



# Counseling and Guidance Field Experience Manual

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## Introduction

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Welcome to Counseling and Guidance Field Experience Manual. This manual contains general field experience requirements, duplication originals for planning and documentation as well as supplementary resources and an appendix. Included within this document are the procedures for obtaining a placement site, a description of the roles and responsibilities of supervisors and supervisees, and other relevant information.

Fieldwork is meant to provide students with meaningful and real-world experiences while learning to become effective counselors. During fieldwork, students will be provided with a variety of experiences, including individual counseling, group counseling, consultation, collaboration, client advocacy, coordination of community resources and leadership. The primary purpose of fieldwork is the attainment of core counseling skills, which include empathetic listening, meaningful reflecting, rapport building, case formulation, behavioral intervention and treatment planning while ensuring appropriate conditions are maintained for effective services.

During the 10-week quarter term, students will complete their off-site field experience supervised by an appropriate supervisor as defined later in this manual. Typically, students will spend between 10 -15 hours a week at their site, however, this can vary depending on the sites need and the student's availability. Because students have the flexibility to choose their own sites pre-approved by the Counseling & Guidance Program, learning objectives are achieved across the terms to ensure meaningful experiences are gained and core counseling skills are practiced which would occur in any counseling setting.

## Mission Statement

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In accordance with the Mission Statement and the Conceptual Framework of the CSUSB College of Education

The Counseling and Guidance program strives to produce effective practitioners of counseling who:

- make wise ethical judgments
- critically understand the knowledges that inform their counseling practice
- value the diversity of human experience
- operate as change agents in accordance with principles of social justice
- can work in a variety of contexts and roles
- are committed to lifelong learning in their own professional lives and in the lives of their clients.

## Commitment to Diversity

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In our commitment to furthering of knowledge and fulfillment of our educational mission, CSUSB seeks a campus climate that welcomes, celebrates, and promotes respect for the entire variety of human experience. In our commitment to diversity, we welcome people from all backgrounds and we seek to include knowledge and values from many cultures in the curriculum and extracurricular life of the campus community. Dimensions of diversity, shall include, but are not limited to, the following: race, ethnicity, religious belief, sexual orientation, gender, disability, socioeconomic status, cultural orientation, national origin and age. (From the CSU San Bernardino University Committee Statement of Commitment to Diversity, 1990).

## Statement of Reasonable Accommodation

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The Counseling and Guidance Program will provide reasonable accommodations to students who have been assessed and registered with the California State University, San Bernardino Services for Disabled Students.

## Prerequisites

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Before a student can register for field experience (ECLG 679) they are required to successfully complete all prerequisite coursework, which includes 100 hundred hours of practica.

Practica is “housed” in four courses: ECLG 632, 657A, 657B, & 678. A mandatory orientation meeting is held each quarter during the first scheduled fieldwork class. Students are also required to attend a mandatory field experience orientation meeting held in the fall quarter before they are to start their field experience courses, typically in the spring quarter. Students must also have completed ECLG: 531, 607, 654, 656, 655, and 658 or their equivalent courses and maintained a GPA of B or better and be on good standing in the program.

Prior to beginning the field experience, each student must supply one photocopy (for each fieldwork section that you are registered in) of the following required documentation to the Program Coordinator. Many of these items are admissions requirements. No student is permitted to log any hours at their fieldwork site without the appropriately field documentation.

**The following are required prior to beginning fieldwork:**

1. Up to date certificate of clearance – if not previously submitted.  
All students must complete a background check to be approved for fieldwork, and is also an admissions requirement. The Program utilizes the Certificate of Clearance as determined by the CTC (California Commission on Teacher Credentialing) and required by District Human Resources.
2. Valid TB test – if not previously submitted.  
A valid and current TB test must be submitted prior to embarking on fieldwork. Test must be valid and obtained within the last 3 years.
3. Passing CBEST Scores  
For students pursuing the PPS Credential and/or obtaining placement in a school setting, a passing CBEST score (min. 123) must be submitted prior to beginning field hours. STUDENTS WILL NOT BE ALLOWED TO START FIELD CLASSES IN A SCHOOL SETTING WITHOUT THIS)

**California Commission on Teacher Credentialing Standards (CTC)**

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The CSUSB Counseling Program adheres to the preparation standards set by the California Commission on Teacher Credentialing. The quality of each candidate's ability to demonstrate these competencies will be evaluated during the field experience through observations and evaluations, conducted by the site supervisor and the university supervisor. Field experience is viewed as the culmination of knowledge and skills developed in all coursework. As such, you are expected to show mastery during the course(s).

Standard 2: The program provides candidates with opportunities and experiences to acquire an understanding of typical and atypical growth and development, including relevant theories, research, and other information related to pupils' strengths and weaknesses that affect learning in school, community and family environments. The program provides candidates with an understanding of the effects of (a) health and developmental factors, (b) language, (c) cultural variables, (d) diversity, (e) socioeconomic status, and (f) factors of resiliency on pupil development.

Standard 3: 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.

Standard 4: 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.

Standard 5: The program provides candidates with opportunities and experiences to display an understanding of the factors that contribute to successful learning. In order to help pupils attain high learning goals, the program provides candidates with the knowledge to identify problems in their earliest stages and to implement prevention and early intervention strategies for addressing these problems. The program requires candidates to demonstrate knowledge of classroom, school, family, and community factors that support pupil learning and to develop skills to assist pupils who experience learning difficulties.

Standard 6: The program provides candidates with opportunities and experiences to display an understanding of professional codes of ethics and current legal mandates, as well as an awareness of the range of legal issues, such as, statutory, regulatory, and case law affecting the delivery of pupil services. The program requires candidates to demonstrate the ability to access information about legal and ethical matters.

Standard 7: 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.

Standard 8: Several national and California studies have indicated that a relationship exists between pupil achievement and self-esteem. Self-esteem and self affirmation as well as a sense of personal and social responsibility are attitudes that contribute to the development of academically capable, active, socially responsible citizens in society.

The building of self-esteem and personal and social responsibility are shared responsibilities of the pupil, school, family, and community.

Standard 9: 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.

Standard 10: 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.

Standard 11: The program provides candidates with opportunities and experiences to display an understanding of learning theories and factors influencing learning and teaching such as cognition, memory, attention skills, perceptual-sensory processes, emotional state, motivation, organizational skills, gender, cultural differences, and linguistic differences. Candidates know how to evaluate the congruence between instructional strategies and pupil learning assets and deficits.

Standard 12: 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.

Standard 13: The program provides candidates with opportunities and experiences to collaborate effectively with community-based organizations, agencies, and other professionals. Candidates demonstrate knowledge of programs and services within a comprehensive model of support at the school site level designed to promote high expectations and increase pupil learning and achievement.

Standard 14: The program provides candidates with opportunities and experiences to demonstrate self-awareness, sensitivity to others, and skillfulness in relating to individuals and groups. The program provides candidates with opportunities and experiences to understand the importance of socio-psychological concepts of group formation, reference groups, inter-group and intra-group relations and conflict. The program provides candidates with opportunities and experiences to demonstrate an ability to facilitate group process and mediate conflict.

Standard 15: 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.

Standard 16: 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.

Standard 17: 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.

Standard 18: 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.

Standard 19: 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/or university education.

Standard 20: 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.

Standard 21: 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.

Standard 22: 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 and evaluating the outcomes of school counseling and guidance programs that increase student learning and achievement.

Standard 23: 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.

Standard 24: 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.

Standard 25: 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.

Standard 26: 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.

Standard 27: Candidates apply skills of effective collaboration among school staff, parents, individuals, groups and agencies in the community to meet developmental needs along a continuum of preschool through adult pupils. In collaborative efforts, candidates demonstrate competence in coordinating the services of community members, agency personnel and parents within a comprehensive school counseling and guidance program as it relates to the educational mission of the school. Candidates know and possess skills in building effective working teams of school staff, parents and community members for eliminating personal, social, and institutional barriers to learning and increasing student academic achievement and learning success.

Standard 28: 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.

Standard 29: Candidates know and have skill in the planning, organizing, and implementation of educational programs designed to promote pupil learning and high academic achievement. Candidates also have knowledge in prevention programs that pose barriers to learning and achievement. Candidates develop knowledge and skills in working with school staffs, parents, and family members to enable them to eliminate barriers to learning and achievement.

Standard 30: Candidates are knowledgeable about basic principles of research design, action research, and program evaluation. This includes traditional experimental design as well as qualitative and single subject designs. Candidates are able to differentiate high quality from inadequate research, and understand measurement and statistics in sufficient depth to evaluate published research and conduct evaluations of counseling and guidance and other

educational programs in terms of student outcomes. Candidates understand and utilize computer technology and attendant technological applications for conducting program evaluation.

Standard 31: To develop competency in all areas of school counseling and guidance, candidates have the opportunity to demonstrate knowledge and skills in applying the themes and functions of school counseling in school settings designed and organized to support the training and preparation of school counselors. Candidates demonstrate in field experience the knowledge of and skills in working with pre-K through adult pupils in the areas identified in the standards for school counseling.

Standard 32: Prior to recommending candidates for a School Counseling Credential, one or more persons who are responsible for the program determine that candidates have satisfied each professional standard. This determination is based on thorough documentation and written verification by at least one district supervisor and one institutional supervisor. Candidates have also documented that they have earned an appropriate graduate degree from an accredited institution of higher learning.

### **Board of Behavioral Sciences Regulatory Standards (BBS)**

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#### **§4999.33. QUALIFICATIONS FOR LICENSURE OR REGISTRATION**

(3) Not less than six semester units or nine quarter units of supervised practicum or field study experience that involves direct client contact in a clinical setting that provides a range of professional clinical counseling experience, including the following:

- (A) Applied psychotherapeutic techniques.
- (B) Assessment.
- (C) Diagnosis.
- (D) Prognosis.
- (E) Treatment.
- (F) Issues of development, adjustment, and maladjustment.
- (G) Health and wellness promotion.
- (H) Professional writing including documentation of services, treatment plans, and progress notes.
- (I) How to find and use resources.
- (J) Other recognized counseling interventions.
- (K) A minimum of 280 hours of face-to-face supervised clinical experience counseling individuals, families, or groups.

#### §4999.34. PRACTICUM AND FIELD EXPERIENCE; SETTING REQUIREMENTS; TRAINEE

A clinical counselor trainee may be credited with predegree supervised practicum and field study experience completed in a setting that meets all of the following requirements:

- (a) Lawfully and regularly provides mental health counseling and psychotherapy.
- (b) Provides oversight to ensure that the clinical counselor trainee's work at the setting meets the practicum and field study experience and requirements set forth in this chapter and is within the scope of practice for licensed professional clinical counselors.
- (c) Is not a private practice.
- (d) Experience may be gained by the clinical counselor trainee solely as part of the position for which the clinical counselor trainee volunteers or is employed.

#### §4999.36. TRAINEE ACTIVITIES AND SERVICES; APPLICANT AND SCHOOL RESPONSIBILITIES

- (a) A clinical counselor trainee may perform activities and services provided that the activities and services constitute part of the clinical counselor trainee's supervised course of study and that the person is designated by the title "clinical counselor trainee."
- (b) All practicum and field study hours gained as a clinical counselor trainee shall be coordinated between the school and the site where hours are being accrued. The school shall approve each site and shall have a written agreement with each site that details each party's responsibilities, including the methods by which supervision shall be provided. The agreement shall provide for regular progress reports and evaluations of the student's performance at the site.
- (c) If an applicant has gained practicum and field study hours while enrolled in an institution other than the one that confers the qualifying degree, it shall be the applicant's responsibility to provide to the board satisfactory evidence that those practicum and field study hours were gained in compliance with this section.
- (d) A clinical counselor trainee shall inform each client or patient, prior to performing any professional services, that he or she is unlicensed and under supervision.
- (e) No hours earned while a clinical counselor trainee may count toward the 3,000 hours of postdegree internship hours.
- (f) A clinical counselor trainee shall receive an average of at least one hour of direct supervisor contact for every five hours of client contact in each setting. For purposes of this subdivision, "one hour of direct supervisor contact" means one hour of face-to-face contact on an individual basis or two hours of face-to-face contact in a group of not more than eight persons in segments lasting no less than one continuous hour.

## Program Overview

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The counseling and guidance program provides students with three distinct options of study towards a fulfilling career as a counselor. One of these will meet your educational needs: (1) Master's degree only, (2) PPS Credential only, and (3) Master's + PPS Credential combined program.

1. The 90-unit Master of Science in Counseling & Guidance degree is a comprehensive plan of study that includes courses in individual, relationship, and group counseling theories and practices. The Master's degree program is designed to fulfill all the educational requirements for the Licensed Professional Clinical Counselor (LPCC) designation in California. The degree has been vetted and approved by the Board of Behavioral Sciences (BBS) and has certified that it meets the statutory requirements for licensure under Business and Professions Code section (BPC) 4999.33 which resulted from SB 788. Upon completion of the degree, students eligible to apply to the Board of Behavioral Sciences for a registration number.
2. The 74-unit Pupil Personnel Services Credential in School Counseling (PPS) credential courses specifically prepare students for a rewarding career as a school counselor. Students can complete the 74-unit credential for a PPS without the Master's degree. Some students come to our program already having a Master's degree in a related field and find it necessary to only complete the PPS credential. Other students opt to only receive the PPS credential following the completion of a Bachelor's degree. Either path affords graduates opportunities to work in K–12 school settings. The PPS Credential is approved by the CTC – California Commission on Teacher Credentialing.
3. For individuals interested in completing both the LPCC licensure eligible MS degree and PPS credential they will need to complete between 102 - 106 units to fulfill the requirements of both the CTC for the PPS and the LPCC requirements for the BBS. There are a few courses in the PPS program courses which do not count towards the LPCC license. Should you have questions about this, please speak to your advisor.

## Quarterly development of skill sets

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Each quarter, you will be asked to demonstrate a particular set of skills as part of your experiences. While some of these skills will stretch you, they are intended to be building blocks to prepare you towards a career as a professional



school counselor and/or clinical counselor. The skill sets are listed with each section. See *Range of Experience & Skill Sets* section for more information.

Additionally, you will be attending group supervision classes at the university. You are required to attend 5 classes per quarter, or if you are registered for two field classes, you are expected to attend 10 classes per quarter. Your fieldwork classes count as direct hours for PPS only. You will have time to discuss the skill sets, how you are developing them, successes and challenges at these classes.

### Professional Clinical Counselor Trainee or PCCT requirement

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For student pursuing the Master's degree, the Board of Behavioral Sciences (BBS) refers to anyone doing fieldwork **pre-degree as a PCCT**, and anyone doing **post-degree fieldwork as APCC** (Associate Professional Clinical Counselor).

In order to pursue your Associate Professional Clinical Counselor (APCC) registration number upon graduation, the BBS requires all students complete a total of **280** direct counseling hours while pursuing their degree. These hours must be maintained on a separate log (see appendix of this manual) and turned in to the Fieldwork Coordinator at the end of your last quarter of the program. Please note that there is a minimum CSUSB requirement of **450 hours** for students who are not pursuing a PPS credential.

According to the BBS, direct hours are only: **individual** and **group counseling**. These are face-to-face direct counseling hours only. All other hours cannot be counted toward the PCCT hours. Hours that cannot be counted include: supervision, consultation, scheduling, academic scheduling, guidance lessons or attendance at meetings, workshops or conferences.

### General Field Experience Requirements for M.S. only degree candidates

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If a student chooses to pursue the M.S degree only, and not the PPS credential, students need to complete 450 hours of fieldwork experience. Each student must enroll in a minimum of 3 sections of ECLG 679. In order to receive a grade of "Credit" (CR), a minimum of 100 hours must be completed for each fieldwork section (ECLG 679). You cannot receive credit (NC will be given) for less than 100 hours per quarter nor will you be credited for more than 200 hours per quarter.

Approximately 2/3 of all logged hours (minimum 67 hours out of 100 hours) in a quarter must be “direct hours” (individual and group counseling). However, it is important to keep in mind that indirect hours do not count for the BBS. Should you not accumulate your 280 PCCT hours (individual and group counseling) in three sections of 679 and satisfy your 450 hours program requirement, you will need to add a 4<sup>th</sup> section of 679 prior to graduation.

### General Field Experience Requirements for M.S. + PPS candidates

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In accordance with the requirements of the California Commission on Teacher Credentialing (CTC), candidates for the Master of Science in Counseling and Guidance and the Pupil Personnel Services (PPS) Credential combined program are required to successfully complete a total of **600 hours of field experience**. This experience is divided into “sections”. Each student must enroll in a minimum of 4 sections.

In order to receive a grade of “Credit” (CR), a minimum of 100 hours must be completed for each fieldwork section (ECLG 679). You cannot receive credit (NC will be given) for less than 100 hours per quarter nor will you be credited for more than 200 hours per quarter. In order to graduate and receive the PPS credential, “sections” are required to prove competency in at least two different k-12 levels. These “sections” are tracked and accounted for in the activity logs that the student creates.

Students will remain at one fieldwork site for 2 consecutive quarters whenever possible. This provides the optimal learning as students benefit from the development of relationships over time. Students cannot “bank” hours from quarter to quarter.

In order to facilitate richness in learning derived from a variety of field experience settings, 400 total clock hours must occur at the k-12 level at two different levels, with a minimum of 200 in an elementary, middle school or high school setting AND a minimum of 200 in an elementary, middle school, or high school setting when you are working towards a PPS credential. The additional 200 hours (out of the total 600) can be at any K – 12 level, or with approval of the Fieldwork Coordinator, 200 hours may be spent in an alternative educational setting, such as a community college or non-school settings. The alternative hours are intended to be optional, ideally following the completion of 400 hours at the k-12 level.

## PPS: Direct & Indirect Hours

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To accumulate your hours each quarter, you are allowed by the CTC to have them divided into two separate kinds of hours that are reflective of a professional setting. These are considered both “direct” and indirect” hours. Both direct and indirect hours can be counted towards your total field hours for your PPS only, and both are tracked through the use of fieldwork logs.

Approximately 2/3 of all logged hours (minimum 67 hours out of 100 hours) in a quarter must be “direct hours” The following list **are direct hours for your PPS only** and should not be confused with your PCCT direct hour requirements.

Any face to face contact with a student, a classroom, a teacher, your supervisor, a counseling or educational group, a guidance lesson, debriefing an activity, SSTs, IEPs, home visits, planning conferences, master scheduling, etc.

**You can accrue more than 2/3 of your total hours that are considered direct as well.**

Up to 1/3 of all logged hours, but not exceeding 1/3, in a quarter can be considered “indirect” hours. These hours only count towards your PPS credential:

Any paperwork, photocopying time, planning activities, researching on the internet, attending conferences or off-site workshops, etc.

Indirect hours should relate to the nature of your placement (for example, attending a workshop on child abuse laws and reporting) and should be clearly specified in your logs as to the content. Students must have all “in-direct” time clearly spelled out on their logs and if they are uncertain as to suitability, must get pre-approval from their university supervisor.

### Logging PCt hours for combined program

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Each section, you will need to track and log your PCt hours separately on a log, found in the appendix of this manual, to be turned in at the end of the program. On this log, you will only list individual and group counseling hours. The good news is that you are allowed to double dip. In other words, if you, for example, are doing group counseling at a school site, these hours will count toward your PCt requirement of 280 hours alongside using them towards your PPS required hours. **You will log these hours twice:** once on your regular log for your PPS and once on your PCt log.

### Securing Field Site Placement

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We ask students to find their own placement. While we can provide you with suggestions and assistance, we ultimately want you to evaluate if the placement, and the on-site supervisor, will be a good fit for you. This affords you the flexibility to be placed closer to where you live and work, but we do ask that all schools be within one-hour drive time from campus. The other major requirement to be placed at a particular school/site is that it has a legal agreement with their district /HR and CSUSB, commonly called a Memorandum of Understanding (MOU) or Contract (for non k-12 sites). The Fieldwork Coordinator has a list of preapproved sites with MOU's/Contracts in place. If we do not have an MOU/Contract with a particular district/site, please ask the Fieldwork Coordinator to review the placement to determine if it is appropriate, and if approved, to initiate steps to obtain this prior to you being placed at the site. It can take up to several months to complete this process, so give yourself a lot of time for this step.

It is best to make inquiries with the head of counseling department where you are interested in being placed. Some school districts request that you contact the District Representative for Placement before contacting the school site. Ask if they have had previous students at their school & if this might be an option for you to accrue your hours at their school. The school needs to have a person willing to take you on as a student and who meets the requirements for supervisors as well as the MOU. It is always best to meet with them and discuss possibilities well before you will be there. Take them a copy of your resume and treat it like a formal job interview in how you present yourself. Tell

them what you are looking for in a placement – the time frame, your availability, the focus of your studies this quarter, any special skills or training or interests you have.

For clinical / alternative placement, we ask that you make a commitment of a minimum of 100 hours at a PCCT site, for a minimum of 10 hours per week, preferably 15 hours per week, so we can be assured you and your clients are able to establish a therapeutic relationship and you work within the boundaries of ethical practice.

### Human Resources (HR) Clearance Requirements

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All fieldwork activity requires a HR application by the census date prior to the quarter you start fieldwork (typically 6-8 weeks in advance). The electronic link for submitting the form is located on blackboard under fieldwork. If you fail to make the due date, there is no guarantee you will be able to start at your school site in a timely manner. Please, pay extra attention to this requirement. The Student Services Office must then contact the site to obtain verification of placement and will notify you with that verification is received. You cannot start accruing hours until you receive this verification.

### Field Supervisor Qualification

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We want you to have the best possible learning experiences and use your precious time wisely. As such, we have certain guidelines for supervisors to increase the likelihood of success (anything other than this, MUST be approved by the Program Coordinator and Field Coordinator). They are as follows:

When placed at a school site	When placed a clinical / alternative site
(a) PPS Credential for 3 years minimum	(a) License: LMFT, LPCC, LCSW, or Psychologist
	or
	(b) PhD, PsyD, EdD in Counseling or related field
Need to be willing to engage in supportive & collaborative relationship.	
Need to complete 2 observations per quarter.	
Need to have weekly supervision meetings	

No less than 1 aggregate hour of supervision per week for PPS	No less than 1 hour per 5 direct client contact hours or 2 hours group supervision for PCCT
Need to be available should a crisis arise.	
Complete the online site-based supervisor training modules.	

Once you are certain of where you will be completing your field hours for the quarter, it is recommended you meet as soon as possible with your on-site supervisor. Set a time to begin the formal planning as you will develop your learning contract or PCCT contract with them. During this meeting, it is expected that you will be prepared to discuss the specific learning items you will be working on during the quarter and to provide them an electronic copy of this manual. Together, the student and onsite supervisor will design a plan to meet the various CCTC competencies (a form is provided for this purpose in the index under the name of "Field Experience Contract") or Program competencies (Field Experience Contract for a Non-school Site). **This contract must be countersigned by the University supervisor during the second meeting of the university supervision course.** At that time, the university supervisor will survey the activities and the university supervisor will survey the activities and descriptions to ensure that they align with the identified standard and that all standards are addressed.

### Your University Supervisor

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You will be assigned a university supervisor. Your university supervisor will meet with you in group at supervision classes 5 times over the quarter. These meetings typically take place on campus and will include the other students assigned to the class.

In the rare circumstance, and with approval, in which your fieldwork site is more than an hour drive away, we may satisfy requirements by reviewing tapes you have made of individual sessions or consultation conversations or reviewing live sessions via secured mediums, like Zoom.

Your university supervisor will meet with you at least once during the quarter period at your site to observe guidance lessons, groups and counseling sessions, but can meet more with you if there are concerns. We ask that you schedule your observations on the same day, or back to back, as much as possible. Scheduling needs to take place well in advance of the visit, often at the initial class meeting, and visits be completed at least one week before finals week each quarter.

Supervision Letter: Each quarter you will present a supervision letter (see appendix) to your on-site supervisor along with the contract for signature. Please, make sure you make a copy for your on-site supervisor. This signed letter needs to be submitted along with your fieldwork experience packet.

## **Defining Roles and Responsibilities in Field Experience**

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### **Counseling Student**

Field experience is an important opportunity for you to establish a professional identity. It can be positive and fruitful, leading to strong letters of recommendation and mentoring relationships that will sustain you throughout your career. The cultivated identity can also be negative if not intentionally and conscientiously shaped. Attend to behaviors, values, and impressions that will serve your highest aspirations. These include: wearing appropriate professional attire, punctuality, and a positive attitude.

Counseling is often tough and almost always unpredictable. As a beginning counselor, you may encounter situations that make you unsure. You may be filled with self-doubt or fear as you are learning. When fear or uncertainty does pop up, be mindful that this is a time to be open, conscientious and ethical and to share your concerns with your supervisors. It is not a time to hide. Seek the information, support or guidance that you need. That is the most professional and ethical posture that a counselor can assume during said times.

### **Role of the Onsite Supervisor**

The onsite supervisor is there to function as your mentor, role model, and instructor. The supervisor will guide your development with feedback, evaluation and support. The on-site supervisor will:

1. Conduct two formal observations of two different activities. It is your responsibility to prepare and present the observation forms to your supervisor prior to the observation. Following observation, students will be debriefed and the supervisor will complete and sign one evaluation for each observation.
2. Monitor the documentation of field experience hours and sign off on the Field Experience log.
3. Develop a plan with the field experience student that will allow them to meet CTC standards and supply meaningful support to your school setting. The contract will be signed by the on-site supervisor, student, and University Supervisor.

4. Monitor and debrief all critical incidents (Child Protective Services, etc.) with the supervisee, explaining the rationale for your decision-making process and any procedures employed.
5. Maintain an open dialogue with the student about their performance, using concrete examples and suggestions to guide their professional development.
6. Provide the student with approximately 60 minutes of supervision weekly. While this may often not come in one sitting due to scheduling demands, it is expected that there will be 60 minutes on average of 1:1 time for each CSUSB student is supervising. No less than 1 hour per 5 hours of direct client contact or two hours of group supervision at a PCCt site.
6. Contact the University Supervisor as needed or anytime there is a concern.

### Range of Experience & Skill Sets

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Each quarter, you will work to develop differing skill sets at your placement. This is true regardless of what level or type of site you are working at each quarter. The skill sets are:

<b>1<sup>st</sup> Quarter</b>
Multicultural Counseling
<b>2<sup>nd</sup> Quarter</b>
Establishing Therapeutic Allegiances & Professional Identities
<b>3<sup>rd</sup> Quarter</b>
Interfacing with Agencies, Advocacy and Special Needs
<b>4<sup>th</sup> Quarter</b>
Special Initiatives & Projects

### 1<sup>st</sup> Quarter Field Experience - ECLG 679 Multicultural Field Experience

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All students are expected to start their field experiences focusing on developing their abilities to work effectively in multicultural settings. This course is designed to allow students to practice in a diverse setting and to enhance multicultural competence. It is the initial course in the field experience series for all students, and, as such, emphasis is placed upon acclimation to the counseling milieu, opportunity to job-shadow, and the development and delivery of an original guidance experience designed to enhance knowledge, skill and dispositions surrounding aspects of human diversity. At a school site, the guidance lesson will be designed according to the guidance lesson template, which is



included in this manual. **A copy of the formal lesson plan must be submitted to the observing supervisor before the lesson commences.** Students will be observed in the delivery of their lesson and formally evaluated by their university supervisor. Evaluation of the lesson plan and delivery will be conducted utilizing the Group Guidance Lesson rubric that is included in this manual. **The Multicultural field experience may be conducted at any educational level.**

Keep in mind that if you are seeking the Associate Professional Clinical Counselor registration number, and you want the school-site hours to count for the BBS, you will want to focus your activities as much as possible on individual counseling and/or developing groups alongside the guidance lesson requirement.

**You will be expected to complete four separate activities for evaluation selecting from the following list:**

- (a) individual counseling
- (b) group counseling
- (c) guidance lessons (PPS only)
- (d) consultation conversation.

You do not have to do each activity on the list, but are required to have a variety of skills you showcase for grading. Each activity is graded using a rubric that can be worth up to twenty points and can be found in this packet. You will have two items evaluated by your on-site supervisor and two items evaluated by your university supervisor. You cannot use the same activity to be evaluated by both your university supervisor and your on-site supervisor on the same day.

Each activity above in your first field placement will have elements that address diversity, multicultural issues, racism, etc. Reflect on how you noticed the stories of culture, gender, ability, sexual orientation and socio-economics, etc. are influencing the children, groups, teachers, and staff at your school site. This is both an academic and personal piece, as you will want to consider your role in this, what ideas you have had that were supported and what ideas were challenged. *What has changed as a result of this quarter?*

Reference the books and ideas from your ECLG 655 course for your paper

### **Multicultural field requirement for a non-school setting:**

The multicultural field requirement for a non-school setting will be solely “housed” in your reflection paper that will be held to the same requirements as described above for the PPS, and needs to explore the multicultural dimensions of counseling. Attend to multicultural concerns such as race, religion, ethnicity, culture, sexual orientation, and/or disability and the role they play in your clients’ problem-saturated stories. Reflect on how you addressed these multicultural concerns in supervision, as well as how your personal ideas (supported or challenged) may impact your effectiveness as a clinical counselor trainee.

\*\*\*\*In your first field experience (PPS & PCCT) you are expected to complete a mid-point disposition rubric. This is the same rubric you completed in your ECLG 531 class, but it is to be filled out by your on-site supervisor and submitted with your final packet. This rubric can be found in the appendix of this manual.

### **2nd Quarter Field Experience - ECLG 679 Establishing Therapeutic Allegiances & Professional Identities**

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This course is designed to allow students to develop skills and identify interventions that are particularly suited to the establishment of long-term therapeutic conversations. This class can be completed at any k-12 setting that meet the requirements, or at an alternative or non-school site (if prior approval has been granted by the field coordinator). The aim of this quarter is to demonstrate your ability to establishing therapeutic allegiances & professional identities. This will be accomplished by exhibiting the skills in establishing long-term and meaningful relationships both with your client and your supervisor.

Students will demonstrate appropriate use of supervision conversations. This will be graded using the supervision rubric. In addition, students will reflect on their professional identity as developing in supervision in a paper as a part of this class.

Supervision conversations require you to come to meetings prepared as you and your on-site supervisor are working as a team to help develop your professional identity and skills. Supervision is the exploration of your clinical work to increase your effectiveness. This often includes discussion of personally delicate matters about what you might be experiencing in response to your clients. Successful supervision includes you bringing examples of your clinical work to the conversation along with aspects you might be personally struggling with. Your on-site supervisor will explore

with you your personal and professional response to your clinical work. It will often include conversations that tease out the ethical issues and theoretical basis for clinical situations.

Good Supervision does	vs	Good Supervision Includes
Reporting on what you have done		Is structured and often has an agenda set by the student
Being told what you should or shouldn't do		Generative conversation about counseling experiences
Not having a collaboration between you and your supervisor		Stretches you personally and professionally
Non-participatory		Can sometimes be therapeutic to student personally.
		Dialogue between you and your supervisor

Students will be expected to be proactive and shape fruitful supervisory relationships. Remember that your on-site supervisor will have many demands upon his/her time. In order to ensure that you get the “face time” that you need, proactive activity is essential. As a counseling graduate student, you will work as a team member within the systems of your field experience sites. This reciprocal relationship between student and site is intended to be jointly beneficial. The earlier in the relationship that you establish a clear understanding of your reciprocal needs and the method by which they can be fulfilled, the greater the odds of having a mutually fulfilling experience.

Students will also showcase their ability to develop successful and therapeutic conversations with a student by conducting **a minimum of two individual counseling conversations during the quarter.**

As you are developing long term connections, with students and a supervisor, you will be asked to write about this. You will be required for your second placement either undertake the writing of a case study following individual counseling with a student, with the case study following the guidelines in the appendix, OR write a professional identity paper specific to your supervision relationship.

This paper is approximately six pages in length and can include, but is not limited to, the following:

How has your professional relationship developed?  
How you have you used your time in supervision

What has been helpful/not helpful?  
How are you practicing differently as a result of supervision?  
How do you see your strengths differently now as a result of supervision?

For your remaining observation (after satisfying the requirement of the supervision conversation and two individual counseling observations), you will be expected to complete an activity for evaluation selecting from the following list: individual counseling, group counseling, guidance lessons, or consultation. Each activity is graded using a rubric that can be worth up to twenty points and can be found in this packet. You will have two items evaluated by your on-site supervisor and two items evaluated by your university supervisor (including supervision conversation). You cannot use the same activity to be evaluated by both your university supervisor and your on-site supervisor on the same day.

### **3rd Quarter Field Experience - ECLG 679 Interfacing with Agencies, Advocacy and Special Needs**

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This course is designed to allow students to continue developing skills and identify interventions that are needed when interfacing with other agencies to address needs of students. This course can be completed at any k-12 level and alternative or non-school site. Students will develop professional skills by interfacing with agencies on behalf of students/clients whose needs extend beyond the school setting, for example, CPS referrals, SST meetings or foster care agencies. During this term you will be required to show evidence of successfully running groups during your field experience, and have this observed by the university supervisor. You will also need to submit the signed Group Counseling Requirement Form (see appendix).

**You will be expected to complete four separate activities for evaluation selecting from the following list:**

- (a) individual counseling
- (b) group counseling
- (c) guidance lessons
- (d) consultation conversation.

You do not have to do each activity on the list, but are required to have a variety of skills to showcase for grading. Each activity is graded using a rubric that can be worth up to twenty points and can be found in this packet. You will have two items evaluated by your on-site supervisor and two items evaluated by your university supervisor. You

cannot use the same activity to be evaluated by both your university supervisor and your on-site supervisor on the same day.

Each activity above will have elements that address and reflect your skills at liaising with groups both within the school setting (such as special education teachers) as well as external agencies. This is the perfect context to perfect your skills at consultation conversations and advocacy skills.

As you will be working to hone your skills of collaboration this quarter, you will be writing a paper to reflect this. Write about ways in which you were able to coordinate care on behalf of a student or client, and what you will be taking away from the event(s). Please reference books and ideas from your ECLG 658 course and cite them in your reflection paper.

In this section, you may choose to start your special project and submit your proposal. The proposal rubric (see appendix) will be graded by your third fieldwork instructor. You need to hold on to the graded rubric and submit it to your 4th fieldwork instructor along with your special project paper. **Please, see special project guidelines on page 22.**

#### **4th Quarter Field Experience - ECLG 679 - Participatory Action Research Project**

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The 3rd and 4th quarter of field experience is designed for you to showcase a culmination of skills acquired from the three previous placements. You will be developing a research project that directly involves those who you have been working with, i.e., students and/or clients, to improve the school/clinic settings. This project will utilize participatory action research (PAR) with students and/or clients at your site, which was introduced in your 607 course. You will also be provided with supplemental articles and be expected to find additional resources on PAR as a part of this project. You will be discussing how to execute this project with your supervisors for guidelines and permission at the site itself.

We are specifically asking you to use the PAR model to stand against colonizing effects of research and the many practices that exploit students' and clients' knowledges for purposes of the researcher's benefit. A participatory approach privileges the voices of those at the center of the research project in ways that engenders respect, engages them through co-research, and centers their ideas for what is most helpful.

The IE is an ethnically diverse community and the school districts struggle with expulsion and suspension rates. The PAR model is geared to better understand the experiences of students who are labeled as underperforming and/or

schools that are not responding to these concerns. As school counselors, you are being prepared to support and intervene on the behalf of students whose school experiences have been disadvantaged by colonization, economic disparity, and systematic oppression. This kind of project partners with the youth of schools and offers new inroads to curb attrition, suspension and expulsion rates by understanding the particular knowledges and skills the students at your school use to succeed and perhaps, where school systems fail them.

Needed steps for the project:

If you are at a school site:

1. When you are enrolled in your final, or 2<sup>nd</sup> to last ECLG 679 section, you will collect data & demographics to create picture of what the actual district's statistics say about performance for students at your particular school site. These can be found on the district's websites or your on-site supervisor can assist you.
2. You might want to start this process in the quarter before your final quarter to speak to your supervisors and complete the needed background research about PARs and the statistics of your particular school.
3. You will be expected to create focus groups (approximately 10, K-12 students each). Before meeting, you will be expected to have the participants sign off on a voluntary participation form (in your appendix of the manual)
4. When you meet, you will want to discuss the following:
  - a. You will want to share information you learned about the school's dropout/expulsion/suspension rates.
  - b. Begin with a question to the K-12 students: What do you know about the graduation rates for those in your school and/or school district?
  - c. What do you know about expulsion and suspension at your school? Is it common and why/how so?
  - d. What contributes to rates of non-graduation or suspension/expulsion?
  - e. What decreases rates of non-graduation or suspension/expulsion?
5. You will need to host a minimum of 5 focus groups with students representing a variety of socially and ethnically diverse students from your site. Work with your on-site supervisor to determine the best times and ways to recruit students for this.
6. Collate the data that has been collected. Refer to the articles and books about how to do this.
7. Meet again with the students in focus groups to inform them of the data and include: How do you make sense of this? Why do you think this is what the data shows?

8. Ask for the co-researcher's feedback on what you have put together and if they want to amend it or have it edited.
9. CSUSB students will work with representatives from the focus groups to present information to the teachers, administrators and communities about what was said. Ideally, there will be at least one meeting where the students from the focus groups can present the information with you supporting them, but allowing them to take the lead on the presentation.
10. The CSUSB field instructor will attend (at least) the final presentation for grading and support, but should also attend/observe at least one focus group as well during the term. This also applies to the onsite supervisor.
11. Data and the process followed will be written up and included in the CSUSB ECLG 679 portfolio on BB.

For those not at a school site:

If you are not completing hours at a school site, but are at a counseling or community site, you also will be asked to use a PAR model to complete this portion of your field experience, but your focus will shift. It again should be geared towards the delivery of services and looking to improve how this might happen, even if this is only to include more voices from the "clients" to better inform the administration and service providers. The exact engagement and process will need to be spoken of with your onsite and university supervisor to determine the best possible focus groups from whom to glean information to improve the delivery of services at your site.

You will follow similar steps to that above, but you will first need to discuss with your onsite and university supervisor what specifically will you be collecting information about and how to create focus groups. Unlike schools, where potential participants are always available, this might not be the case for a mental health clinic or community site. You want your co-researchers to be service users of the site and able to speak to what works, and what doesn't work, as a part of this. You will need to inform them of consent to participate and have them sign a voluntary participation form (in your appendix of your manual).

## Special Project Guidelines

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### **WHEN CAN I START?**

You are allowed to start your special project in your 3rd fieldwork section. Doing your project over two quarters will give you more time to develop and implement your project.

### **CAN I DO IT WITH SOMEONE ELSE?**

Yes, you can pair up with another person to conduct your special project, but no more than two people will be allowed. You can only do this however, if the second person is also at your same site.

### **Brief Class Presentation**

In order for your colleagues to be exposed to a broad range of ideas, get inspired, and be stimulated to undertake their participatory action research, we ask that you present your project to the fieldwork class. This brief oral presentation should be no more than 15-20 minutes in length and include a Q & A., PowerPoint, poster board, or other presentation modes are not required, but optional. This presentation also intended to provide you with feedback from your colleagues via a presentation feedback form. You will need to include and/or address your feedback rating and comments in your final paper about your special project. The Class Presentation Feedback Form is also found on BB under Fieldwork, in the Special Project Forms & Rubrics folder.

### **Culmination: PAR paper**

The last phase of your research culminates in writing a paper: maximum of 25 pages, including attachments. This needs to include the research and citation completed with your readings. The project is to be written in such a way that it can be published on BB which means it must have identifying information about students removed. The paper will record what you discovered about the schools dropout rates and rates of suspension and compare this to other schools. It will include what you did, how you formed your research groups, what was discovered from your expert co-researchers, what the presentation to administration was like and if anything might come from what was presented. This will include your reflections of what you learned about yourself in the process of this project. You may wish to include:

- What is the impact on the community of this project?
- What do you hope to happen as a result?
- What do you envision the future of this project will be?



Use the rubric in the appendix as guidelines for your paper.

### Alternative / Clinical Field Experience Settings

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This course is designed to allow students to develop skills and identify interventions that are particularly suited to university, community college, local community agency, mental health settings, and/or charter school settings. Students enrolled in ECLG 679 and starting fieldwork in an alternative or PCCt setting are expected to have an intermediate (or better) skill set and a working knowledge of legal and ethical mandates relevant to the setting. All other requirements for skill sets as well as the evaluative steps, unless otherwise specified, will apply for this setting.

### Instructions for writing 679 reflections papers

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Throughout your first three field experiences, you will be asked to write reflection papers at the end of each quarter. Each quarter you will be working to develop different skills sets, as outlined under each section. Your papers will need to reflect these skill sets. All papers, while reflections, will be held to APA standards. You will be expected to write graduate-level papers of the highest caliber and incorporate ideas from your course work, as well as site references. Papers that do not use references and connect your particular skills with your academic coursework will be downgraded. The writing rubric will be used to evaluate your paper.

### Credit/No Credit

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Field experience coursework is evaluated on a Credit/No Credit basis. A grade of "Credit" will be earned upon meeting all course requirements and demonstration of the expected level of competence in counseling skill operationalized in the evaluation rubrics of each course.

Students are expected to pass EACH of their assignments in field by 80%, not just the entire course. What this means is that if an assignment is worth 20 points, students need to pass by 16 or better. If this does not occur in any one observation, the professor may require one or more of the following to ensure learning is taking place:

1. The student may be subject to another observation, which will be graded or critiqued.
2. The student may be subject to another observation or evaluation by a teacher other than their assigned field instructor.

3. The student may need complete an additional session, record it, and show it to the professor for grading or critique.
4. The Fieldwork Coordinator may need to meet with the onsite supervisor and the student to discuss the quality of the student's work.
5. The student may be required to write an additional paper about the particular skill that does not meet graduate level requirements.
6. The student may be asked to attend a conference or workshop or other learning opportunity fitting to the needed skill development.
7. The professor may tailor additional assignments as appropriate to the needed skill development.

Should the student be unable to complete the assignment prior to the end of the quarter, the student will be given an Incomplete until the additional assignments have been completed. **Incompletes cannot be assigned for simply not meeting the requirements of hours during a quarter, but are reserved for extraordinary circumstances.** (Note that no one can be given an Incomplete in his or her final quarter.)

Students who fail the course by receiving less than an 80% overall score will be give "No Credit" and need to retake the course in its entirety. If a student fails a section of field, they cannot use their hours from that quarter towards their total tallies.

Moreover, students who breach an ethical agreement in their field placement on any single occasion may:

- a) be assigned a possible remediation
- b) fail the course
- c) be placed on academic-administrative probation

### When to ask for assistance

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There are circumstances under which you should always seek consultation. Your supervisors are legally and ethically responsible for everything that you do at their site. In order to ensure that you will have consistent and reliable access to appropriate support, you need to let your supervisor what you are doing, your weekly schedule and know when your weekly supervision times are. You need to know who can turn to if you have a problem and how to get immediate support if you feel like you are in over your head. Always respect your obligation to ensure that your university and

onsite supervisors are aware of any critical issues that you encounter. Be sure that any response that you decide to make to crisis is shaped in consultation with your supervisors.

*Critical Issues that require immediate notification of supervisors include:*

Child abuse	Violence
Threat of violence	Psychiatric disorders
Illegal behavior	Suicide concerns
Homicide concerns	

### Course Overview and Rationale

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Field experience provides candidates with comprehensive preparation for successful practice with clientele who embody a range of developmental levels, learning styles, as well as cultural and ethnic diversity. Candidates experience an enhanced learning process as a result of experiencing activities in the school setting or non-school setting. This allows for the integration of knowledge, skills and dispositions, gleaned from completed coursework that is operationalized and enhanced through field experience (CTC Standard #31) Each candidate will demonstrate knowledge and skill in areas of academic, career, personal and social development, counseling, leadership, advocacy, learning, achievement and instruction, individual counseling, group counseling and facilitation, collaboration, coordination and team building, organizational and system development, prevention education and training, use of technology, research, and program evaluation (CTC Standards 19-30).

### Course Evaluation Plan

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THIS COURSE IS GRADED ON A CREDIT/ NO-CREDIT BASIS.  
IN ORDER TO RECEIVE CREDIT FOR THE COURSE,  
THE STUDENT MUST OBTAIN 80 POINTS, WHICH ARE DISTRIBUTED AS FOLLOWS:

#### **1<sup>st</sup> Field Experience – ECLG 679**

Two satisfactory observations by the onsite supervisor.

Two satisfactory observations (one of which must include the design and delivery of a guidance lesson (PPS only) aimed at enhancing participants knowledge, skill and disposition surrounding some aspect of human diversity) evaluated by the university supervisor:

Activity / Assignment	Possible Points
Total points available for all 4 observations	80 points
Fieldwork Analysis Paper	4 points
Disposition Rubric	4 points
On-site Supervisor End of Term Evaluation with satisfactory rating (PPS only) or having a signed Fieldwork Contract in a Non-school Environment	4 points
Student Evaluation of Fieldwork Supervisor	4 points
Two copies of the signed field experience service log	4 points
<b>Total Possible Points</b>	<b>100 points</b>

### **2<sup>nd</sup> Field Experience – ECLG 679**

One satisfactory individual counseling observation and one other by the onsite supervisor

One satisfactory individual counseling observation by the university supervisor

One satisfactory supervision conversation

Activity / Assignment	Possible Points
Total points available for all 4 observations	80 points
Case study or professional identity paper specifying supervision relationship	8 points
On-site Supervisor End of Term Evaluation with satisfactory rating (PPS only) or having a signed Fieldwork Contract in a Non-school Environment	4 points
Student Evaluation of Fieldwork Supervisor	4 points
Two copies of the signed field experience service log	4 points
<b>Total Possible Points</b>	<b>100 points</b>

### **3<sup>rd</sup> Field Experience – ECLG 679**

Two satisfactory observations by the onsite supervisor

Two satisfactory observations by the university supervisor

\*One observations must be a group counseling session

Activity / assignment	Possible Points
Total points available for all 4 observations	80 points
Fieldwork Analysis Paper	8 points
On-site Supervisor End of Term Evaluation with satisfactory rating (PPS only) or having a signed Fieldwork Contract in a Non-school Environment	4 points
Student Evaluation of Fieldwork Supervisor	4 points
Two copies of the signed field experience service log	4 points
Optional: Special Project Proposal	Credit / No Credit
<b>Total Possible Points</b>	<b>100 points</b>

#### 4<sup>th</sup> Field Experience – ECLG 679

One satisfactory observations by the onsite supervisor

One satisfactory observations by the university supervisor

\*Special Project

Activity / assignment	Possible Points
One satisfactory observation by the onsite supervisor	20 points
One satisfactory observation by the university supervisor	20 points
<b>Participatory Action Research Special Project</b>	
Special project observation/implementation by onsite supervisor	10 points
Special project observation/implementation by university supervisor	10 points
Classroom presentation about special project	8 points
Special Project Written Paper	20 points
On-site Supervisor End of Term Evaluation with satisfactory rating (PPS only) or having a signed Fieldwork Contract in a Non-school Environment	4 points
Student Evaluation of Fieldwork Supervisor	4 points
Two copies of the signed field experience service log	4 points
<b>Total Possible Points</b>	<b>100 points</b>

# APPENDIX AND RUBRICS



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College of Education  
*Department of Special Education, Rehabilitation and Counseling*

[Date]  
Dear Site Supervisor,

Hello, and thank you for agreeing to supervise \_\_\_\_\_ for the \_\_\_\_\_ quarter. I am the student's university supervisor this term for the Counseling and Guidance program at CSUSB. My duties include overseeing the student's professional development, monitoring completion of program and course requirements, and serving as a contact between the university and your site. Thus I am also here for you should you have questions, need assistance, or want other information regarding the program and/or course.

During the term I will schedule a visit to observe the student; I will need to observe the student performing two different tasks connected to their fieldwork. Ideally the three of us will also meet to talk about the student's progress and clarify any expectations, recommendations, etc. Students are expected to follow your recommendations and suggestions regarding their work. The student's course expectations vary based on how far along they are in their fieldwork experience, thus the activities required may change from term to term.

Outside of this visit, you are also welcome to contact me any time to discuss any aspect of the student's fieldwork. If I can be of any help in providing information or assistance to you or your site please let me know. My contact information is listed below. You are also welcome to contact the program's Fieldwork Coordinator, Dr. Stewart ([dstewart@csusb.edu](mailto:dstewart@csusb.edu)), for general fieldwork information or to clarify site expectations.

I look forward to meeting and working with you!

Thank you,

[Name]  
[Title]  
Office  
Cell:  
Email:

\_\_\_\_\_  
Supervisor:

\_\_\_\_\_  
Date Received:

909.537.5606 • 909.537.7406

5500 UNIVERSITY PARKWAY, SAN BERNARDINO, CA 92407-2393

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The California State University • Bakersfield • Channel Islands • Chico • Dominguez Hills • East Bay • Fresno • Fullerton • Humboldt • Long Beach • Los Angeles  
Maritime Academy • Monterey Bay • Northridge • Pomona • Sacramento • San Bernardino • San Diego • San Francisco • San Jose • San Luis Obispo • San Marcos • Sonoma • Stanislaus

	INDIVIDUAL COUNSELING				
<b>Name:</b>			<b>Site</b>	Total Scores	<b>/20</b>
<b>Date:</b>				Tape	
<b>Course:</b>					
<b>Evaluator:</b>			<b>Role of evaluator</b>		
<b>Personal/Social:</b>	<b>Superior (4 points)</b>	<b>Proficient (3 points)</b>	<b>Basic (2 points)</b>	<b>Unsatisfactory (1 point)</b>	<b>Score</b>
<b>Counseling relationship is respectful, inviting &amp; nonjudgmental</b>	Consistently	Mostly	Sometimes but not always	Rarely	
<b>Legal boundaries are observed &amp; ethical counseling is practiced</b>	Consistently & skillfully	Consistently but not always skillfully	Sometimes but not always	Rarely	
<b>The counselor uses a range of skills with good judgment</b>	Consistently & skillfully	Consistently but not always skillfully	Sometimes but not always	Rarely	
<b>The counseling process is structured towards constructive outcomes</b>	Elegantly & skillfully	Skillfully	Awkwardly	Not at all	
<b>The counselor can explain practice decisions and justify in relation to theory</b>	Demonstrates sophisticated understanding	Demonstrates sound understanding	Demonstrates superficial understanding	Demonstrates little understanding	

Use the back for additional comments for each category above

**Signed**



## **Criteria for assessing counseling students in individual counseling**

*Use this list as a checklist to inform your evaluations when completing the rubric for individual counseling.*

### **1. Counseling relationship is respectful, inviting & nonjudgmental**

Establishes a warm relationship with the client.  
Maintains open body language and appropriate eye contact with the client.  
The tone of this connection is professional without being too formal.  
Invites the client to speak and attends carefully to the detail of what the client says.  
Pays attention to nonverbal clues that the client gives.  
The counselor is appropriately responsive to the client's words & picks up on important cues.  
Is age appropriate in her/his use of words.  
Avoids turning counseling into interrogation.  
Uses humor appropriately.  
Responds with sensitivity to client's feelings.  
Demonstrates curiosity and interest in the client's world.

### **2. Legal boundaries are observed & ethical counseling is practiced**

The client is informed in the first session of the limits of confidentiality.  
In subsequent sessions reminds the client of these limits as necessary.  
Makes possible the client's fully informed consent to what happens in counseling or subsequent to it.  
For minors, obtains parental consent for counseling or subsequent referrals.  
Gives accurate information about legal and ethical issues as needed.  
Does not impose her or his value system on the client.  
Demonstrates culturally sensitive respect.  
Uses language that is respectful to rather than objectifying of clients.  
Regularly checks for client understanding.  
Makes appropriate referral when indicated.

### **3. The counselor uses a range of skills with good judgment**

Demonstrates a range of skills in the appropriate places and with good timing. The range of skills may include any or all of the following: paraphrasing, reflecting, asking questions, use of externalizing conversation, immediacy, perception checking, summarizing, confronting, information giving, appropriate assessment, goal-setting, clarification-seeking, reframing, self-disclosure, therapeutic letter-writing, art activities, written worksheets or surveys.

**4. The counseling process is structured towards constructive outcomes**

Spends an appropriate amount of time exploring the client's issues, problems or concerns.

Uses assessment strategies appropriately.

Brings a purposeful directionality to the conversation.

Brings the counseling conversation back on track when it veers off.

Changes direction flexibly when the client raises new issues that require attention.

Moves the conversation towards clear outcomes.

Paces the conversation wisely for the client's needs.

Makes links between different sessions & between topics.

Includes the client in strategizing for change.

Recognizes the significance of change and invites the client to recognize the significance as well.

Builds in follow-up processes to the counseling process.

**5. The counselor can explain practice decisions & justify them in relation to theory**

Can explain what her/his intentions were in the counseling session.

Can explain where he/she might hope to go in future with this client.

Can explain his/her decisions in relation to a particular counseling theory.

These explanations are well judged in relation to what happened in the counseling.

These explanations demonstrate a clear understanding of the relevant counseling theory.

	GROUP COUNSELING				
<b>Name:</b>			<b>Site</b>		<b>/20</b>
<b>Date:</b>					
<b>Course:</b>					
<b>Evaluator:</b>			<b>Role of evaluator</b>		
	<b>Superior (4 points)</b>	<b>Proficient (3 points)</b>	<b>Basic (2 points)</b>	<b>Unsatisfactory (1 point)</b>	<b>Score</b>
<b>Relates to group members in respectful, culturally sensitive &amp; effective ways</b>	Consistently	Mostly	Sometimes but not always	Rarely	
<b>Observes legal boundaries &amp; practices ethical group leadership</b>	Consistently & skillfully	Consistently	Sometimes but not always	Rarely	
<b>Uses a range of leadership skills &amp; techniques with good judgment</b>	Consistently & skillfully	Consistently	Sometimes but not always	Rarely	
<b>Structures the group process towards constructive outcomes</b>	Elegantly & skillfully	Skillfully	Awkwardly	Not at all	
<b>Explains practice decisions &amp; justifies in relation to group process theory</b>	Demonstrates sophisticated understanding	Demonstrates sound understanding	Demonstrates basic understanding	Demonstrates little understanding	

#### Further comments

Use back of paper for additional comments – including strengths & areas to improve on for each of the above categories

**Signed**



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College of Education  
*Department of Special Education, Rehabilitation and Counseling*

### **Group Counseling Requirement Form**

**Name:** \_\_\_\_\_

**Quarter/year completed:** \_\_\_\_\_

**Site completed:** \_\_\_\_\_

**Theme of group:** \_\_\_\_\_

**On-site and/or Clinical Supervisor Date/ Signature:**

**University Supervisor Date/Signature:**

*\*Please, submit form at the end of your fieldwork experience along with your last fieldwork packet*

## **Criteria for assessing counseling students in Group Counseling**

*Use this list as a checklist to inform your evaluations when using the rubric for group counseling*

### **1. Relates to group members in respectful, culturally sensitive & effective ways**

Establishes a warm relationship with group members.

Maintains open body language and appropriate eye contact with group members.

The tone of interactions with the group is professional without being too formal.

Invites group members to speak and attends carefully to the detail of what group members say.

Pays attention to nonverbal clues that the group members give.

Scans the group regularly to notice members' responses

The counselor is appropriately responsive to group members' words & picks up on important cues.

Is age appropriate in her/his use of words.

Uses humor appropriately.

Responds with sensitivity to group members' feelings.

Respects group members' cultural background.

Demonstrates curiosity and interest in the group members' cultural world.

### **2. Observes legal boundaries & practices ethical group leadership**

Group members have been appropriately screened for suitability

Negotiates ground rules with group members.

The group members are informed in the first session of the limits of confidentiality.

In subsequent sessions reminds the group members of these limits as necessary.

Makes possible the group members' fully informed consent to what happens in the group or subsequent to it.

For minors, obtains parental consent for group counseling.

Gives accurate information about legal and ethical issues as needed.

Does not impose her or his value system on group members.

Demonstrates culturally sensitive respect.

Uses language that is respectful to rather than objectifying of group members.

Regularly checks for group members understanding.

Makes appropriate referrals when indicated.

Facilitates group members to respect multiple viewpoints.

Interrupts inappropriate or disrespectful behavior in the group.

### **3. Uses a range of leadership skills & techniques with good judgment**

Demonstrates a range of skills in the appropriate places and with good timing.

Uses reflection, paraphrase & questions actively and appropriately.

Uses confrontation respectfully.

Negotiates challenges to leadership firmly and respectfully.

Uses group rounds to purposeful effect.

Uses group exercises to good effect.

Facilitates interaction between group members.

Uses group members to support each other.

Avoids creating leader dependency.

### **4. Structures the group process towards constructive outcomes**

Introduces activities clearly.

Facilitates initial inclusion for all group members.

Plans activities appropriately for the stage of the group.

Spends an appropriate amount of time exploring the group members' issues, problems or concerns.

Uses assessment strategies appropriately.

Brings a purposeful directionality to the conversation.

Brings the conversation back on track when it veers off.

Changes direction flexibly when group members raises new issues that require attention.

Moves the conversation towards clear learnings.

Paces the conversation wisely for the group members' needs.

Makes links between different sessions & between topics.

Includes the group members in strategizing for change.

Recognizes the significance of change and invites group members to recognize the significance as well.

Builds in follow-up processes to the group process.

Attends to group termination issues.

Includes evaluation processes in the group.

### **5. Explains practice decisions & justifies in relation to theory**

Can explain the stage of the group process.

These explanations are well judged in relation to what happened in the group. Can explain what her/his intentions were in the group. Can explain his/her decisions in relation to a particular group counseling theory. Can explain where he/she might hope to go in future with this group.

<b>CONSULTATION</b>							
<b>Name:</b>			<b>Site</b>			<b>Total score:</b>	<b>/20</b>
<b>Date:</b>							
<b>Course:</b>							
<b>Evaluator:</b>			<b>Role of evaluator</b>				
	<b>Superior (4 points)</b>	<b>Proficient (3 points)</b>	<b>Basic (2 points)</b>	<b>Unsatisfactory (1 point)</b>	<b>Strengths</b>	<b>Areas to develop</b>	<b>Score</b>
<b>Listens carefully &amp; accurately to issues</b>	Consistently	Mostly	Sometimes but not always	Rarely or poorly			
<b>Develops collaborative relationship with consultee</b>	Consistently, respectfully & skillfully	Consistently	Adequately	Poorly			
<b>Gathers necessary information</b>	Very thoroughly	Thoroughly	Adequately	Cursorily or not all			
<b>Works with consultee to establish intervention goals</b>	Purposefully & skillfully	Purposefully	Adequately but with some lack of clarity	Poorly & with substantial lack of clarity			
<b>Works with consultee to structure intervention methods</b>	Very effectively & skillfully	Effectively	Adequately but with gaps in the plan	Poorly & with substantial gaps in the plan			
<b><u>Further comments</u></b>							
<b>Signed</b>							

## **Criteria for assessing counseling students in Consultation**

*Use this list as a checklist to inform your evaluations on the other side of this page*

### **1. Listens carefully & accurately to problem issues**

Establishes a positive relationship with consultee(s).  
Invites consultee(s) to speak and attends carefully to the detail of what they say.  
Maintains open body language and appropriate eye contact with consultee(s).  
The tone of interactions with the consultee(s) is professional without being too formal.  
Facilitates a clear definition of the problem.  
Explores presenting problem fully.  
Responds with sensitivity to consultee(s) feelings.  
Respects consultee(s) cultural background.  
Demonstrates curiosity and interest in the consultee(s) cultural world.  
Is curious about & respectful of organizational & systemic constraints.

### **2. Develops collaborative relationship with consultee**

Joins psychologically with the consultee's system  
Negotiates contract or process agreement with consultee.  
Establishes who needs to be involved in the consultation system besides the initial consultee.  
Explores consultee's espoused theory & theory-in-use  
Does not impose her or his value system on consultee.  
Inquires into consultee's perspective  
Inquires about consultee's rationale for actions taken  
Regularly checks with consultee for mutual understanding  
Demonstrates culturally sensitive respect.  
Uses language that is inclusive & respectful to rather than objectifying of consultee & others.  
Leaves ownership of the problem/solution with the consultee.  
Inquires into system support for and resources available for intervention.  
Avoids promising too much.  
Regularly checks for understanding.  
Uses humor appropriately.  
Makes appropriate referrals when indicated.  
Avoids turning consultation into counseling.  
Requests consultee comments & evaluations of consultant's services.



### **3. Gathers necessary information**

Identifies needed information

Discusses with consultee methods for gathering needed data.

Inquires about existing data

Asks purposeful questions

Supports opinions & assertions with relevant data.

Inquires into relevant data to support others' opinions & assertions.

Seeks a range of relevant types of data (e.g. descriptive, archival, process, interpretive, behavior data)

Uses observations when needed

Interviews the client as needed

Uses appropriate assessment instruments

Interprets & analyzes data effectively to aid intervention

### **4. Works with consultee to structure intervention goals**

Engages consultee in development of hypotheses to explain problem issues

Engages consultee in formulation of intervention goals.

Seeks consultee's commitment to intervention goals.

Distinguishes between short-term & long-term goals.

Establishes short-term goals

Establishes long-term goals

Specifies target goals & timespans.

Prioritizes among goals.

Inquires into cultural value of specified goals.

Checks that desired goal will address presenting problem

Checks that goals are supported by the consultee

### **5. Works with consultee to structure intervention methods**

Engages consultee in the generation of intervention options.

Discusses with consultee the pros & cons of each option.

Engages consultee in decision about intervention plan from among the possible options.

Discusses practical implementation plan

Establishes clearly who will do what

Establishes clear timeframe for intervention process

Checks that planned intervention process will address desired goals.

Checks that intervention process is culturally appropriate.

Seeks consultee's commitment to planned action  
Galvanizes consultee's commitment to action  
Checks that planned interventions are practicable in the institutional context.  
Checks that necessary resources are available for planned intervention.  
Plans for the monitoring of the intervention.  
Designs evaluation process for planned interventions.  
Plans for review & follow-up meetings as needed.  
Plans for consultant disengagement.

<b>GUIDANCE LESSON</b>							
<b>Name:</b>			<b>Site</b>			<b>Total score:</b>	<b>/20</b>
<b>Date:</b>			<b>Lesson topic</b>				
<b>Course:</b>							
<b>Evaluator:</b>			<b>Role of evaluator</b>				
	<b>Superior (4 points)</b>	<b>Proficient (3 points)</b>	<b>Basic (2 points)</b>	<b>Unsatisfactory (1 point)</b>	<b>Strengths</b>	<b>Areas to develop</b>	<b>Score</b>
<b>Lesson Design &amp; Preparation</b>	Professionally & creatively designed lesson & thoroughly prepared	Thoughtfully created & designed lesson & well prepared	Adequately designed lesson & adequately prepared	Poor design & inadequate preparation			
<b>Lesson Presentation &amp; Delivery</b>	Skillful & flawless presentation. Most professional	Skillful presentation. Appropriate flow & delivery	Presented and delivered well, yet improvements needed	Presentation and delivery flawed & ineffective			
<b>Engagement with Learners</b>	Motivates strong student enthusiasm & full positive engagement	Motivates considerable student interest & positive engagement	Motivates some student interest & engagement	Fails to motivate student interest or engagement			
<b>Classroom Management</b>	Classroom environment skillfully managed for optimum learning	Classroom environment soundly managed for learning	Classroom environment managed, yet some moments of "off track" & lost teachable moments	Classroom environment poorly managed			
<b>Evaluation of Learning</b>	Lesson outcomes are effectively evaluated & discerning use made of feedback for learning	Lesson outcomes are evaluated & some learning from feedback demonstrated	Lesson outcomes are partially evaluated & some meaning made of evaluation	Little or no attempt to evaluate lesson outcomes or learn from feedback			
<b>Further comments</b>							
<b>Signed</b>							

## **Criteria for assessing counseling students in teaching a Group Guidance Lesson**

*Use this list as a checklist to inform your evaluations on the other side of this page*

### **1. Lesson design & preparation**

Submits a written lesson plan.

Lesson plan fits well with learning sequence.

Is thoroughly prepared.

Information included in presentation is accurate

Information included in presentation is understandable & age-appropriate

Communication aids used contribute significantly to lesson purpose

Materials are significantly professional

The lesson is scaffolded to build student learning

Provided learning opportunities in more than one learning mode (visual, active, auditory and vocal)

### **2. Lesson presentation & delivery**

Clear introduction to the lesson given

Students understand the lesson purpose

Personal appearance is appropriate

Makes appropriate adjustments to lesson plan as it is being delivered in response to task demands, unanticipated change in number of participants & unanticipated environmental challenges

Presentation is consistently clear, logically organized & listeners can follow the reasoning.

Presentation is appropriate to level of growth and development of audience

Is age appropriate in her/his use of words.

Explanations of key concepts are provided

Visuals are large enough to be seen by all

Allows for ample time for rehearsal of new skills & concepts

Demonstrates culturally sensitive respect.

Ensures that individuals with varying degrees of academic strength, or facility with English, have access to the material.

Facilitates class members to respect multiple viewpoints.

Uses humor appropriately.

Moves the conversation towards clear learnings.

Makes links between different sessions & between topics.

Summarizes the lesson at the end.

### **3. Engagement with learners**

Establishes a positive relationship with class members.  
The tone of interactions is professional & purposeful.  
Motivates participants successfully to engage with lesson.  
Invites class members to speak and attends carefully to the detail of what class members say.  
Does not impose her or his value system on group members. Uses reflection, paraphrase & questions actively and appropriately.  
Pays attention to nonverbal cues.  
Scans the class regularly to notice members' responses.  
Regularly checks for class understanding.  
Respects class members' cultural background.  
Connects learning with the everyday experience.  
Demonstrates curiosity and interest in the participants' cultural world.  
Facilitates interaction between class members.

#### **4. Classroom management**

Introduces activities clearly.  
Makes behavioral expectations clear  
Negotiates challenges to leadership firmly and respectfully.  
Conveys acceptance of participants when redirecting & fading inappropriate behaviors, reducing the incidence of polarizing shame.  
Shapes appropriate participation & behavior by giving high quality reinforcement that goes beyond "good job" or "correct." Example:  
"Yes, you put a lot of creativity into that answer!"  
Interrupts inappropriate or disrespectful behavior.  
Uses confrontation respectfully.  
Facilitates initial inclusion for all group members.  
Uses assessment strategies appropriately.  
Brings a purposeful directionality to the conversation.  
Brings the conversation back on track when it veers off.  
Changes direction flexibly when participants raise issues.  
Paces the conversation wisely for the participants' needs.

#### **5. Evaluation of learning**

Has a plan for evaluation of student learning.  
Evaluation plan relates to lesson purpose.  
Evaluation plan is carried out in good time.  
Can explain what her/his intentions were in the lesson. Can assess own performance honestly and fairly.

**Name of the Guidance Lesson**  
**Prepared by (your name goes here)**  
**Counseling and Guidance (term and year)**

**Appropriate Age Groups:**  
**Materials Utilized:**

**Time Needed to Complete the Lesson:**

**I. Objective:** This section lists the global objective of the lesson. Think about the effect that this lesson will have upon participant personal growth, character development, and array of skills needed to navigate the follies and foibles of life. For example, if you were targeting career development and gender role socialization, the aforementioned would not be the objective. In order to identify the objective, ask yourself, “What would reducing the impact of gender role stereotyping upon personal career planning do for these participants?” The objective of the guidance lesson might be more accurately defined by *to broaden the range of considered careers by facilitating the dominance of talent, interest, and education in career planning, rather than social conditioning.*

**II. Goal (s):** In this section please consider the stepping stones that your participants will need to metaphorically travel in order to achieve the stated objective. Each step is numbered and listed sequentially as a goal. For instance:

**[A] Goal 1:** Create an understanding of the subject of the day and provide a cognitive framework for the reception, organization, and enhanced retention of presented information.

**Procedure 1:** This section specifies what activities you will use and how they will be used to serve the stated goal. For example, “Facilitator will define any vocabulary needed to understand materials utilized in the lesson. Participants will be asked how free are we when we dream about ourselves and our futures-are we limited by things that we may not be consciously aware of? Today we’ll explore some of our dreams and the possibilities that we acknowledge....”

**[B] Goal 2:**

**Procedure 2: etcetera.....**

The lesson plan would continue in this manner, listing all of the goals leading to the objective, followed by the procedures designed to support achieving each stated goal. Remember to explain how the materials are used in each procedural step.

**III. Pre/Post Test:** Design and use a measure that will highlight the success of your lesson and the achievement of your goal. If there is a battery of knowledge, skill or disposition that you are trying to convey, then you need to measure the level of knowledge, skill or disposition preceding your lesson and directly following your lesson. This will help to make the benefit of the participants' journey manifest.

	<b>SUPERVISION RUBRIC</b>				
<b>Name:</b>				<b>Total score:</b>	/20
<b>Date:</b>					
<b>Course:</b>					
<b>Evaluator:</b>			<b>Role of evaluator</b>	University supervisor	
	<b>Superior (4 points)</b>	<b>Strong (3 points)</b>	<b>Adequate (2 points)</b>	<b>Marginal or Inadequate (1 point)</b>	<b>Score</b>
<b>Agenda for supervision</b>	Identifies a focused agenda that addresses student learning needs	Identifies a useful learning agenda	Identifies a learning agenda	Fails to bring learning agenda	
<b>Generates ideas for practice</b>	Generates with supervisor clear, focused & specific ideas for practice	Generates with supervisor specific ideas for practice	Generates with supervisor general ideas for practice	Does not generate ideas for future practice	
<b>Addressing ethical issues</b>	Accurately identifies & reflects thoughtfully on ethical complexities of practice	Identifies & is able to discuss ethics of practice	Recognizes ethical issues of practice	Fails to recognize ethical issues of practice	
<b>Response to feedback</b>	Seeks feedback, thinks carefully about it & responds positively to it	Accepts feedback & thinks about it	Accepts feedback but does not appear to digest it or think about it more than superficially	Does not seek feedback or respond to it when offered.	
<b>Conceptual &amp; theoretical issues for practice</b>	Effectively discusses conceptual & theoretical issues in relation to practice	Discusses conceptual & theoretical issues in relation to practice	Recognizes conceptual & theoretical issues in relation to practice	Does not raise or recognize conceptual & theoretical issues in relation to practice	
<b>Comments</b>					
<b>Signed</b>					

*\* Use this rubric during your 2nd quarter fieldwork*



### Proposal Rubric

Strong (5 points)	Good ( 4 points)	Adequate (3 points)	Inadequate (2 points)	Total Points (10 possible= raw score divided in half
SP is planned with forethought about the needs of the community and/or has a needs assessment completed.	SP reflects some planning efforts and some consideration of community needs but is not extensively researched.	SP reflects minimal planning and/or the absence of assessing for community need.	Fails to understand or assess the need for SP in the community.	
Generates with supervisor(s) and/or team clear, focused & specific ideas.	Generates some ideas with supervisor(s) and/or team for SP but could include team more.	SP developed with minimal coordination of team and/or supervisor(s)	SP is developed without evidence of collaboration.	
Offers thoughtful rationale and supporting literature review. APA formatting is excellent.	Provides a constrained introduction and rationale, and contains a limited literature review. Few APA errors	Has attempted some literature review, introduction or rational, but is limited & not APA	Makes no attempt at offering a literature review, introduction or rationale & problems with APA formatting.	
Has an excellent potential for replication by other counselors.	Has some potential for replication by other counselors, but could be improved.	Has too limited potential for replication by other counselors.	Has no potential for replication by other counselors.	
Comments				Score:

PAR project rubric

<b>Student Name:</b>				<b>Total raw score:</b>	
<b>Date:</b>					
<b>Course:</b>					
<b>Evaluator:</b>					
	<b>Superior (4 points)</b>	<b>Strong (3 points)</b>	<b>Adequate (2 points)</b>	<b>Marginal or Inadequate (1 point)</b>	<b>Score</b>
<b>Inclusion of students as co-researchers</b>	Plan for recruitment is exceptionally clear, demonstrates intentional inclusion of key informants, and centering of other's voices/stories is evident.	Plan for recruitment is clear, demonstrates inclusion of key informants, and centering of other's voices/stories is present, but could offer more clarity and centering of others'.	Plan for recruitment is not fully articulated, and struggles to highlight the centering of key informants, and other's voices/stories.	Plan for recruitment is not clear and demonstrates disregard for the inclusion of key informants and centering of other's voices/stories is absent.	
<b>Team collaboration</b>	Generates with supervisors & team, a clear, focused PAR that incorporates others' voices.	Generates some ideas with supervisors & team for PAR but could include others more.	PAR developed with minimal coordination with supervisors & team.	PAR is developed without evidence of collaboration and/or disregards input from supervisors & team.	
<b>Ease of implementation</b>	Clear explanation of how PAR will benefit the community and involves multiple voices.	Explanation is provided, but not developed fully as how PAR benefits community and minimally includes others' voices.	Minimal explanation is offered as to how PAR will benefit community and struggles to make place for others' participation.	Explanation of PAR disregards others' voices and benefits for the community.	
<b>Professionally presented</b>	PAR is creatively presented to a group, stakeholders, and/or colleagues with inclusion of others.	PAR is presented, but information lacks clarity that would be beneficial and/or is missing others' contributions.	PAR is presented, but errors and oversights are apparent and others are excluded. Needs more work still.	PAR is not presented or is presented poorly and in a confusing, unorganized manner.	
<b>Comments</b>					
<b>Signed</b>					

PAR rubric for paper

<b>Student Name:</b>				<b>Total raw score:</b>	
<b>Date:</b>					
<b>Course:</b>					
<b>Evaluator:</b>					
	<b>Superior (4 points)</b>	<b>Strong (3 points)</b>	<b>Adequate (2 points)</b>	<b>Marginal or Inadequate (1 point)</b>	<b>Score</b>
<b>Lit. Review</b>	Literature review reflects a serious and thorough undertaking of available resources, and understanding of PAR process is clearly demonstrated.	Literature review reflects adequate utilization of available resources, and understanding of PAR process is demonstrated.	Literature review reflects minimal utilization of available resources, and understanding of PAR process does not appear to attend to a number of key concepts.	Literature review fails to fully investigate the available resources and materials needed for effective PAR research, and understanding of overarching PAR process is not demonstrated.	
<b>Comparative Data</b>	Collects demographic information about school site in comparison to other schools from multiple sources. Exceeds expectations.	Collects demographic information about school site in comparison to other schools that is satisfactory, but not exemplary and/or from limited sources.	Collects little demographic information about school site in comparison to other schools from limited sources or of limited value.	Collects no demographic information about school site in comparison to other schools.	
<b>Ideas</b>	PAR paper reflects sophisticated understanding of the ethical & practice implications of co-research and attends to issues of power.	PAR paper reflects some understanding of the ethical & practice implications of co-research and addresses issues of power, but not fully.	PAR paper reflects a basic understanding of the ethical & practice implications of co-research and/or does not fully develop implications of power.	PAR paper does not reflect an understanding of the ethical & practice implications of co-research and/or does not speak to implications of power.	

<b>Handouts</b>	Handouts provided for the community presentations are professionally organized and capture the most salient information/findings.	Handouts provided for the community presentations are mostly organized and capture some salient information/findings.	Handouts provided for the community presentations miss the most salient information/findings and are unclear.	Handouts provided for the community presentations are absent and/or disorganized.	
<b>Formatting &amp; APA</b>	Paper is superior; free from errors, APA format and referenced	Paper is acceptable but has some errors, minor missed references and could be improved still	Paper is marginally constructed with poor organization, errors and missing references	Paper is not graduate quality; ie, unorganized, not referenced, spelling and grammar errors	

<div>Name:</div> <div>Date:</div> <div>Course:</div> <div>Name/Role of Evaluator:</div>				Total score:	
	Superior (4 points)	Strong (3 points)	Adequate (2 points)	Marginal or Inadequate (1 point)	Score
Organization	Information presented in logical, interesting sequence which audience can follow	Information presented in logical manner; some inconsistencies	Information is presented in a primarily logical manner with more than a few inconsistencies	Information presented in an inconsistent, illogical manner; poor sequencing	
Content Knowledge	Full knowledge (more than required), with explanations and elaboration, is demonstrated; extensive research is evident	Full knowledge is demonstrated; good research is evident	Adequate knowledge is demonstrated; moderate research is evident	Less than adequate knowledge is demonstrated; marginal research is evident	
Creativity: Visuals	Outstanding use of visuals (overheads/PowerPoint/other visual media) to reinforce presentation	Good use of visuals (overheads/PowerPoint/other visual media) to reinforce presentation	Use of visuals (overheads/PowerPoint/other visual media) to reinforce presentation	Occasional or no use of visuals to reinforce presentation	
Creativity: Handouts	Handouts provide an exceptional overview of the materials and are worth saving	Handouts summarize the material well and are useful	Handouts are adequate but have incomplete information	Handouts, if used at all, are of little value	
Delivery	Excellently presented; an enthusiastic presentation	Very well presented; good enthusiasm	Well presented; adequate enthusiasm	Marginal presentation; little or no enthusiasm	
Interaction	Excellent interaction with audience	Good interaction with audience	Adequate interaction with audience	Little or no interaction with audience	

## **Special Project Class Presentation: Feedback Form**

*\* Collect these from your colleagues and include all of them with your SP final paper.*

Please, provide specific answers to the following questions:

**1. What impact do you think the project might have?**

**2. What improvements might make it better?**

**3. On a scale from 1 - 10 how likely are you to use this in your field or work setting?**

*\*Please, provide a rationale for your rating. Use back if you need more space*



College of Education  
Department of Special Education, Rehabilitation and Counseling

## Disposition Rubric

Name: \_\_\_\_\_ Decision Point: \_\_\_\_\_

Directions: Circle the appropriate rating for the candidate in regard to each of the areas below related to the Charter College of Education Conceptual Framework.

### 1. Professional Knowledge

Unsatisfactory	Basic	Proficient
Exhibits little awareness or commitment to development and maintenance of his/her own professional knowledge.	Exhibits progress and growing dedication to development and maintenance of his/her own professional knowledge.	Clearly demonstrates a strong, consistent commitment to development and maintenance of his/her own professional knowledge.

Comments/Incidents/Observations (including dates/times, if applicable): Use back of sheet for additional comments.

### 2. Professional Judgment & Conduct

Unsatisfactory	Basic	Proficient
Exhibits little awareness of or commitment to ethical, responsible, professional behavior.	Exhibits progress and growing dedication to the demonstration of ethical, responsible, professional behavior.	Clearly demonstrates a strong consistent commitment to ethical, responsible, professional behavior.

Comments/Incidents/Observations (including dates/times, if applicable): Use back of sheet for additional comments.

### 3. Practical knowledge of Context

Unsatisfactory	Basic	Proficient
Does not tend to investigate or utilize context when working with students and/or clients.	Exhibits progress and growing dedication to comprehending the specific context of the learner/client.	Clearly demonstrates a strong commitment to comprehending the specific context of the learner/client.

Comments/Incidents/Observations (including dates/times, if applicable): Use back of sheet for additional comments.

#### 4. Respect for Multiple Viewpoints

Unsatisfactory	Basic	Proficient
Demonstrates little/no effort to understand the values of the various groups with whom s/he interacts and makes no concerted effort to incorporate knowledge of and sensitivity to those values into professional decisions.	Exhibits progress in striving to understand the values of the various groups with whom s/he interacts and makes some effort to incorporate knowledge of and sensitivity to those values into all professional decisions.	Strives to understand the values of the various groups with whom s/he interacts and makes a concerted effort to incorporate knowledge of and sensitivity to those values into all professional decisions.

Comments/Incidents/Observations (including dates/times, if applicable): Use back of sheet for additional comments.

#### 5. Self-Reflection & professional growth

Unsatisfactory	Basic	Proficient
Exhibits little interest or motivation to pursue continuous development of professional knowledge and skills through the use of inquiry, the seeking of feedback, and reflection. Has no interest in or is unable to assess outcomes of actions or make adaptations as necessary.	Exhibits progress and growing dedication to continuous development of professional knowledge and skills through the use of inquiry, seeking of feedback, and reflection. Exhibits progress in ability to assess outcomes of actions and makes adaptations as necessary.	Clearly demonstrates a strong commitment to continuous development of professional knowledge and skills through the use of inquiry, seeking of feedback and reflection. Assesses outcomes of actions and makes adaptations as necessary.

Comments/Incidents/Observations (including dates/times, if applicable):

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Evaluator(s): \_\_\_\_\_ Date: \_\_\_\_\_



**CALIFORNIA STATE UNIVERSITY, SAN BERNARDINO, SCHOOL OF EDUCATION**  
**ECLG 679: Field Experience in the Educational Setting**

**FIELDWORK SERVICE LOG SIGN OFF**

*(Attach to fieldwork logs per site)*

We hereby certify that the counseling hours logged above have been completed as described:

Counselor's Name\_\_\_\_\_

Counselor's Signature\_\_\_\_\_

Date\_\_\_\_\_

Onsite Supervisor's Name\_\_\_\_\_

Onsite Supervisor's Signature\_\_\_\_\_

Date\_\_\_\_\_

University Supervisor's Name\_\_\_\_\_

University Supervisor's Signature\_\_\_\_\_

Date\_\_\_\_\_

Quarter\_\_\_\_\_ Site\_\_\_\_\_

## Forms for Planning Field Experiences

CALIFORNIA STATE UNIVERSITY SAN BERNARDINO'

### COLLEGE OF EDUCATION ECLG 679, COUNSELING FIELD EXPERIENCE FIELDWORK CONTRACT

This section includes: 1) a fieldwork contract and 2) the personal data sheet to be filled out by the student and the on-site supervisor and returned to the field experience coordinator at the start of the second university supervision meeting.

I \_\_\_\_\_(print), hereby agree to complete  
(\_\_\_\_\_) hours of fieldwork with diverse students during the \_\_\_\_\_quarter of 20-\_\_\_\_\_. I understand that I must attend an average of one hour per week of individual supervision or 1 1/2 hours of group supervision (maximum of four counseling students per supervisory group) per week with my on-site. I also understand that all 150 hours must be completed by the end of the quarter to receive credit.

The following plan has been crafted with the onsite supervisor to guarantee opportunity to address CCTC competencies

CCTC Standard	Competency to be Developed	Activity Plan
Standard 19	Ability 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 & opportunities after high school, including the completion of a college and university education.	
Standard 20	Skills to develop, implement & evaluate a career development program.	

Standard 21	Skills to plan, organize & implement programs to enhance student interpersonal, goal setting, safety & survival skills.	
Standard 22	Knowledge of leadership, principles, styles & attitudes: planning, implementation, management & evaluation of student achievement & learning programs.	
Standard 23	Skills & attitudes for advocating academic success & learning.	
Standard 24	Skills of classroom management, curriculum design, lesson plan & instructional strategies.	
Standard 25	Knowledge of counseling theories, interpersonal, crisis, wellness, prevention, & intervention.	
Standard 26	Skills with group dynamics, psycho educational, counseling, peer helping, & team building.	
Standard 27	Consultation with staff, parents, individuals, groups & agencies to eliminate barriers to learning & increase academic achievement in accordance with the school's mission.	
Standard 28	Understanding of organization, structure & school culture: evaluate school counseling programs.	
Standard 29	Knowledge & skills to plan, organize, & implement programs for academic achievement,	

	programs that prevent barriers with staff, parents & family.	
Standard 30	Knowledge of principles of research: experimental, qualitative, & single subject designs. Conduct evaluations of research literature and statistics, outcomes assessment, computer technology	

Counselor Trainee Name\_\_\_\_\_

Counselor Trainee Signature\_\_\_\_\_

Date \_\_\_\_\_

Onsite Supervisor Name\_\_\_\_\_

Onsite Supervisor Signature\_\_\_\_\_

Date \_\_\_\_\_

University Supervisor Name \_\_\_\_\_

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

Quarter\_\_\_\_\_ Site Address:\_\_\_\_\_

**CSUSB EDUCATIONAL COUNSELING PROGRAM FIELD EXPERIENCE  
(SERVICE LOG PPS)**

Quarter:      \_\_\_\_Fall      \_\_\_\_Winter      \_\_\_\_Spring      \_\_\_\_Summer      \_\_\_\_Year

Field Experience Section\_\_\_\_\_

Site \_\_\_\_\_

Student Name\_\_\_\_\_

Onsite Supervisor Name\_\_\_\_\_ Email/

Email/Phone\_\_\_\_\_

University Supervisor\_\_\_\_\_

[illegible]



**California State University San Bernardino College of Education**  
**ECLG 679: Counseling Field Experience**  
**Fieldwork Contract: Clinical Counseling Placements in a Non-School Environment**

This section includes a fieldwork contract and needs to be filled out by the student in collaboration with the clinical supervisor. The student submits the contract at the start of the second university supervision meeting to be reviewed and countersigned by the university supervisor.

I, \_\_\_\_\_, hereby agree to complete a minimum of 100 hours at \_\_\_\_\_ during my fieldwork quarter/year \_\_\_\_\_.  
 \_\_\_\_\_ . I understand that in the rare event that I cannot continue my hours, I will give my clinical supervisor sufficient notice, and I will abide by all ethical mandates as to termination of the counseling relationship(s). I also understand that I must attend one hour of face-to-face individual supervision or 2 hours of group supervision per 5 client contact hours as stipulated by the Board of Behavioral Sciences for pre-degree trainees.

**Counseling Competencies to be developed.**

Standards	Competencies to be developed	How will you address this?	How will you evaluate this?
Standard 1	Professional Ethics: the student adheres to the ACA Code of Ethics (2014)		
Standard 2	Application of Theory into Practice: The student demonstrates knowledge of counseling theory & its application into his/her practice		

Standard 3	Knowledge and Adherence to Site Policies: Student demonstrates an understanding and appreciation for all counseling site policies & procedures.		
Standard 4	Seeks Consultation: The student seeks consultation & supervision in appropriate service delivery		
Standard 5	Record Keeping: Student completes all weekly record keeping activities correctly & promptly (e.g., case notes, psychological reports, TX \plan).		
Standard 6	Case Conceptualization: Student is able to effectively present & summarize client history & demonstrates an appreciation of the multiple influences on a client's level of functioning.		



Standard 7	Multicultural Competencies: Student demonstrates awareness, appreciation, & respect of cultural difference (e.g., races, spirituality, sexual orientation, SES, etc.)		
Standard 9	Anything other you like to add		

Professional Clinical Counselor Trainee Name: \_\_\_\_\_

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

On-site Supervisor Name and title: \_\_\_\_\_

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

University Supervisor Name: \_\_\_\_\_

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

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

**CALIFORNIA STATE UNIVERSITY, SAN BERNARDINO**  
**Counseling Program**  
**End of Term Evaluation**

**Instructions:** Upon completion of the school counseling field experience, onsite supervisors are asked to evaluate and rate each counseling student on the following CCTC required competencies. Please circle the rating that best describes the skill of the counselor trainee. Please rate each competency on the following scale: 4=Excellent 3=Good skills 2=Adequate skills 1=Inadequate 0=Not addressed by activities at this field experience site

<b>CCTC Standard</b>	<b>Competency to be Developed</b>	<b>S</b>	<b>C</b>	<b>O</b>	<b>R</b>	<b>E</b>
Standard 19	Ability 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.	4	3	2	1	0
Standard 20	Knowledge of the components of career development programs and ability to develop, implement and evaluate such programs in schools.	4	3	2	1	0
Standard 21	Ability 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.	4	3	2	1	0
Standard 22	Knowledge of the qualities, principles, and styles of effective leadership.	4	3	2	1	0
Standard 23	Skills and attitudes essential for advocating for the learning and academic success of all pupils. Ability to identify institutional, systemic, interpersonal and intrapersonal barriers to learning, to plan and implement strategies to eliminate those barriers and effectively support positive learning.	4	3	2	1	0
Standard 24	Knowledge of appropriate classroom management strategies and techniques for assisting teachers with classroom organization. Understanding of curriculum design, lesson plan development, and instructional strategies.	4	3	2	1	0
Standard 25	Knowledge of counseling theories, interpersonal, crisis, wellness, prevention, & intervention.	4	3	2	1	0
Standard 26	Skills with group dynamics, psycho educational, counseling, peer helping, & team building.	4	3	2	1	0
Standard 27	Collaboration skills with staff, parents, individuals, groups & agencies to eliminate barriers to learning & increase academic achievement in accordance with the	4	3	2	1	0

	school's mission.					
Standard 28	Understanding of organization, structure & school culture: evaluate school counseling programs.	4	3	2	1	0
Standard 29	Knowledge & skills to plan, organize, & implement programs for academic achievement, programs that prevent barriers with staff, parents & family.	4	3	2	1	0
Standard 30	Knowledge of research principles: experimental, qualitative, & single subject designs. Conduct evaluations of research literature and statistics, outcomes assessment, computer technology	4	3	2	1	0

Onsite Supervisor's Signature \_\_\_\_\_

Date \_\_\_\_\_

Name of Counselor Trainee \_\_\_\_\_

**Field experience summary sheet (turn in 4th quarter) -----PPS ONLY**

**NAME** \_\_\_\_\_

To be complied by the student and updated after each field experience. Requirements for 679 are as follows:  
For your PPS, must have completed a minimum of 400 hour at two different K – 12 levels. The remaining 200 hours can be completed at an alternative or clinical site or added to a level of your choice. You are required to have enrolled in a total of four separate sections of 679. The ratio of direct to indirect is 2/3<sup>rd</sup> to 1/3<sup>rd</sup>. You need a total of 600 hours in order to get a PPS..

Quarter/Year	Site	Level	Direct hours	In-direct hours

**TOTAL TALLY – List at what two levels you completed your 200 hours each:**

Level	Direct	In-direct

**PCCT HOURS ACCRUAL LOG (280 hours required) First page**

<b>Student:</b>		
<b>Quarter/Year</b>	<b>Site</b>	<b>Supervisor's Name</b>

Date	Direct hours at a clinical site Individual/Group counseling hours at a school site	Age client = PPS level K-12	Start time	End Time	Total

**Clinical/On-site supervisor, please sign & date:**

**PCCt HOURS ACCRUAL LOG (280 hours required) page number \_\_\_\_**

<b>Student:</b>		
<b>Quarter/Year</b>	<b>Site</b>	<b>Supervisor's Name</b>

Date	Direct hours at a clinical site Individual/Group counseling hours at a school site	Age client = PPS level K-12	Start time	End Time	Total

**Clinical/On-site supervisor, please sign & date:**

## CASE STUDY SUGGESTIONS

In traditional psychology, a “case study” is a presentation or paper about a client or “a case”. It usually sets forth categories that objectifies people and their concerns. For example, a typical case study would include the following:

1. background information of the client including race, age, gender, SES, family of origin structures, health, mental health history and work or educations.
2. Presenting problem – what they came to see you about, symptoms, feelings and thoughts as well as any diagnostic testing.
3. Your diagnosis which would be the DSM categorization up to 5 levels.
4. Intervention you selected to perform on the client.
5. Outcome.

This leaves out the relational aspect as well as your place, reactions, growth and exchanges and focuses on pathologizing professional talk.

Here is a different model that can be used:

1. Introduction of the client. Tell the story about what they brought to the counseling sessions – what were some of the things they wanted to speak about and what are the strengths they bring to the conversations.
2. What movement did the conversations exhibit over the four sessions
3. Were there shifts that occurred during the conversations and how do you account for this?
4. What skills did you use as the counselor to develop the conversations. Give examples from your previous papers to show how you used these skills. Select a handful of skill you think you did well and highlight them – use specifics not just that you did a good job, but why you did a good job and how your thinking, actions and skills fit together.
5. What would the client say they gained from talking with you?
6. What would you do differently now if you were starting again with the same client?
7. In what ways are you different now as a counselor?
8. Where were you personally touched and moved by witnessing the client’s growth and hearing of their life

## **Student Evaluation of On-site Supervisor**

**Name of fieldwork site:**

**Name Supervisor:**

***Circle your thoughtful answer for the following statements:***

**For example: My on-site supervisor spent the required time with me in supervision conversations (minimum one aggregate hour per week)**

***Circle the example. It counts as a question.***

- 1. I strongly disagree (your on-site supervisor neglected to spend time with you)*
- 2. I disagree (your on-site supervisor spent less than the required time)*
- 3. I agree (your on-site supervisor spent the required time)*
- 4. I strongly agree (your onsite supervisor spend more time with you than was required)*

1.        2.        3.        4.

**My on-site supervisor spent an appropriate amount of time observing my work**

1.        2.        3.        4.

**My on-site supervisor assigned counseling duties aligned with the ASCA National Model**

1.        2.        3.        4.

**My on-site supervisor was intentional in demonstrating unconditional positive regard when delivering feedback.**

1.        2.        3.        4.



**My on-site supervisor was available to give me support and guidance when I had a crisis, and/or was calm and clear in his/her communication in a crisis situation.**

1.      2.      3.      4.

**My on-site supervisor formally observed me and verbally debriefed observed activities. highlighting strengths, room for growth, and strategies to facilitate my development.**

1.      2.      3.      4.

**This placement allowed me to learn a great deal, practice critical counseling skills, and apply what I have prepared for in courses leading up to fieldwork.**

1.      2.      3.      4.

**This site is appropriate for beginning fieldwork placement**

1.      2.      3.      4.

**This site is appropriate for advanced fieldwork placement**

1.      2.      3.      4.

**This site is suitable to do PCCT hours, as it has many opportunities for individual and group counseling.**

1.      2.      3.      4.

**I would recommend this site. Name site:**

**and/or supervisor Name supervisor:**

**to my peers. (Please, state why or why not, and be as specific as possible)**

***Please, note that feedback is kept anonymous:***

**End of Term Checklist: Name** \_\_\_\_\_

***Place the following materials in a sufficiently stamped self-addressed manila envelope with a copy of the appropriate checklist page single-stapled to the front. Make sure to keep copies of everything in the packet for yourself. Do not tape or seal the envelope. The university supervisor will sign/pull the forms (s)he needs and mail the packet back to you.***

**FIELDWORK QUARTER ONE**

- \_\_\_\_ On-site supervisor End of Term Evaluation of your work (not applicable for PCCT)
- \_\_\_\_ On-site supervisor observation rubrics (2)
- \_\_\_\_ University Supervisor observation rubrics (2)
- \_\_\_\_ Formal Lesson Plans if applicable
- \_\_\_\_ Disposition rubric (Midpoint)
- \_\_\_\_ Signed fieldwork contract(s) with standards (PPS OR PCCT)
- \_\_\_\_ Reflection paper
- \_\_\_\_ Signed fieldwork log(s) (2 copies) + Attached Fieldwork Service Log Sign Off Sheet (need one per fieldwork site)
- \_\_\_\_ Likert scale: evaluation of your on-site supervisor
- \_\_\_\_ Signed Supervision Letter

**FIELDWORK QUARTER TWO**

- \_\_\_\_ On-site supervisor End of Term Evaluation of your work (not applicable for PCCT)
- \_\_\_\_ On-site supervisor observation rubrics (2)
- \_\_\_\_ University Supervisor observation rubrics (2) (Should include supervision rubric)
- \_\_\_\_ Formal Lesson Plans if applicable
- \_\_\_\_ Signed fieldwork contract(s) with standards (PPS OR PCCT)
- \_\_\_\_ Reflection paper or Case Study
- \_\_\_\_ Signed fieldwork log(s) (2 copies) + Attached Fieldwork Service Log Sign Off Sheet (need one per fieldwork site)
- \_\_\_\_ Likert scale: evaluation of your on-site supervisor
- \_\_\_\_ Signed Supervision Letter

## **END OF TERM CHECKLIST PAGE (2) Name:**

### **FIELDWORK QUARTER THREE**

- \_\_\_\_ On-site supervisor End of Term Evaluation of your work
- \_\_\_\_ On-site supervisor observation rubrics (2)
- \_\_\_\_ University Supervisor observation rubrics (2) + Formal Lesson Plans (If applicable)
- \_\_\_\_ Signed fieldwork contract(s) with standards (PPS OR PCCT)
- \_\_\_\_ Reflection paper
- Special Project Proposal (if started during this quarter) + Proposal Rubric
- \_\_\_\_ Signed fieldwork log(s) (2 copies) + Attached Fieldwork Service Log Sign Off Sheet (need one per fieldwork site)
- \_\_\_\_ Likert scale: evaluation of your on-site supervisor
- \_\_\_\_ Signed Supervision Letter

### **FIELDWORK QUARTER FOUR**

- \_\_\_\_ On-site supervisor End of Term Evaluation of your work
- \_\_\_\_ On-site supervisor observation rubrics (1)
- \_\_\_\_ University Supervisor observation rubrics (2) + Formal Lesson Plans (If applicable)
- \_\_\_\_ Signed fieldwork contract(s) with standards (PPS OR PCCT)
- \_\_\_\_ Special Project paper + Applicable observation rubric to illustrate implementation.
- Special Project Proposal (if started during this quarter) + Proposal Rubric
- \_\_\_\_ Signed fieldwork log(s) (2 copies) + Attached Fieldwork Service Log Sign Off Sheet (need one per fieldwork site)
- \_\_\_\_ Likert scale: evaluation of your on-site supervisor
- \_\_\_\_ Signed Supervision Letter
- \_\_\_\_ Signed off Group Counseling Requirement Form
- \_\_\_\_ Field experience summary sheet (break down per quarter and total tally of all field hours)
- \_\_\_\_ \_ PCCT Hours Accrual Log

**CALIFORNIA STATE UNIVERSITY, SAN BERNARDINO**

**Personal Data Sheet**

**Instructions:** This personal data sheet must be completed and submitted to the university field experience coordinator ASAP. Your on-site supervisor may also require a copy.

Name\_\_\_\_\_ Date\_\_\_\_\_

Home Address\_\_\_\_\_

Telephone Number (Home)\_\_\_\_\_ Cell Number\_\_\_\_\_

E-Mail Address\_\_\_\_\_

Site name & address\_\_\_\_\_ Phone\_\_\_\_\_

Supervisor's name & number (ext)\_\_\_\_\_

Supervisor's email: \_\_\_\_\_