be able to demonstrate their knowledge and skills related to several of the more commonly recognized counseling theories, including psychodynamic, person-centered, reality therapy, Gestalt, Adlerian, cognitive-behavioral, and others.

(CCTC Standards 25,26)

(2009 CACREP IIG 5, 6, School Counseling C5, D2,3)

Course Requirements:

- a. Report the number of clients seen individually with the number of sessions. Do not report actual client names. (log entry).
Describe the 3 most challenging clients and how you consulted with professional colleagues to enhance your quality of practice.
- b. Write a theory and technique statement. Conceptualization how you will integrate this into your client work.
- c. Provide a specific description of a small group activity including the number of sessions, profile of participants, goals for each session and description of activities. Discuss the effectiveness of the small group process.
- d. Provide a specific description of a large group presentation including audience and lesson goals.
Discuss the effectiveness of the presentation including data from the participant evaluation, if possible.

Learning Outcome #6

Research and Analytical Skills: Students will demonstrate knowledge, skills and dispositions associated with conducting and interpreting social science research. Specifically, students will demonstrate their abilities of developing research and evaluation questions and selecting and using appropriate methods for data collection and analysis. Students will also show their ability to apply existing theory and research to the practice of counseling.

(CCTC Standards 11,17,30)

(2009 CACREP IIG 8, School Counseling I1-5, J1-3)

Course Requirements:

- a. Describe one use of data collected for evaluation by yourself or others.
Describe how the interpretation of this data was useful for program or individual assessment.
- b. Identify at least three research studies that you believe have significantly impacted your professional identity and practice as a counselor.

Learning Outcome #7

Leadership and Advocacy: Students will demonstrate their ability to go beyond the conventional practice of providing individual and group counseling and to take leadership in advocating for clients and for systemic change

to improve counseling and developmental services and programs. Graduates will be able to work collaboratively with others and to lead teams of professionals in delivering innovative approaches and methods in the field of counseling. Moreover, they will internalize and demonstrate the value of client advocacy.

(CCTC Standards 12,22,23,27)

(2009 CACREP IIG 1,5, School Counseling F2,3 O1-5, P1,2)

Course Requirements:

- a. Provide an example of where you or you observed someone performing a leadership role at your site. Describe the strengths of the leadership role.
- b. Describe an example of an effective client advocacy process you delivered or observed.

Learning Outcome #8

Assessment: Students will have the ability to gather, interpret, and utilize a variety of assessment data. This will include the ability to select, administer, and interpret appropriate standardized tests for individual and group assessment of client needs and to complete program evaluations.

(CCTC Standards 4,10,11,15,28,30)

(2009 CACREP IIG7, School Counseling G1-3, H1-5)

Course Requirements:

- a. Keep a list of any assessments you've administered, observed and/or interpreted. Write about how you've used the assessment data to work more effectively with your clients. (e.g. 504, IEP, GATE testing, etc.)
- b. Conduct or review at least one assessment with a write-up for a client or a group you've seen at your site.

Learning Outcome #9

Consultation and Conflict Resolution: Students will demonstrate the ability to apply consultation models when they work with colleagues, teachers, administrators and managers, parents and community members. Students have knowledge of conflict resolution, mediation, and violence prevention programs that can be used in a variety of settings with diverse populations of clients.

(CCTC Standards 9,10,14,27)

(2009 CACREP IIG5, School Counseling A9, C6, D4, M1-7, N1-5)

Course Requirements:

- a. Identify the types of program models and resources available at your site for violence prevention and or conflict mediation.
- b. Conduct a mediation at your site and describe the methods you used to help resolve the conflict.

Learning Outcome #10

Technology: Students will possess the knowledge and skills to utilize technological resources in professional practice and in research and to understand the application of ethical practice to the use of Web-based counseling, assessment and information management tools.

(CCTC)

(2009 CACREP F)

Course Requirements:

- a. Maintain a list of technological tools in which you are proficient. (Refer to list on next page)
- b. Describe how you utilized the data information system at your site as a counselor.

Technology Competencies

Documenting Your Technology Competencies for the Counseling Program

Technology: Students possess the knowledge and skills to utilize technological resources in professional practice and in research and understand the applications of ethical practice to the use of Web-based counseling, assessment and information management tools.

Areas for development:

1. Ability to use electronic hardware and software effectively
 - Can send and receive email
 - Can send attachments by email
 - Participates in a professional Listserv – (GRADCOUN)
 - Can perform an evaluation of professional websites
 - Can use one or more Web Browser applications effectively
2. Ability to utilize online library and research data bases
 - Familiar with online databases from USD library
 - Can conduct an online search and find abstracts and full text articles relevant to a paper topic
 - Utilizes online sources effectively in papers including proper citing of these references
 - Can describe a system they use to prevent plagiarizing when working with online references
3. Ability to use technology in professional presentations
 - Can construct and deliver a basic PowerPoint presentation
 - Can construct and deliver an advanced PowerPoint presentation with inbedded links or video streaming
 - Can print out audience handouts for a PowerPoint presentation
4. Ability to participate effectively in an online course classroom environment
 - Can describe the components of an online environment with possible applications with clients
 - Can utilize discussion board technology and post to online discussion
5. Ability to use technology in professional practice
 - Can name programs used at intern and work sites and their purposes
 - Can utilize the computer programs used at intern and work sites with clients and in preparing reports
 - Can utilize career search sites for personal or client use
 - Can identify useful sites for assessment information
 - Can discuss of the strengths and weaknesses of using the Internet to deliver counseling services
6. Ability to use technology in research and data analysis
 - Can use SPSS or other data analysis package to run data analysis and present output
7. Ability to apply ethical practice codes to use of technology in delivering services to clients:
 - Knowledge of ACA Standards for Internet On-line Counseling and the NCDG Guidelines for the Use of the Internet for Provision of Career Information and Planning Services

DOCUMENTATION OF COURSE REQUIREMENTS

NAME _____ SEMESTER _____

Met Not Met/Redo

LEARNING OUTCOME #1

1a	Date completed _____	Reviewed by _____
1b	Date completed _____	Reviewed by _____
1c	Date completed _____	Reviewed by _____

LEARNING OUTCOME #2

2a	Date completed _____	Reviewed by _____
2b	Date completed _____	Reviewed by _____

LEARNING OUTCOME #3

3a	Date completed _____	Reviewed by _____
3b	Date completed _____	Reviewed by _____

LEARNING OUTCOME #4

4a	Date completed _____	Reviewed by _____
4b	Date completed _____	Reviewed by _____
4c	Date completed _____	Reviewed by _____

LEARNING OUTCOME #5

5a	Date completed _____	Reviewed by _____
5b	Date completed _____	Reviewed by _____
5c	Date completed _____	Reviewed by _____
5d	Date completed _____	Reviewed by _____

LEARNING OUTCOME #6

6a	Date completed _____	Reviewed by _____
6b	Date completed _____	Reviewed by _____

LEARNING OUTCOME #7

7a	Date completed _____	Reviewed by _____
7b	Date completed _____	Reviewed by _____

LEARNING OUTCOME #8

8a	Date completed _____	Reviewed by _____
8b	Date completed _____	Reviewed by _____

LEARNING OUTCOME #9

9a	Date completed _____	Reviewed by _____
9b	Date completed _____	Reviewed by _____

LEARNING OUTCOME #10

10a	Date completed _____	Reviewed by _____
10b	Date completed _____	Reviewed by _____

Application and Initial Interview with On-site Counselor

Instructions

The application form should be given to the proposed fieldwork On-site Counselor at the time of your initial interview. It is important that the application be typed, neat, and complete as it will be used by him/her in deciding on your possible placement at that site.

The introductory letter should be read thoroughly by the On-site Counselor at the initial interview. This letter will provide a clear understanding of the Pupil Personnel Services Credential, the responsibilities of the On-site Counselor, and the responsibilities of the candidate to the On-site Counselor.

Introductory Letter

TO: Cooperating On-site Counselor in the University of San Diego Pupil Personnel Credential Program

FROM: University of San Diego Counseling Program Faculty

RE: Introductory Letter: Fieldwork Requirements, Student Competencies, and On site Counselor Responsibilities

Intern's Name:

The graduate student bearing this letter is a candidate for the University of San Diego's Pupil Personnel Credential with Specialization in School Counseling.

The candidate will complete fieldwork in at least two levels, such as elementary and middle school, or middle school and high school, etc.

The PPS Credential requirements set a minimum of 600 hours of fieldwork. The minimum number of hours that can be done at a site is 200 hours. Depending upon the candidate's background (teaching or non-teaching experience), and other related factors, the candidate will set up individual arrangements at each site regarding the number of hours to be completed and the scheduling of working days. The university supervisor will be informed of the schedule so onsite visits can be arranged. When the university supervisor and the On-site counselor at the fieldwork site agree the candidate has satisfactorily completed the fieldwork requirements, then the internship is completed.

The student must meet cross-cultural requirements of 100 hours with pupils of cultural backgrounds different from their own. A minimum of 15 pupils from culturally diverse backgrounds must be counseled by the intern over the course of their entire internship experience. Also the intern must complete 25 or more hours of group guidance and counseling activities. We enlist your cooperation in meeting these requirements.

Fieldwork courses require that a minimum of 200 onsite hours be completed each semester or summer session. Incompletes are strongly discouraged. The candidate will explain to you the keeping of a daily record. Final evaluation forms are completed by the On-site Counselor, are discussed with the candidate and forwarded to the University Supervisor in a sealed envelope, or delivered by the candidate to the University in a sealed envelope.

The university supervisor will typically make three visits- one as the placement begins, one at midterm, and one to discuss the final evaluation. Summer session placements usually result in two visits by the university supervisor. In addition, we confer with On-site counselors as needed by telephone or e-mail. Interns are required to tape at least three sessions with students. If taping equipment is not available at the site, students will check out equipment from USD. Letters to receive permission to tape a student will be provided by USD and are required.

If you should decide to accept the candidate at your site the following applies to you as the candidate's On-site Counselor:

- I. Should the candidate not seem appropriate to your setting, notification should be given to the candidate and University supervisor within two weeks of the initial placement.
2. The candidate should be thoroughly oriented to the site and briefed on his/her roles and responsibilities as an intern.
3. The candidate is to experience many aspects of a comprehensive counseling and guidance program.
4. The candidate should be given weekly supervision and regular feedback by the On-site Counselor and University Supervisor.
5. Each week the candidate's daily record is signed, reviewed, and discussed.
6. The candidate should be informed of any unique situations or special events which would enrich his/her counseling experience, i.e. meetings, conferences, school activities, and special problems.
7. Each candidate should have a reasonable number of individual counselees for whom he/she is fully responsible.

Thank you for your time and cooperation in considering this candidate.

Application for Counseling Fieldwork

Counselor Candidate Information:

Name: _____ Ms., Mrs., Mr., Miss
(circle one)

Address: _____

Phone: Home: _____

Work: _____

Date of Application: _____

Semester/Year: _____

School Site: _____

Interview Date: _____

Interviewer: _____

Clock Hours planned for this placement: _____

On-site Counselor's Name: _____

On-site Counselor's Signature: _____

Comments:

On-site Counselor Agreement

I will serve as the On-site Counselor for _____ during
the _____ Semester, 20_____. I am able to provide weekly supervisory
meetings for the above-named student.

Name: _____

Signed: _____

Office Phone: (_____)_____

School Site: _____ District: _____

Site Address: _____

Fieldwork Site Assignment

I. Semester _____ Year _____ Projected Hours: _____

II. Candidate's Name _____

Phone (w) _____

Phone (h) _____ Preferred hours to phone _____

III. On-site Counselor _____

School Site _____

Site Address _____

Site Phone (____) _____ ext. _____

Preferred hours to phone _____

IV. Candidates Fieldwork Schedule

Day:

Hours:

Monday _____

Tuesday _____

Wednesday _____

Thursday _____

Friday _____

V. State below any information or special circumstances the University Supervisor should be aware of regarding your assignment.

Final Paperwork – Fieldwork Seminar Class

Name _____ Seminar Instructor _____

Semester _____ Date _____

When submitting your final semester paperwork, please paper clip your paperwork in the order listed below.

*** Please be sure to keep copies of all of the paperwork for your own records***

- Matrix (p.23)
- Daily Log Semester Summary (p.21)
- Daily Logs (p.20)
- Supervision Log (p.22)
- Site Evaluation Form (p.24)
- Onsite Supervisor Evaluation Form (p.25-26)
- Log of Completed Learning Outcomes (p.12)
- Assessment – Self (p.31-34) You will also receive this electronically, please attach a hard copy and also e-mail Peggy a copy.
- Assessment – By Onsite Supervisor (ask for hard copy from your supervisor and they will also submit an electronic copy) (p.31-34)

NAME _____ MONTH/YEAR _____

PRACTICUM/FIELDWORK DAILY LOG SHEET

SERVICE CODES:

AA: Academic Advising
AD: Advocacy
AS: Assessment and/or Interpretation
CM: Case Management
CN: Consultation
CP: Career Planning
CR: Conflict Mediation
GR: Group Counseling and/or Facilitation

IN: Individual Counseling
LG: Large Group Presentation
OB: Observation
PD: Program Development
PDA: Professional Development
SU: Supervision
TC: Technology-based Counseling
WT: Workshops and/or Training

DATE	Direct Service Hours	Indirect Hours	Total hours	TYPES OF SERVICES (use above codes)	Number of diverse clients (race/ethnicity different from intern)	Number of group hours (these hrs. are include in the direct hours)
Totals for this Page:				DO NOT NEED TO FILL IN THIS SLOT		

ONSITE SUPERVISOR SIGNATURE: _____ DATE _____

Daily Log Semester Summary
School Specialization
Semester _____

Student Name _____

Fieldwork Location _____

Total Number of Direct Hours for the Semester: _____

Total Number of Indirect Hours for the Semester: _____

Total Number of Direct and Indirect Hours for the Semester: _____

Total Number of Diverse Clients
(Race/ethnicity different from intern) _____

Total Number of Group Hours _____

Required Signatures

Student _____ Date _____

Onsite Supervisor _____ Date _____

Seminar Instructor _____ Date _____

Log of Individual Supervision with On-Site Supervisor and Group Supervision during Fieldwork Seminar Class	
---	--

Name of Intern_____ Semester_____

Fieldwork/Internship Site _____

Name of On-Site Supervisor _____

Name of Seminar Instructor _____

**** Do a separate box for onsite supervision and group supervision (fieldwork seminar class)

[illegible]

Candidate Matrix
Pupil Personnel Services Credential

COUN 590F
School / Agency Fieldwork
Semester _____

School/Agency Name _____

Street Address _____

Phone Number _____

On-site Supervisor _____

Level (elementary, middle, high)

Total Hours Completed: _____

Date: _____

Total # of Diverse Clients _____

Total # of Group Hours _____

Candidate's Signature:

Date: _____

Onsite Supervisor's Signature

Date: _____

Seminar Instructor's Signature

Date: _____

COUN590F
School / Agency Fieldwork
Semester _____

School/Agency Name _____

Street Address _____

Phone Number _____

On-site Supervisor _____

Level (elementary, middle, high)

Total Hours Completed: _____

Date: _____

Total # of Diverse Clients _____

Total # of Group Hours _____

Candidate's Signature:

Date: _____

Onsite Supervisor's Signature

Date: _____

Seminar Instructor's Signature

Date: _____

FIELDWORK/INTERNSHIP SITE EVALUATION FORM

Name: _____ School Phone#: _____ E-Mail: _____
Date: _____ Semester: _____
Site: _____ District (if school): _____
Name of On-site Counselor: _____
Total number of hours completed: _____

1. What did you like about interning at this site?
2. What did you not like about this site?
3. What did you like about working with your on-site supervisor?
4. Was there anything you did not like about your on-site supervisor?
5. Did you feel you got enough supervision at this site? And how was it arranged?
(Weekly meetings? Informal consultation?)
6. What could have been done to improve your experience?
7. Any comments or suggestions for future interns who might want to work at this school site?
8. On a scale of 1-10, how would you rate your overall experience?
1 2 3 4 5 6 7 8 9 10
(poor) (excellent)

Thanks for the feedback!
Return to Peggy Hetherington, Director of Field Experiences

PLEASE NOTE:
An electronic version of this form will be made available later this semester.

FIELDWORK/INTERNSHIP ONSITE SUPERVISOR EVALUATION

Directions: At the end of the semester, each student is required to complete an evaluation of their site supervisor.

Site Supervisor _____ Semester/Year _____

Agency/School _____

Please evaluate your supervisor using the following code:

SA – Strongly Agree
A – Agree
D – Disagree
SD – Strongly Disagree
NO – No Opinion

Please circle your response.

1. My supervisor was genuinely interested in my growth as a professional counselor.

SA A D SD NO

2. My supervisor was very profession in his/her dealings with me.

SA A D SD NO

3. My supervisor made suggestions regarding my taped sessions that were beneficial.

SA A D SD NO

4. My supervisor created a setting of support.

SA A D SD NO

5. I was treated as a professional by my supervisor.

SA A D SD NO

6. My supervisor was dependable regarding his/her supervision meetings with me.

SA A D SD NO

7. My supervisor offered me constructive criticism that assisted in improving my counseling skills.

SA A D SD NO

8. The requirements made of me by my supervisor were fair and challenging.
SA A D SD NO

PLEASE COMMENT ON THE FOLLOWING.

What do you feel you gained as a result of working with your supervisor?

What could have been done differently by your supervisor to make your experience more beneficial?

If you were grading your experience with your supervisor, how would you grade it?

_____A _____B _____C _____D _____F

Were the physical facilities at your site appropriate? Please be specific regarding strengths or problems.

YES NO

How would you grade the site?

_____A _____B _____C _____D _____F

Additional Comments:

PLEASE NOTE:

An electronic version of this form will be made available later this semester.

**University of San Diego
Counselor Education
Fieldwork/Internship Site Visitation Feedback***

Candidate's Name: _____ Date: _____

Site: _____ On-site Counselor: _____

USD Supervisor: _____

Reviewed Progress of Learning Outcomes: _____

Ending date for placement (approx.): _____

Purpose of visit:

Positive Observations:

Suggestions:

Next meeting date and time: _____

***TO BE COMPLETED BY UNIVERSITY SUPERVISOR AFTER SITE VISITS
COPIES SENT TO STUDENT, ONSITE-SUPERVISOR AND SEMINAR INSTRUCTOR**



CONSENT TO BE OBSERVED OR TAPE RECORDED

I, _____, give _____,
(Client or Client's Parent or Guardian) (Student Counselor/Intern)
a student in the Graduate Program in Counseling at the University of San Diego permission to audio/video tape our counseling sessions, and/or have visual records and observations of me. The contents of the tapes may be *reviewed with a supervisor*, counseling faculty, supervision group and are considered confidential, and will be destroyed after supervisory viewing.

I am in agreement that the primary use for these recordings and observations is to increase the effectiveness of the student's counseling by provision of instruction and feedback. I understand that my name shall not be used in connection with these recordings cannot and will not be used for any purpose other than those specified above. Recording and/or utilization of materials under the terms of this signed consent shall not be subject to legal action.

I understand that my counselor is a graduate student in counseling, is not yet licensed and is under the supervision of a qualified supervisor at the school site.

The term "client" as used herein refers to any person receiving services including students, parents, teachers, or patients. Clients have the right to confidentiality. Information revealed will remain within the professional setting. There are, however, legal exceptions to this right; information must be divulged: (a) when ordered by the court, or (b) when the counselor and his or her supervisor determine that an individual may present a threat to self to others. *California law requires the report of any known or suspected instance of child or adult abuse or neglect.* It is understood that all information disclosed within these sessions will otherwise be kept confidential and will not be released to anyone outside of the agency without written permission, except where disclosure is required by law.

Client Signature

Counselor/Intern Signature

Signature of Parent or Guardian if Client is a Minor

Date: _____

NOTE: A signed and dated permission form MUST be obtained for each client on and off site, prior to any taping (audio or video).

MID-SEMESTER REVIEW SURVEY

***(To be used for discussion purposes only to ensure positive experience
remainder of fieldwork experience)**

***Turn into seminar instructor**

INTERN'S NAME _____ SCHOOL _____

ONSITE SUPERVISOR _____ DATE _____

Intern's Strengths:

Areas to Improve:

What and how much is the intern providing direct service?

If you had to say something that would make things better, what would each of you say?

**Are each of you comfortable with the amount of support the intern is giving to the
counseling program?**

How are you feeling about your supervision? What could make it more helpful?

PLEASE NOTE:

An electronic version of this form will be made available later this semester.

TO BE USED BY UNIVERSITY SUPERVISOR DURING FIRST SITE VISIT

Discussion Points for USD Fieldwork Supervision

Initial Meeting: **Date** _____

Intern: _____ Site: _____

Onsite Supervisor _____ University Supervisor _____

Review **Learning Outcomes and plan** for the semester (fieldwork manual) _____

Discuss **Video Taping Requirements** and review of the tape with supervisor
(Video Taping materials are available through SOLES at USD and if needed,
training in use of the equipment will be available) _____

Get **commitment** from both onsite counselor and intern for **1 hour per week**
direct supervision. _____

Ask about **comprehensive guidance plan** for the school and/or district. _____

Review **fieldwork manual** and documentation forms for fieldwork. _____

Ask about the implementation of the **ASCA National School Counseling Standards**
at the site. _____

Discuss **demographics** of the neighborhood and unique aspects of the site. _____

Ask intern **what strengths they bring** to the site that will be helpful. _____

Ask onsite counselor what he or she feels is **important for the intern to**
experience at their site. _____

Suggestions for helpful activities:

Go to **available trainings** and district level meetings.

Collect **community resource list** and meet community providers, i.e. CPS.

Attend **onsite meetings**. (SST, IEP, 504, Guidance Team, Faculty).

Learn to **interpret cumulative records**, test scores, etc.

Collect useful forms to use when you're on your own.

Interact with other staff on campus that might be helpful to your experience.

Give intern and onsite counselor your **contact information** and

Peggy Hetherington, USD Director of Field Experiences, peggyh@sandiego.edu 619-260-8804



School of Leadership and Education Sciences (SOLES)
Fieldwork Intern Assessment
School Counseling

Student: _____
Date: _____
Supervisor: _____
Site: _____
Term: ☐ Fall ☐ Spring ☐ Summer
Course: ☐ 590F (Fieldwork)
Evaluator:
☐ Student ☐ Site Supervisor

INSTRUCTIONS:

This evaluation consists of three parts: Evaluation of Counselor Trainee Clinical skills, Counseling Specialization Competencies and Professional Conduct. All professions charge their members with the responsibility of monitoring potential members of the profession. This monitoring involves not only evaluation of potential new members' cognitive academic abilities, but also their personal and professional behaviors.

Site supervisors and Seminar instructors are asked to complete these relative to the intern's performance once at the end of the semester. Students will evaluate themselves once at midterm and again at the close of the fieldwork experience. Students are requested to review assessment results with your supervisor at midterm and utilize the data to set appropriate goals for their remaining fieldwork experience. It is anticipated that most interns will require skill development in a few areas. Site supervisors, please be sure to give the intern very specific feedback about those areas in need of strengthening. In completing all sections of this evaluation, assess the intern's demonstrated skills and behaviors in your setting.

If you have a question about professional conduct or need clarification about the evaluation process, please contact Peggy Hetherington, peggyh@sandiego.edu or 619 260 8804, the Director of Field Experiences..

Important Note :

- A score of **4 or 5** indicates the student has demonstrated a competency level for that skill that is *equal to that of an effectively functioning school counselor*. A score of **N/O** indicates were *not able to observe* you intern demonstrating this competency.

USD THANKS YOU FOR YOUR TIME AND EFFORT IN TRAINING OUR STUDENTS!

EVALUATION OF CLINICAL SKILLS		1 LOW		5 HIGH		NOT OBSERVED	
Relationship/ Attending Skills:							
1	Listens carefully and communicates an understanding of the client/student.	1	2	3	4	5	N/O
2	Is genuine and warm with client/student	1	2	3	4	5	N/O
3	Is immediate with the client/student.	1	2	3	4	5	N/O
4	Is respectful of, and validates, the client/student.	1	2	3	4	5	N/O
5	Is appropriate regarding the cultural context of the client/student.	1	2	3	4	5	N/O
6	Is appropriate regarding the developmental context of the client/student.	1	2	3	4	5	N/O
7	Uses interpersonal strengths appropriately, including humor and self-disclosure.	1	2	3	4	5	N/O
8	Is comfortable with a variety of feelings and/or issues shared by the client/student.	1	2	3	4	5	N/O
9	Provides support to the client/student when appropriate.	1	2	3	4	5	N/O
10	Challenges the client/student when appropriate.	1	2	3	4	5	N/O
11	Tracks the main issues presented by the client.	1	2	3	4	5	N/O
Assessment Skills:							
12	Is able to organize session data into meaningful frameworks	1	2	3	4	5	N/O
13	Appreciates cultural and/or developmental issues that may affect assessment.	1	2	3	4	5	N/O
14	Is able to recognize normative from problematic behavior during assessment.	1	2	3	4	5	N/O
15	Can assist the client/student in considering different components and sequences that make up and sustain problems.	1	2	3	4	5	N/O
16	Is able to identify cognitive components of client/student issues.	1	2	3	4	5	N/O
17	Is able to identify affective components of client issues.	1	2	3	4	5	N/O
18	Is able to identify behavioral components of client/student issues.	1	2	3	4	5	N/O
19	Is able to identify systemic components of client/student issues.	1	2	3	4	5	N/O
20	Identifies appropriate process goals.	1	2	3	4	5	N/O
21	Can assist client/student in translating problems into realistic outcome goals.	1	2	3	4	5	N/O
22	Maintains an appropriate pace during sessions	1	2	3	4	5	N/O
23	uses questions skillfully.	1	2	3	4	5	N/O
24	Uses nondirective interventions skillfully.	1	2	3	4	5	N/O
25	Can direct the session in a meaningful manner.	1	2	3	4	5	N/O
26	Can deliver appropriate confrontations.	1	2	3	4	5	N/O
27	Can demonstrate an appropriate use of affective interventions.	1	2	3	4	5	N/O
28	Can demonstrate an appropriate use of cognitive interventions.	1	2	3	4	5	N/O
29	Can demonstrate an appropriate use of behavioral interventions.	1	2	3	4	5	N/O
30	Can demonstrate an appropriate use of systemic interventions.	1	2	3	4	5	N/O
31	Is able to effectively manage an appropriate case load	1	2	3	4	5	N/O
Professional Skills:		1	2	3	4	5	N/O
32	Is aware of personal issues (counter-transference/parallel processes) that might impact counseling).	1	2	3	4	5	N/O
33	Demonstrates openness to and use of supervision.	1	2	3	4	5	N/O
34	Appreciates own limits without overreacting to them	1	2	3	4	5	N/O

SCHOOL COUNSELING COMPETENCIES		1 LOW		5 HIGH		NOT OBSERVED
35	Establishes and maintains productive counseling relationship(s).	1	2	3	4	5 N/O
36	Evaluates and validates changes in counselee's and/or consultee's behavior.	1	2	3	4	5 N/O
37	Consistently demonstrates high facilitative responses in counseling and consulting relationships.	1	2	3	4	5 N/O
38	Utilizes appropriate technology in counseling documentation and for working with student information systems	1	2	3	4	5 N/O
39	Organizes, leads, and evaluates group counseling experiences	1	2	3	4	5 N/O
40	Organizes, leads, and evaluates classroom guidance experiences	1	2	3	4	5 N/O
41	Demonstrates knowledge of indicators of physical and sexual abuse in the school population and appropriate counselor responses	1	2	3	4	5 N/O
42	Demonstrates knowledge of indicators of eating disorders, clinical depression, and substance abuse in the school population and appropriate responses.	1	2	3	4	5 N/O
43	Demonstrates appropriate responses to potential suicide and other student crises	1	2	3	4	5 N/O
44	Demonstrates awareness of and strategies for working with special education populations	1	2	3	4	5 N/O
45	Demonstrates knowledge and understanding of developmental tasks appropriate to age groups served in school placement.	1	2	3	4	5 N/O
46	Demonstrates knowledge and understanding of counseling theory appropriate to age groups served in school placement	1	2	3	4	5 N/O
47	Demonstrates understanding of cultural and ethnic diversity in schools and the influence of diverse family backgrounds on education and achievement	1	2	3	4	5 N/O
48	Assesses environmental factors that negatively impact children and plans strategies for appropriate interventions	1	2	3	4	5 N/O
49	Consults and collaborates effectively with parents and teachers in order to plan and promote successful learning and adjustment for students	1	2	3	4	5 N/O
50	Demonstrates efforts to form positive relationships with teaching and other school staff.	1	2	3	4	5 N/O
51	Exhibits ability to evaluate and develop an annual plan for a comprehensive developmental guidance program	1	2	3	4	5 N/O
52	Understands and advocates for the role of the counselor and guidance program to other school professionals.	1	2	3	4	5 N/O
53	Demonstrate competence in working with school-based information.	1	2	3	4	5 N/O
54	Demonstrates awareness of current issues in professional school counseling.	1	2	3	4	5 N/O
55	Conducts appropriate needs assessments	1	2	3	4	5 N/O
56	Appropriately uses relevant assessment data (parents, student, staff)	1	2	3	4	5 N/O
57	Demonstrates knowledge of methods, including use of appropriate technological resources, for implementing and evaluating the school guidance program.	1	2	3	4	5 N/O
58	Demonstrates professional commitment by active participation in professional organization for school counselors	1	2	3	4	5 N/O

PROFESSIONAL BEHAVIOR		1		5		NOT	
Conducts self in a professional manner in the school setting		LOW		HIGH		OBSERVED	
59	Behaves professionally (e.g., demeanor, dress, language, etc.)	1	2	3	4	5	N/O
60	Has Regular and prompt attendance	1	2	3	4	5	N/O
61	Willingly assumes responsibility	1	2	3	4	5	N/O
62	Manages time well.	1	2	3	4	5	N/O
63	Shows commitment to providing service at site.	1	2	3	4	5	N/O
64	Follows through on professional commitments.	1	2	3	4	5	N/O
65	Maintains confidentiality of all personally identifiable information of clients and colleagues, except if disclosure is needed to provide professional service or comply with the law	1	2	3	4	5	N/O
66	Demonstrates respect for clients, coworkers and supervisory staff regardless of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition, sexual orientation, or social and family background	1	2	3	4	5	N/O
67	Shares weaknesses with staff in order to improve and is aware of skill and/ or ability limitations.	1	2	3	4	5	N/O
68	Accurately evaluates own counseling session performance.	1	2	3	4	5	N/O

OVERALL COMMENTS:

Student Strengths:

Areas of Growth:

Name _____ Date _____

FINAL EVALUATION: My signature indicates I believe the intern has developed both the professional behaviors and the counseling competencies to perform (serve) as an effective school counselor relative to the term of clinical instruction they are completing.

Name _____ Date _____