Professional Dispositions

1. Integrity
Student is honest and ethical in dealing with people and situations. In addition, she/he is consistent and sincere. She/he understands, and abides by, ethical codes of conduct for the profession.

2. Empathy
Empathy is the ability to understand another person's feelings or perspective and to effectively communicate appropriate caring. Empathy requires sensitive, non-judgmental responses that reflect attention to others’ motives, intentions, values, and needs.

3. Commitment to Social Justice and Democracy
Student has a commitment to respect and value cultural diversity and individual differences. She/he is committed to supporting those who seek services without discrimination or prejudice. Student demonstrates cultural competence in working with individuals of diverse backgrounds and life styles.

4. Flexibility and Resourcefulness
Student is Not rigidly bound to one way of viewing the world or any situation. He/she is able to adapt to changing conditions of a situation. He/she also is able to be resourceful in finding or generating innovative solutions, given limited resources.

5. Tolerance for Ambiguity
The student shows ability to appropriately accept uncertainty. Student can look beyond the concrete concepts and communications and understand that there might be multiple meanings and expectations for situations.

Clinical Aptitudes

1. Accepting Feedback
The student is able to hear feedback without defensiveness. He/she makes mistakes and incorporates suggestions from supervisors and instructors to correct or improve performance.

2. Awareness of one's impact upon others
The student is aware of the impact of physical presence and verbal/ non-verbal communications upon others.

3. Active engagement in personal and professional growth
The student actively embraces personal and professional growth. This involves the desire and willingness to learn and to accumulate personal, professional, and academic knowledge and skill.

4. Collaboration, support, leadership
The student is able to be a supporter as well as a leader in collaborative teamwork.

5. Appropriate risk taking and acceptance of learning challenges
The student demonstrates willingness to take appropriate risks and accept the challenges of new learning.

6. Ability to interact with others without inappropriate intrusion of personal ego needs
The student recognizes his/her social emotional needs and does not let these needs interfere with professional work with clients, professionals, or other students.

7. Understanding of cultural and diversity factors as they impact counseling and human interactions
The student seeks to understand the clinical/professional implications of differences in race, culture, gender, language, sexual orientation, and physical-, mental- & emotional challenges.
California State University, East Bay

Department of Educational Psychology
http://www20.csueastbay.edu/ceas/departments/epsy/index.html

PPS Cluster Professors:

Dr. Rolla Lewis, SC Program Coordinator
Dr. Janet Logan

Dr. Greg Jennings, CCSP Program Coordinator
Dr. Jack Davis
Dr. Oanh Tran

Revised 3/3/11
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WELCOME!

Greetings School Counselors-in-Training,

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

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

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

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

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

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

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

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

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

Sincerely,

Rolla E. Lewis, Ed.D., NCC
Associate Professor
School Counseling Coordinator
CONCEPTUAL FRAMEWORK OF THE SCHOOL COUNSELING PROGRAM

Philosophy and Principles of Training

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

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

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

SCHOOL COUNSELING PROGRAM GOALS AND VALUES

Program Purpose

The purpose of the School Counseling program is to provide an opportunity for well-qualified candidates to become credentialed School Counselors in California. In order to assure a high-quality program, the School Counseling program is nationally accredited by the National Council for Accreditation of Teacher Education (NCATE) and approved by the California Commission on Teacher Credentialing (CTC). We encourage candidates to become actively involved in their professional organizations—the American School Counselor Association and the California Association of School Counselors.

The CSUEB School Counselor Specialization is guided by a contextual learning theory that assumes counselors-in-training develop more effectively when they are placed in authentic, well-supervised settings where they work shoulder-to-shoulder in finding solutions to educational
problems. Furthermore, our belief that school counselors must reflect upon the effectiveness of their interventions and counseling program in promoting social justice and democracy, and to that end, the Professional Practice Portfolio is one approach for helping professionals to document their actions and reflections in serving clients.

Program Mission

The School Counseling Specialization at California State University, East Bay is designed to promote social justice and democracy by preparing knowledgeable and competent professional school counselors who (1) advocate care and support for all students, (2) engage in participatory leadership to help all students reach high academic expectations, (3) collaborate with others in and beyond their school communities to ensure opportunities for meaningful participation for all students, and (4) commit to lifelong professional development.

We prepare professional school counselors to develop comprehensive and coordinated school counseling programs based on the American School Counselor Association National Model and the California Commission on Teacher Credentialing. We teach school counselors to actively engage as self-reflexive practitioners in developing and evaluating counseling programs and educational practices that promote teaching effectiveness, community responsibility, and social justice. We are guided by the College of Education and Allied Studies theme of promoting social justice and democracy and the American School Counselor Association National Model that promotes the learning of all students by integrating academic, career, and personal/social development. We promote professional excellence, community involvement, and collaboration between school counselors and other professionals in order to create learning communities where students are engaged as learners, passionate about what they do, and empowered as people. We are informed by a vision for school counselors that define five school counselors’ competencies: (1) leadership, (2) advocacy, (3) teaming and collaboration, (4) counseling and coordination, and (5) assessment and use of data.

Relationship: Providing Care and Support

Our program is designed to help professional school counselors foster effective human relationships grounded in respect for and celebration of diversity, the support for the learning success of all students, and the recognition that human development is a lifelong endeavor. School counselors must be knowledgeable and competent in fostering positive relationships that link students, parents, teachers, administrators, and the larger school community in conversations and actions directed toward the care and support of all school-aged children.

Structure: Defining High Expectations

Our program is committed to social justice and high expectations for all students. School counselors are responsible for advocating that high expectations be defined in a manner that ensures opportunities for success for all students. School counselors are responsible for recognizing and confronting cultural, socio-economic, and other inequities, such as racism, sexism, ageism, classism, consumerism, homophobia, and institutional and instructional approaches that limit educational access for students with special needs. We prepare school
counselors to be assertive advocates who reduce the effect of environmental, institutional, and attitudinal barriers that impede student success. We focus considerable efforts on underserved and disadvantaged students in order to ensure that all students complete school, prepared to choose from a wide range of post-secondary options, including college. We teach school counselors to work within their organizations to promote community peace and the fulfillment of human potential.

**Community: Opportunities for Meaningful Participation**

Our program is committed to meaningful participation for all students. Our school counselors collaborate with professionals within the school and with members of the community to develop contextual learning opportunities that engage students in learning activities with adult mentors, service projects, and other community enterprises. Our school counselors help students see that social/personal, academic, and career preparation are connected to the real world and that assessment is authentically grounded in activities students themselves find meaningful.

**Commitment to Lifelong Professional Development, Research, and Evaluation**

Our program prepares school counselors to enter the profession with a commitment to lifelong development. We believe effective school counselors take on the role of being participatory leaders engaged in the ongoing assessment and research directed toward the success of all students. In our program, students are engaged as participatory learners through an active program of evaluation and action research. We want our school counselors to be self-reflexive practitioners who take a collaborative approach to research that engages in real world experiences by defining socially valid questions for study, courses of action taken, and analysis and interpretation of findings. To this end, students generate their own projects documenting prevention and intervention strategies, complete action research projects, and prepare a Professional Practice Portfolio as an authentic form of assessment.
**School Counseling Mission**

To prepare participatory leaders, committed to professional excellence, social justice, and democracy who will influence a diverse and interconnected world.

**Values**
Aligned with CEAS, our philosophy focuses on professional membership, identity development and systems change that supports learning power.

**Implementation**
Aligned with CEAS, our cohort programs integrate coursework, clinical training, and fieldwork/internship.

**Outcomes**
Aligned with CEAS, our philosophy focuses on results-based action-oriented practices associated with professional excellence, standards, and implementing research-based programs. Our philosophy emphasizes the importance of reducing the achievement gap and the asset gap, while enhancing the learning power of all students.

**Program Overview**

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

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

The Counseling Program at CSUEB is designed and coordinated in accordance with the theme and vision of the College of Education and Allied Studies (CEAS) and the Department of Educational Psychology.

**Theme:** Preparing leaders committed to social justice and democracy.
School Mission: To prepare collaborative leaders who will influence a highly technological and diverse world.

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

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

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

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

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

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

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

Program Prerequisites

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

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

**Cohort**

The program uses a cohort system. A "cohort" is a group of professionals who enter, move through, and graduate from the program in the same group, at the same time. Cohorts foster learning communities where professionals-in-training from both School Counseling and School Psychology take core courses together and support each other in Intervention, Consultation, Assessment, Research, and Education (I CARE).

**Faculty**

Faculty members in the Department of Educational Psychology are recognized in the counseling field for their professional excellence and academic achievement.

**California Commission on Teacher Credentialing Approval**

The School Counseling Program is fully approved by the California Commission on Teacher Credentialing (C.C.T.C.). The program for School Counseling reflects an integration of local program needs, the campus mission, and the direction provided by the National Standards and National Model provided by the American School Counselor Association (ASCA) and the National Career Development Guidelines (NOICC).

**Credential & Licenses**

The School Counseling/Marriage and Family Therapy Program provides a course of study leading to the P.P.S. Credential in School Counseling. Students apply for their Professional Clear Credential at the end of their second year upon satisfactory completion of all credential competency requirements. Candidates must apply for their P.P.S. credential within five years of completing the program.

Students will have fulfilled the academic requirements plus the minimum of 150 hours of required clinical experience toward their Marriage and Family Therapist License at the end of the program. Students apply for their MFT Intern License upon receipt of their Master’s Degree. This license enables the candidate to engage in private practice after three years of experience and successful completion of the State examination.

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

**Course of Study**

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

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

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

**Coursework Overview**

**Psychological Foundations**

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

**Educational Foundations**

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

**Legal, Ethical, and Professional Foundations**

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

Collaboration and Consultation

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

Wellness Promotion, Crisis Intervention, and Counseling

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

Program Planning and Evaluation

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

Research, Measurement, and Technology

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

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

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

The entire field experience shall be supervised by experienced practitioners who hold a Pupil Personnel Services Credential.

Program Development: Academic, Career, and Personal/Social

**Academic Development.** CITs are given opportunities to develop strategies and activities for maximizing learning and preparing pupils to experience academic success and to achieve at high expectations. CITs are active in the following:

1. conduct audit of academic development program
2. review data regarding student success, i.e. test scores, achievement gap, etc.
3. collaborate with teachers, counselors and other stakeholders to develop programs or activities related to helping all students achieve academically

**Career Development.** CITs collaborate with school counselors, teachers, and other stakeholders to construct career development programs for the appropriate level of pupils. CITs are active in the following:

1. conduct audit of career development program
2. review strengths of current career development program and activities
3. collaborate with teachers, counselors, and other stakeholders to develop programs or activities related to helping all students understand career development as a lifelong developmental activity

**Personal and Social Development.** CITs participate in programs that enable pupils to acquire knowledge, attitudes, and interpersonal skills that help them understand and respect themselves and others, show interest in, tolerance of and appreciation for differences between people, and learn to work through conflicts, problems and disagreements successfully. CITs are active in the following:
1. conduct audit of personal and social development program
2. review strengths of current personal and social development program and activities
3. collaborate with teachers, counselors, and other stakeholders to develop programs or activities related to helping all students participate in a civil learning community

**Participatory Leadership.** CITs are mentored to develop leadership knowledge, skills, and attitudes necessary to act as agents of change in planning, organizing, implementing, managing, and evaluating the outcomes of the school counseling and guidance program in order to increase student learning power. CITs are active in the following:

1. engaged in conversations and actions directed toward developing an effective developmental school counseling program that serves all students in reaching their greatest potential
2. take responsibility for specific activities under the direction of their site supervisor, i.e. transition program, parent night, etc.
3. communicate the strengths of the school counseling program to teachers, administrators, and other stakeholders, i.e. develop flyers, prepare PowerPoint presentations, etc.

**Advocacy.** CITs are guided to identify institutional, systemic, interpersonal, and intrapersonal barriers to learning, and are directed to plan and implement strategies to eliminate those barriers and effectively support positive learning and achievement outcomes for all pupils. CITs are active in the following:

1. engaged in activities where they analyze barriers and roadblocks to student success
2. collaborate with supervisors when advocating for individual or groups of students

**Learning Power/Achievement.** CITs develop understanding of curriculum design, lesson plan development, evaluation techniques, and instructional strategies for teaching counseling and related materials. CITs are active in the following:

1. develop action plans and present guidance lessons in classes
2. review and assess success of guidance activities using prepared results reports.

**Individual Counseling.** CITs develop knowledge and skills in helping pupils cope with personal and interpersonal problems as well as skills in crisis interventions in response to personal, school, and community crises. CITs are active in the following:

1. meet with individual students
2. maintain contact with 5-10 students for 6-10 contact meetings
3. practice strengths-based counseling with students

**Group Counseling.** CITs develop knowledge and skills of group dynamics and group work, including counseling, psycho-educational, task, peer helping groups; and facilitation of teams to
enable pupils to overcome barriers and impediments to learning. CITs are active in the following:

1. co-lead groups with counselor
2. lead groups related to specific needs in school (i.e., divorce group, friendship group, success group)

**Collaboration, Teaming, Coordination.** CITs participate in intervention teams, SSTs, IEPs, and collaboration/coordination efforts. CITs are active in the following:

1. participate in IEP and other meetings that focus on student success
2. participate in case management or other meetings related to individual students or program success

**Prevention Education.** CITs develop knowledge and skills in planning, organizing, and implementing educational programs designed to promote pupil resilience, wellness, learning, and high academic achievement. CITs are active in the following:

1. engage in activities related to prevention education
2. organize school-wide events related to prevention education, i.e. Wellness Day, etc.

**Program Evaluation.** CITs develop knowledge and skills using current research, complete SPARCs, and conduct evaluations of counseling, guidance, and other educational programs in terms of student outcomes in the context of a complex school and community ecology. CITs are active in the following:

1. collaborate with school counselors and other stakeholders to conduct program audit
2. collaborate with school counselors to develop a SPARC or other reports related to the school counseling program
<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPSY 5610 Microcounseling I</td>
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<tr>
<td>EPSY 6022 Program Evaluation</td>
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<td>EPSY 6023 Research Methods</td>
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<td>EPSY 6025 Child Psychopathology</td>
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<tr>
<td>EPSY 6500 Cognitive Behavior Therapy</td>
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<td>EPSY 6610 Graduate Seminar I</td>
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<td>EPSY 6620 Graduate Seminar II</td>
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<tr>
<td>EPSY 6669 Mental Health Consultation</td>
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<td>EPSY 6701 Appraisal Procedures</td>
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<td>EPSY 6711 Career Life Planning</td>
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<td>EPSY 6750 Foundations of Counseling</td>
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<tr>
<td>EPSY 6752 Cross-Cultural Counseling</td>
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<tr>
<td>EPSY 6762 Group Theory &amp; Procedures</td>
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<tr>
<td>EPSY 6765 Counseling &amp; Psych. Services</td>
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<tr>
<td>EPSY 6785 Law &amp; Ethics in Counseling</td>
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</tr>
<tr>
<td>EPSY 6786 Child Abuse Assessment</td>
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</tr>
<tr>
<td>EPSY 6810 Advanced Graduate Seminar</td>
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<td><strong>Total Units</strong></td>
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**FIELDWORK**

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>EPSY 6670 Fieldwork Group Supervision</td>
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<tr>
<td>EPSY 6671 Fieldwork Group Supervision</td>
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</tr>
<tr>
<td>EPSY 6672 Fieldwork Group Supervision</td>
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<tr>
<td><strong>select at least 9 units from A, B, or C:</strong></td>
<td></td>
</tr>
<tr>
<td>A. EPSY 6860, 6861, 6862 <strong>Advanced Fieldwork I, II, III</strong></td>
<td>2-4</td>
</tr>
<tr>
<td>B. EPSY 6870, 6871, 6872 <strong>Advanced Fieldwork Group Supervision I, II, III</strong></td>
<td>3.0</td>
</tr>
<tr>
<td>C. EPSY 6770 Internship (taken multiple quarters)</td>
<td>2-6</td>
</tr>
<tr>
<td><strong>Total Units</strong></td>
<td>15-18</td>
</tr>
</tbody>
</table>

**CAPSTONE EXPERIENCE**

choose A or B:

A. EPSY 6021 Thesis/Project Seminar                                  | 3.0   |
| Or                                                                    |       |
| EPSY 6899 Project                                                    | 2-5   |
| B. EPSY 6909 Department Thesis                                       | 2-5   |
| Or                                                                    |       |
| EPSY 6910 University Thesis                                          | 1-9   |
| **Total Units**                                                      | 82-91 |

**RECOMMENDED COURSE**

EPSY 6788 Domestic Abuse Counseling                                  | 2.0   |

**FIELDWORK EXPERIENCE**
Practica Experience

For the School Counseling/ Marriage and Family Therapy Degree and School Counseling Credential, the trainees will be in a fieldwork setting for at least 1 ½ to 2 days per week (approximately 12-15 hours) each year, for a total of 600 hours. In the fieldwork experience, trainees will have specific assigned activities and supervised experiences related to the California Credentialing Standards for their P.P.S. School Counseling Credential and the Board of Behavioral Sciences for their MFT licensing qualifications. To develop competency in all areas of school counseling and guidance, trainees have the opportunity to demonstrate knowledge and skills in applying the themes and functions of school counseling in school settings designed and organized to support the training and preparation of school counselors. Trainees demonstrate in field experience the knowledge and skills in working with pre-K through adult pupils in the areas identified in the standards for school counseling.

At California State University, East Bay, the School Counseling program is informed by professional efforts to transform school counseling practices. We orient school counselors-in-training (CITs) to help all students learn. We educate professional school counselors to the School Counselor Specialization Standards of the California Commission on Teacher Credentialing (CCTC), the American School Counselor Association’s (ASCA) National Model, and what works to help all students to tap their learning power. We want to be respectful of local practices that work, explicit about our expectations for CITs, and engaged in evolving conversations with wise practitioners. At the very least, our commitment is to help all K-12 students learn to live, learn to learn, learn to work, and learn to contribute to a democratic society. We hope the list of fieldwork expectations will promote an on-going professional dialogue with your CIT and with us.

Fieldwork Expectations: First Year

1. Complete 10 case studies during school year as part of the university-based supervision (five should be shared with your site supervisor):
   a. have client/student complete Session Rating Scale (SRS) and Outcome Rating Scale (ORS) each session. Reflect on how counseling process is adjusted to client information
   b. use structured case study format provided by faculty supervisor

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

Fieldwork Expectations: Second Year

1. Complete 10 case studies during school year:
a. have client/student complete Session Rating Scale (SRS) and Outcome Rating Scale (ORS) each session. Reflect on how counseling process is adjusted to client information
b. use structured case study format provided by faculty supervisor

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

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

Fieldwork Hour Requirements

I. Fieldwork: First year of program

   School Site Fieldwork (2 days)
   Twelve to Fifteen hours per week (2 days) for three academic quarters ....... 450

II. Advanced Fieldwork: Second year of program

   School Site Advanced Fieldwork
   Twelve to Fifteen hours per week (2 days) for three academic quarters ........... 450

   Community Counseling Center Fieldwork
   One-two hours per week for three academic quarters .......................... 60

Field Placements

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

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

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

Placement Contracts

All field placement sites must be covered by a formal University contract (MOU) that is renewed at five-year intervals. The MOU is between the School District and University. In order to collect fieldwork credit toward certification and MFT licensure, school counselors-in-training must make sure with their districts that a contract (MOU) is in place and current. A list of current contracts is available upon request.

Professional Orientation

School counselors-in-training (CITs) are directed to develop an explicit professional disclosure statement regarding their orientation, scope of services, duty to report, etc. CITs represent the Program and must uphold the Program’s professional expectations at all times in school and therapeutic settings, with clients, and other professionals.
PPS Professional Dispositions and Clinical Aptitudes
California State University, East Bay

Professional Dispositions

1. **Integrity**
   Student is honest and ethical in dealing with people and situations. In addition, she/he is consistent and sincere. She/he understands, and abides by, ethical codes of conduct for the profession.

2. **Empathy**
   Empathy is the ability to understand another person's feelings or perspective and to effectively communicate appropriate caring. Empathy requires sensitive, non-judgmental responses that reflect attention to others’ motives, intentions, values, and needs.

3. **Commitment to Social Justice and Democracy**
   Student has a commitment to respect and value cultural diversity and individual differences. She/he is committed to supporting those who seek services without discrimination or prejudice. Student demonstrates cultural competence in working with individuals of diverse backgrounds and life styles.

4. **Flexibility and Resourcefulness**
   Student is **Not** rigidly bound to one way of viewing the world or any situation. He/she is able to adapt to changing conditions of a situation. He/she also is able to be resourceful in finding or generating innovative solutions, given limited resources.

5. **Tolerance for Ambiguity**
   The student shows ability to appropriately accept uncertainty. Student can look beyond the concrete concepts and communications and understand that there might be multiple meanings and expectations for situations.

Clinical Aptitudes

1. **Accepting Feedback**
   The student is able to hear feedback without defensiveness. He/she makes mistakes and incorporates suggestions from supervisors and instructors to correct or improve performance.

2. **Awareness of one's impact upon others**
   The student is aware of the impact of physical presence and verbal/ non-verbal communications upon others.

3. **Active engagement in personal and professional growth**
   The student actively embraces personal and professional growth. This involves the desire and willingness to learn and to accumulate personal, professional, and academic knowledge and skill.

4. **Collaboration, support, leadership**
   The student is able to be a supporter as well as a leader in collaborative teamwork.

5. **Appropriate risk taking and acceptance of learning challenges**
   The student demonstrates willingness to take appropriate risks and accept the challenges of new learning.

6. **Ability to interact with others without inappropriate intrusion of personal ego needs**
   The student recognizes his/her social emotional needs and does not let these needs interfere with professional work with clients, professionals, or other students.

7. **Understanding of cultural and diversity factors as they impact counseling and human interactions**
   The student seeks to understand the clinical/professional implications of differences in race, culture, gender, language, sexual orientation, and physical-, mental- & emotional challenges.
PPS Expectations for Ethical Professional Behavior  
California State University, East Bay

Ethical, competent, and caring professional behavior is at the heart of the helping professions serving children and youth in schools. Professional behavioral expectations begin with instruction and carry through to successful practice as credentialed School Counselors and School Psychologists. The behavioral expectations in Educational Psychology at California State University, East Bay are divided into two categories: one, a global Program Policy Statement of Understanding, and two, Behavior and Disposition statements that describe important ways professionals-in-training demonstrate their emerging professional behavior. The behavioral expectations described in this document will be applied to academic grading, advancement to candidacy, faculty recommendations for students, and candidate evaluation for credentialing.

Program Policy Statement of Understanding: The counseling and psychology professions require a high level of personal integrity, self-awareness, and personal maturity. Demonstrating professionalism in classroom behavior, as well as being present and engaged in classroom activities, is expected at all times as a graduate student. The professionalism learned and demonstrated in the classroom is expected to be translated into ethical, competent, and caring practice in the schools.

Behavior and Disposition: Course Attendance  Disposition/Aptitude: Integrity
Professionals-in-training are expected to attend all class meetings. Students whose beliefs, religious practices, or lifestyles may conflict with a class attendance should discuss such issues with the course instructor at the beginning of the term. It is up to the student and instructor to negotiate a satisfactory solution with respect to an absence.

Our PPS Cluster seeks to balance providing care and support, high expectations, and opportunities for participation in meaningful activities. All professionals-in-training are expected to participate in constructing a respectful learning environment in the classroom. We encourage and support timeliness as a critical and respectful professional behavior. Arrive to class on time, stay for the entire class, come back from breaks on time, turn off cell phones, etc. Be mindful of what might detract from the learning experience of students and faculty alike (e.g., talking to fellow students during lecture).

Academic/Professional Communication  Disposition/Aptitude: Supporter/Leader; Awareness of Impact
We support dialogue. Professionals-in-training and faculty are expected to maintain an atmosphere in which controversial issues, germane to the subject matter, can be examined and discussed. In exercising this freedom of expression, faculty and students are expected to exercise appropriate restraint and show respect for the opinion of others.

Direct and Ethical Communication: Disposition/Aptitude: Collaboration
We support direct and ethical communication that promotes a positive and professional learning community. As with professional steps toward resolution of ethical dilemmas, professionals-in-training seek the following: (1) honest, constructive conversation with persons most directly related to concerns (e.g., peers and instructors) and (2) sensitive consideration for privacy when direct communication with most relevant parties (e.g., peers and instructors) has not resulted in
desired outcomes. Students may seek support from their program coordinator in developing strategies for direct communication. Students and faculty will restrain from pernicious gossip, “splitting” one party against another party, speaking for others, or other breaches in direct and ethical communication.

**Trainee Evaluation**

**Disposition/Aptitude: Openness to Feedback**

We are committed to the professional development of all candidates. Demonstrating effective ethical and professional conduct is extremely important and will be monitored and reviewed by the faculty throughout your time in the program in order to assess each professionals-in-training’s development. Formal occasions for feedback in this regard occur in Student Annual Reviews (spring of 1


Additionally, throughout training, concerns and deficiencies will be brought to the Professionals-in-training’s attention and used by faculty in assessing your overall academic/ professional progress in the Program. The intent of these informal contacts is to provide constructive feedback, support, and opportunity for planning.

Deficiencies that are not actively corrected will be cause for disciplinary action that may include termination from the program.

*Professionals-in-training are familiar with their discipline’s ethical standards.

National Association of School Psychologists, Principles for Professional Ethics, Guidelines for the Provision of School Psychological Services
http://www.nasponline.org/standards/ProfessionalCond.pdf

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

Declassification from the Program

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

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

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

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

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

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

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

9.0 A candidate shall be declassified for academic dishonesty.

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

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

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

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

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

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

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

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

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

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

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

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

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

I understand and agree to these conditions.

_________________________________________  ____________________________________
Student/ Candidate                        Date
Student/ Supervisor Fieldwork Guidelines, First Year

Student Name: ________________________________________________________

Site Supervisor
Name: ______________________________________________________________

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

1. A Clearance Credential is required for all volunteers who work in the public schools. It is the responsibility of the student to fulfill all requirements and submit an application for this Credential to the Credentials Office before beginning the first-year field placement.

2. The student must ensure that a current contract is in place between CSUEB and the school district in which the student is working. In addition to the contract, a signed Letter of Agreement is required for students working toward MFT licensure during the 2nd and 3rd quarter of the first year. (See also: Marriage Family Therapy Licensure: Student Responsibilities.)

3. All students in fieldwork placements have two (2) assigned supervisors, one faculty supervisor and one on-site supervisor in the school setting. Weekly meetings with *each* of these supervisors are required for course credit.

4. First-year fieldworkers are required to meet three (3) hours per week with their faculty supervisor on campus and a minimum of one (1) hour per week with their on-site supervisor in the schools.

5. A minimum of twelve – fifteen (12-15) hours of fieldwork per week is required for first-year students. It is the responsibility of the student to keep a regular, consistent schedule of attendance at the school site and to inform the on-site supervisor and other appropriate school personnel of any unavoidable irregularities in the weekly schedule.

6. A formal log of fieldwork hours must be maintained by the student and verified by the on-site supervisor at monthly intervals.

**Supervisor Responsibilities:** Supervisors must have completed *at least two years* of experience as a credentialed school counselor.
*As a supervisor for a first-year fieldworker, I understand and agree to fulfill the following responsibilities:*

1. To identify approximately (7) pupils within the first few weeks of school for possible fieldwork case assignments. Only five (5) case studies will be required. However, it is best to identify at least seven children initially, given the likelihood of school transfers, illness, or other unexpected events. The children selected should be those who are experiencing relatively *mild* adjustment problems (such as declining grades or difficult
peer relationships) and could benefit from additional support. Students will also need to complete as least three classroom based guidance curriculum activities per year (one per academic quarter) in the key domains; academic, personal/social and career (one in each domain). The remainder of the time requirement at the site (12-15 hours per week) will be determined collaboratively with the fieldwork supervisor, based on the needs of the fieldwork site and the student’s interests. The main criterion is that the responsibilities are within the domain of the role of a school counselor.

2. To secure an appropriate space in which the fieldworker may work with the children identified.

3. To provide an informal orientation to the school community by introducing the fieldworker to teachers, administrators, and other staff. This introduction will assist in establishing relationships for subsequent case study interviews and consultation/collaboration with school staff.

4. As appropriate, to allow opportunities, especially early in the year, for the fieldworker to observe the role of the school counselor via informal job shadowing.

5. To meet with the fieldworker for supervision each week for an average of one (1) hour per week.

6. To make sure that the fieldworker is familiar with the school’s policies for crisis intervention and that s/he would be able to contact appropriate support staff in the event of an emergency.

7. To make sure that the fieldworker’s practice assessment data and/or written reports are not used for any official purpose.

8. To rule out any activities that would be inappropriate, or beyond reasonable limits of expertise, for a first-year fieldworker (e.g., chairing an SST meeting).

9. To consult with the CSUEB faculty supervisor early on regarding any potentially serious problem regarding the student’s performance;

10. To complete a Fieldwork Evaluation at the end of each quarter;

11. To provide opportunities for constructive feedback from the student regarding ideas for enhancing the effectiveness of the supervision relationship.

Student: ___________________________  date ___________________________

Site Supervisor: ___________________________  date ___________________________

Faculty Supervisor: ___________________________  date ___________________________
Name of Counselor-in Training:____________________________________________

Quarter:_____________________ Year:____________

Directions:
Each of the following statements relates to characteristics of the counselor-in-training’s work in the field setting. Please rate the counselor-in-training on each of the traits. You are encouraged to discuss your ratings with the counselor-in-training (CIT).

1. Poor performance: CIT should be removed from placement.
2. Inadequate Performance: CIT needs significant improvement in this area.
3. Adequate performance: CIT performs adequately, but shows limited skill development.
4. Good performance: CIT demonstrates ability to succeed, with only occasional difficulties.
5. Excellent performance: CIT demonstrates highly developed skills in this area.

I. Work Habits

1. The CIT has maintained the weekly schedule, and has been responsible in keeping scheduled appointments, attending meetings, etc.
   1 2 3 4 5
2. The CIT demonstrates care and accuracy in completing tasks, scheduling and planning activities, preparing oral reports and case summaries, etc.
   1 2 3 4 5
3. The CIT shows willingness and ability to communicate openly, honestly and effectively with co-workers, supervisors, and parents; and is able to share problems and accept guidance.
   1 2 3 4 5
4. The CIT demonstrates an organized approach to tasks undertaken in the field setting; can define the problem situation, develop a strategy of approach, and follow through as needed.

1  2  3  4  5

5. The CIT demonstrates capacity to team with stakeholders and use data to suggest appropriate changes in school counseling program.

1  2  3  4  5

6. The CIT maintained ethical practice and interest in the welfare of students.

1  2  3  4  5

II. **Interpersonal Skills and Dispositions:**

*Circle the number which best describes the counselor-in-training (CIT):*

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<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
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<td></td>
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<td></td>
<td>Inappropriately Independent</td>
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<tr>
<td>2. Good Judgment</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
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<td>Poor Judgment</td>
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<td>3. Appropriately Relaxed</td>
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<td>Tense</td>
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<td>4. Expresses Ideas Well</td>
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<td>3</td>
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<td>Expresses Ideas Poorly</td>
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<td>Resists New Ideas</td>
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<td>6. Friendly</td>
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<td>Guarded or Withdrawn</td>
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<td>7. Sensitive</td>
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<td>Insensitive</td>
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<td>8. Active Learner</td>
<td>5</td>
<td>4</td>
<td>3</td>
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<td>Passive Learner</td>
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<td>Unaware of Impact on Others</td>
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<td>10. Open to Feedback</td>
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<td>Closed to Feedback</td>
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<td>11. Thoughtful Advocate</td>
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<td>Thoughtless Advocate</td>
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III. **Comments**
Please provide any comments that might be helpful to this counselor-in-training’s continued education and development.

IV. **Overall Fieldwork Evaluation**
What grade would you recommend for the counselor-in-training, based on performance during this academic quarter?

- Grade A _____ Indicates CIT is progressing well in all areas.
- Grade B _____ Indicates CIT is doing well in some areas, but needs improvement in others.
- Grade C _____ Indicates CIT needs significant improvement in several areas.

______________________________________  ______________________________
Print Name of Supervisor     District
______________________________________            ______________________________
Signature of Supervisor     Date

I have read and understood this evaluation

______________________________________  ______________________________
Fieldworker/Professional-in-training     Date
STUDENT/ SUPERVISOR FIELDWORK GUIDELINES, SECOND YEAR (ADVANCED FIELDWORK)

Student:________________________________

Student Responsibilities:

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

1. A Clearance Credential is required for all volunteers who work in the public schools. It is the responsibility of the student to fulfill all requirements and submit an application for this Credential to the Credentials Office before beginning the first-year field placement, so this should already be in place for most 2nd year students.

2. The student must ensure that a current contract is in place between CSUEB and the school district in which the student is working. In addition to the contract, a signed Letter of Agreement is required for students working toward MFT licensure. (See also: Marriage Family Therapy Licensure: Student Responsibilities.)

3. All students in fieldwork placements have two (2) assigned supervisors, one faculty supervisor and one on-site supervisor in the school setting. Weekly meetings with each of these supervisors are required for course credit.

4. Second-year fieldworkers are required to meet three (3) hours per week with their faculty supervisor on campus and a minimum of one (1) hour per week with their on-site supervisor in the schools.

5. A minimum of twelve – fifteen (12-15) hours of fieldwork per week is required for second-year students. It is the responsibility of the student to keep a regular, consistent schedule of attendance at the school site and to inform the on-site supervisor and other appropriate school personnel of any unavoidable irregularities in the weekly schedule.

6. A formal log of fieldwork hours must be maintained by the student and verified by the on-site supervisor at monthly intervals.

Supervisor Responsibilities:

Supervisors must have completed at least two years of experience as a credentialed school counselor.

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

1. To identify approximately (7) pupils within the first few weeks of school for possible fieldwork case assignments. Only five (5) case studies will be required. However, it is best to identify seven children initially, given the likelihood of school transfers, illness, or other unexpected events. The children selected should be those who are experiencing
relatively mild adjustment problems (such as declining grades or difficult peer relationships) and could benefit from additional support. *Students will also need to complete as least three classroom based guidance curriculum activities per year (one per academic quarter) in the key domains; academic, personal/social and career (one in each domain). These are turned in to the CSUEB Faculty Supervisor with your signature after they are completed.*

The remainder of the time requirement at the site (12-15 hours per week) will be determined collaboratively with the fieldwork supervisor, based on the needs of the fieldwork site and the student’s interests. The main criterion is that the responsibilities are within the domain of the role of a school counselor.

2. To secure an appropriate space in which the fieldworker may work with the children identified.

3. To provide an informal orientation to the school community by introducing the fieldworker to teachers, administrators, and other staff. This introduction will assist in establishing relationships for subsequent case study interviews and consultation/collaboration with school staff.

4. As appropriate, to allow opportunities, especially early in the year, for the fieldworker to observe the role of the school counselor via informal job shadowing.

5. To meet with the fieldworker for supervision each week for an average of one (1) hour per week.

6. To make sure that the fieldworker is familiar with the school’s policies for crisis intervention and that s/he would be able to contact appropriate support staff in the event of an emergency.

7. To make sure that the fieldworker’s practice assessment data and/or written reports are not used for any official purpose.

8. To rule out any activities that would be inappropriate, or beyond reasonable limits of expertise, for a second-year fieldworker.

9. To consult with the CSUEB faculty supervisor early on regarding any potentially serious problem regarding the student’s performance.

10. To complete a Fieldwork Evaluation at the end of each quarter.

11. To provide opportunities for constructive feedback from the student regarding ideas for enhancing the effectiveness of the supervision relationship.

Student:

_________________________  ______________________
Signature  date
On-Site
Supervisor:

__________________________________________

Signature

date

Faculty
Supervisor:

__________________________________________

Signature

date
CALIFORNIA STATE UNIVERSITY, EAST BAY
Department of Educational Psychology

School Counseling Program
Second Year, Advanced Fieldwork Evaluation

Advanced Fieldworker __________________________________________________________
Quarter/Year:_________________________   Date:___________________

Field Supervisor ________________________________
District________________________________________

Directions: The ratings of the fieldworker should be based upon actual observation and/or reports from staff, clients, families, etc. Indicate the rating that best describes the fieldworker’s competence. A description of rating scale is provided below.

1 - Competence is considered to be in need of further training. Fieldworker seems to lack basic professional maturation in this area. Skill development seems doubtful.

2 - Competence is currently considered below average, but supervision and experience are expected to develop the skill. Close supervision is required.

3 - Competence is at an average level for functioning with moderate supervision.

4 - Competence is assessed to be above average suggesting only a minimal need for supervision.

5 - Competence is very well developed and reflects a capacity for independent functioning with little or no supervision required.

(ND) No data – Insufficient information to make a rating at this time.

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A. Professional Orientation

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<th>Rating</th>
<th>Professional Orientation</th>
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<tr>
<td>1.</td>
<td>Maintains ethical practice, concern for students, and desire to construct learning community.</td>
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<td>2.</td>
<td>Developed explicit professional disclosure statement regarding, orientation, scope of services, duty to report, etc.</td>
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B. Domains of School Counseling and Guidance Programs

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<th>Rating</th>
<th>Domains of School Counseling and Guidance Programs</th>
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<tbody>
<tr>
<td>1.</td>
<td>Academic Development: Fieldworker is able to implement and evaluate strategies and activities for maximizing learning, producing high-quality work and preparing pupils to experience academic success and to achieve at high levels.</td>
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<td>2.</td>
<td>Career Development: Fieldworker is able to develop, implement, and evaluate career development programs for the appropriate level of pupils.</td>
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<td>3.</td>
<td>Personal and Social Development: Fieldworker is able to plan, organize, implement, evaluate programs that enable pupils to acquire knowledge, attitudes, and interpersonal skills that help them understand and respect themselves and</td>
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</table>
others, able to show interest in, tolerance of and appreciation for differences between people; and being proficient in working through conflicts, problems and disagreements successfully.

### C. Themes of School Counselor Competence

| Rating | 
|---|---|
| **1. Leadership:** | Possesses the knowledge, skills, and attitudes of effective leadership by acting as agents of change in planning, organizing, implementing, managing, and evaluating the outcomes of the school counseling and guidance program in order to increase student learning and achievement. |
| **2. Advocacy:** | Identifies institutional, systemic, interpersonal, and intrapersonal barriers to learning, and are able to plan and implement strategies to eliminate those barriers and effectively support positive learning and achievement outcomes for all pupils. |
| **3. Learning, Achievement, and Instruction:** | Understands curriculum design, lesson plan development, instructional, and assessment strategies for teaching counseling and related materials. |

### D. Functions of School Counselors: Individual Counseling

| Rating | 
|---|---|
| **1.** Demonstrates knowledge and skills helping pupils cope with personal and interpersonal problems as well as skills in crisis interventions in response to personal, school, and community crises. |
| **2.** Is able to design, implement, and evaluate programs of wellness promotion, prevention, treatment and intervention services. |
| **3.** Understands and possesses skills for evaluating counseling outcomes on student learning and achievement. |
| **4.** Knows community-based mental health referral resources and effective referral practices. |

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

| Rating | 
|---|---|
| **1.** Understands group dynamics and possess skill in group work, including counseling, psycho-educational, task, peer helping groups; and facilitation and evaluation of teams to enable pupils to overcome barriers and impediments to learning. |

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

| Rating | 
|---|---|
| **1.** Applies skills of effective collaboration among school staff, parents, individuals, groups, and agencies in the community to meet the developmental needs of all students. |
| **2.** Demonstrates competence in coordinating services of community members, agency personnel and parent within a comprehensive counseling and guidance program as it relates to the educational mission of the school. |
| **3.** Possesses skills in collaborating effectively with school staff, parents, and community members. Able to work toward eliminating personal, social, and institutional barriers to learning and increasing student academic achievement and learning success. |
### G. Functions of School Counselors: Organizational Systems and Program Development

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<tr>
<td>1. Understands organizations, structure, and cultural context of schools as educational systems and are able to plan, develop, implement, and evaluate systemic and comprehensive counseling and guidance programs that are part of an overall school plan.</td>
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<tr>
<td>2. Able to demonstrate outcomes that show the impact of counseling and guidance programs on student learning and academic achievement.</td>
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### H. Functions of School Counselors: Prevention Education

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<th>Rating</th>
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<td>1. Knows and has skill in planning, organizing, implementing, and evaluating educational programs designed to promote pupil learning and high academic achievement.</td>
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<td>2. Possesses knowledge and skills in preventing problems that pose barriers to learning and achievement.</td>
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<td>3. Collaborates with school staff, parents, and family members to enable them to define, assess, and eliminate barriers to learning and achievement.</td>
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### I. Functions of School Counselors: Research and Program Evaluations

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<tr>
<td>1. Uses current research, complete SPARCs, and conduct action research or evaluations of counseling and guidance and other educational programs in terms of student outcomes.</td>
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**Overall Rating of the Advanced Fieldworker**

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**Additional Comments or Suggestions:**

---

**Print Name of Supervisor**

**District**

**Signature of Supervisor**

**Date**

**I have read and understood this evaluation**

---

**Advanced Fieldworker**

**Date**
## School Counseling Fieldwork Log

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<thead>
<tr>
<th>Level:</th>
<th>Direct Hours:</th>
<th>Individual Supervision w/ Site Supervisor</th>
<th>Professional Group Supervision</th>
<th>Other Usual and Customary Duties of the School Counselor</th>
<th>Cumulative Daily Total Hours (600+)</th>
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<td>Group, Individual, Class Room Guidance Curriculum</td>
<td>HRS</td>
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This is to certify that ___________________________________ has served as an on-site supervisor for __________________________ (student) during the 20___ - 20___ academic year. Supervision meetings were held for ______ hr(s) per week, over the course of ______ weeks for a total of ______ hours.

We gratefully acknowledge the contributions of our supervisors. Their expertise and willingness to share greatly enhance the quality of our students' learning.

__________________________________
Rolla Lewis, Ed.D., Coordinator
School Counseling Program
____________________________

This is to certify that the site supervisor for __________________________ (student) during the 20___ - 20___ academic year, has served as an on-

School Counseling Supervisor Certificate

California State University, East Bay
CRISIS SITUATIONS

Consultation Required

Consultation is a necessary component of best practices. School and clinic-based experiences expose fieldworkers/trainees to a variety of situations. Some situations may require additional and immediate support from faculty and field supervisors. In such instances, to protect the fieldworker/trainee and client, consultation is critical to ensure that the best course of action is implemented. As well, consultation is a valuable part in the fieldworker/trainee’s professional development as they can learn the most effective way in managing a crisis situation through guidance and support. The following are situations that require consultation:

2. A client communicates a serious threat of physical violence against a reasonably identifiable victim or victims.
3. A client reveals suicidal thoughts, feelings, or behaviors.
4. A client reveals any potentially life-threatening circumstance, such as criminal exploitation or substance abuse.

Each of these situations implies possible harm to self or others. The first two instances are called “mandatory report situations” because a legal report is (almost always) required. Although a legal report is not required in the case of potential suicide or harm to self, good practice demands (and the law permits) appropriate actions to ensure the safety of the client, even when confidentiality cannot be preserved. Timely and appropriate response becomes especially critical when your client is a minor.

In each of these instances, our student trainees are required to consult as soon as possible, both with their fieldwork (on-site) supervisor(s) and with their campus supervisor(s). Further, it is essential that student trainees be knowledgeable about the crisis intervention policies of the settings in which they work, and that they understand the basic principles of suicide assessment and psychological crisis intervention.

I understand that I am required to seek immediate consultation with my supervisors in situations involving harm to self or others. I have clarified any of the above information which I did not understand. I understand my consulting responsibilities, and I agree to comply.

_________________________________________________ ______________
Student Trainee Print Name/ Signature ______________________________
Date

_________________________________________________ ______________
Campus Supervisor Print Name/ Signature ______________________________
Date
Child Abuse and Neglect Reporting Law
(P.C. 11166) Reporter Responsibility and Sample Employee Form

Definitions: The following situations are reportable conditions:

- Physical abuse
- Sexual abuse
- Child exploitation, child pornography, and child prostitution
- Neglect
- Extreme corporal punishment resulting in injury
- Willful cruelty or unjustifiable punishment

Who Reports: The following individuals are legally mandated reporters:

- Child care custodians
- Health practitioners
- Commercial film or photographic print processors
- Child Protective Agencies

When to Report: A telephone report must be made immediately when the reporter observes a child in his/her professional capacity or within the scope of his/her employment, has knowledge that, or has reasonable suspicion that, the child has been abused. A written report, on a standard form, must be sent within 36 hours after the telephone report has been made.

To Whom Do You Report: You have a choice of reporting to the Police or Sheriff’s Department or the Probation Department or Child Welfare Agency. Each county has preferred reporting procedures.

Individual Responsibility: Any individual who is named in the reporting law must report abuse. If the individual confers with a superior and a decision is made that the superior file the report, one report is sufficient. However, if the superior disagrees, the individual with the original suspicion must report.

Anonymous Reporting: Mandated reporters are required to give their names. Non-mandated reporters may report anonymously. Child protective agencies are required to keep the mandated reporter’s name confidential, unless a court orders the information disclosed.

Immunity: Any legally mandated reporter has immunity when making a report in good faith. In the event a civil suit is filed against the reporter, reimbursement for fees incurred in the suit will be provided in an amount up to $50,000. No individual can be dismissed, disciplined or harassed for making a report.

Liability: Legally mandated reporters can be criminally liable for failing to report suspected abuse. The penalty for the misdemeanor is up to six (6) months in county jail, a fine of not more than $1,000, or both. Mandated reporters can also be civilly liable for failure to report.
Notification Regarding Abuse: You are not legally required to notify the parents that you are making a report; however, it is often beneficial to let the parents know you are reporting for benefit of a future relationship.

I understand that I am a legally mandated reporter. I have clarified any information listed above which I did not understand, and am now aware of my reporting responsibilities, and am willing to comply. I have also requested an explanation of reporting policies within this agency and understand them as well.

_______________________________________   _________________
Employee’s Name          Date

________________________________________   _________________
Witness (Supervisor)          Date
Suicide Assessment

A Structured Interview:

The following questions are provided as a set of guidelines for assessing suicidal intent and for structuring an immediate intervention plan. When working with a depressed client, even a client who has not verbalized thoughts of suicide, good clinical practice requires that the therapist conduct a suicide assessment, in order to understand the level of danger posed. Indeed, any time that suicidal thoughts are signaled, the therapist needs to assess.

The questions listed below should not be memorized as exact “scripts.” You will need to change the language to suit each client and each situation. In general, however, these are the kinds of questions that have been found useful in situations in which suicide is a potential threat.

1. What has happened to make you feel the way you are feeling? (Provides essential information and addresses client’s needs to be heard and understood.)

2. Have you had any thoughts about hurting yourself? (Addresses suicidal ideation.)
   - Have you ever had thoughts like this in the past?
   - Have you ever acted upon them?

3. (If yes to Question #2): If you were to decide to harm yourself in some way, have you thought about how you would do it? (Addresses level of suicidal intent: planfulness and lethality.)

4. (If yes to Question #3): Do you currently have access to ________ (a gun, pills, car, or whatever means of self-harm has been specified in the client’s plan?) (Addresses immediate feasibility of clients acting upon the plan.)

5. To this point, what has kept you from harming yourself? (Addresses coping mechanisms and positive influences currently in operation.)

6. Who are the people who could support you at this difficult time? (Addresses the availability of a personal support system.)
MARRIAGE FAMILY THERAPY LICENSURE

Trainee Responsibilities

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

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

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

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

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

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

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

8. The MFT trainee must accumulate a minimum of one hundred and fifty (150) face-to-face client contact hours prior to graduation from the program.

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

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

11. The MFT trainee must maintain weekly logs (“Weekly Summary of Hours of Experience”) for all hours of experience gained toward licensure. (Note that these logs are separate from, and in addition to, the logs that students must maintain as part of the School Psychology Internship.)
12. The MFT trainee must cooperate in the periodic evaluation of his/her performance in the fieldwork experience, and must provide copies of these evaluations to the faculty advisor.

13. The MFT trainee must complete all MFT coursework, including Child Abuse Seminar, Human Sexuality Seminar, and Chemical Dependency Seminar, prior to graduation from the program, and must file a Major Check form in accordance with University timelines.

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

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

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

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

___________________________________________ ___________________
MFT Trainee Print Name/ Signature Date

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

Exclusion of Summer MFT Hours (P.P.S. Cluster)

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

A minimum of 150 face-to-face counseling hours must be completed by the Spring Quarter of the second year to meet the MFT requirements. Be sure to have the University Supervisor sign MFT logs each quarter of the second year. There will be no MFT hours acquired from University Supervisors in the third year.

MFT Intern Critical Reminders

- A minimum of 3000 hours of experience is required.
- Not more than 750 hours of counseling and direct supervisor contact may be obtained prior to the granting of the qualifying degree. Such applicants are “trainees,” which means unlicensed persons enrolled in qualifying master’s or doctor’s degree programs who have completed no less than 12 semester units or 18 quarter units of coursework. For such persons, a minimum of 1700 hours must be gained subsequent to the master’s or doctor’s degree.
- No hours may be counted as a trainee for administering and evaluating psychological tests, writing clinical reports or doing process or notes.
- Trainees are not required to have completed 12 semester or 18 quarter units of study to receive personal psychotherapy for countable hours.
- Persons post degree who do not apply for intern registration within 90 days of their degree being granted will not begin to accrue hours post degree until the inter registration number is granted.
- No more than 40 hours of experience may be credited for any week.
- Not less than five hundred (500) total hours of experience shall have been gained in diagnosing and treating couples, families, and children.
- No more than two hundred fifty (250) hours of experience will be credited for administering and evaluating psychological tests of counselees, writing clinical reports, writing progress notes, or writing process notes; no more than five hundred (500) hours of experience may be credited for such activities. No such hours may be counted as a trainee.
### Grid of Hours

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<th>3000 Hours Total</th>
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<tr>
<td>No more than 1/3 of the hours may be in supervision and other professional enrichment activities. 1/3 of 3000 = 1000 Supervision + Personal Psychotherapy + Workshops</td>
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<td>No more than 100x3=300 hrs for personal psychotherapy received (does not require supervision)</td>
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<td>If max out in all other areas, at least 500 hrs will be with individual or additional hrs with couples, families and children</td>
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<td>No more than 250 hrs doing counseling or crisis counseling by telephone</td>
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<tr>
<td>No more than 250 hrs administering and evaluating psych tests, writing clinical reports, doing process/progress notes. No such hrs may be gained as a trainee</td>
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<tr>
<td>No more than 500 hrs doing group counseling or therapy</td>
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<tr>
<td>Minimum of 500 hrs working with couples, families and children</td>
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### All hours require supervision by a qualified supervisor

### From Masters Degree to Licensure

**Granting of Masters**

- Gaining Masters Degree “trainee” minimum 2 years
- 12 Semester/18 quarter units required to collect hours of experience

**Intern Registration**

- 90 days “Applicant” for Intern Registration
- To count hours post degree must apply for Intern Registration within 90 day window

**“Registered Intern” maximum 6 years**

- “Applicant” application pending or hours approved and in exam process

**Licensure as an MFT**
KEY PROGRAM DEADLINES

Prior to Starting Year One of the Program

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

B. Complete Program Prerequisites.

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

C. Satisfy the Basic Skills Requirement (BSR).

- You must complete the Basic Skills Requirement prior to enrollment in the Fall Quarter of the first year of the program.

- Applicants usually meet this requirement by passage of the California Basic Educational Skills Test (CBEST). The scores for this exam do not expire.

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

D. Apply for the Certificate of Clearance (fingerprint clearance).

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

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

E. Submit proof of Negative Tuberculosis.
• Each applicant who is admitted into a CSUEB credential program must submit documentation of a Negative Tuberculosis Test. The test results are only valid for three years. Therefore, a program duration of two years requires you to have a TB test result from the past year in order to cover you while in the program. An official, signed TB test report from a physician can be submitted as verification of one’s TB clearance. Documentation is due prior to enrolling in the Fall Quarter of the first year of the program.

Any questions regarding the credentialing requirements should be addressed to the Credential Student Service Center at (510) 885-2272 or in-person at Art & Education Building, Room 235.

**During Year One**

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

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

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

D. Complete all Field Work units satisfactorily.

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

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

**During Year Two**

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

B. Complete all Advanced Field Work units satisfactorily.

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

D. Take the Praxis II examination.

E. File a Change of Graduate Status form with your advisor in order to be Classified and Advanced to Candidacy.
F. Apply for June graduation during Winter Quarter. (*Applications must be completed during the quarter before expected graduation. Check exact application dates and deadlines in the Ed Psych Office. Complete Major Check form with your advisor and submit to the EPSY Office.*)

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

H. *Apply for your Pupil Personnel Services Credential in June. Obtain the instructions and application for your PPS credential through the CSSC website: [http://www20.csueastbay.edu/ceas/cssc/forms-and-docs/index.html](http://www20.csueastbay.edu/ceas/cssc/forms-and-docs/index.html) or in-person at AE 235. Read the materials provided and remit your forms and credential processing fee to the Department, not CSSC. The department will then forward your application to CSSC for official processing of your credential.*

I. Bring friends and family to the Graduation Ceremony.

I. Apply for MFT Intern License as soon as grades and degree are posted.

J. Develop your career!

**EXIT INTERVIEW**

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

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

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

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

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

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

Rolla E. Lewis, Ed.D., NCC
Associate Professor
School Counseling Coordinator
Department of Educational Psychology
California State University, East Bay
(510) 885-3095
rolla.lewis@csueastbay.edu
Conceptual Framework Theme and Overview
The Department of Educational Psychology is preparing leaders committed to social justice and democracy. This course provides school psychologists and counselors-in-training frameworks for understanding systems and organizational change, and the opportunity to choose to act as participatory leaders committed to social justice, democracy, and professional excellence. This course familiarizes school counselors and psychologists to their leadership role advocating for all students within systems. Professionals are expected to develop or implement needs assessment, audits, program evaluation, and reports that inform all stakeholders regarding the impact of what they do to help students, especially those traditionally disenfranchised.

Catalog Course Description
Facilitator's role in organizational, systems change: schools, agencies, industry. Diagnosis, intervention strategies for planned or indirect organizational, systems change. Actual experience with intervention models, case problems. Prerequisite: EPSY 6750 or consent of instructor. Not open to students with credit for PUAD 6764. Three hrs. Seminar, 2 hrs. act. (Y)

California Commission on Teacher Credentialing (CTC) Standards Addressed in this course:
School Counseling Specialization Standards
Standard 19 Academic Development
Standard 22 Leadership
Standard 23 Advocacy
Standard 28 Organizational and System Development
Standard 29 Prevention Education and Training
Standard 30 Research, Program Evaluation and Technology

School Psychologist Specialization Standards
Standard 20 Collaborative Consultation
Standard 21 Wellness Promotion, Crisis Intervention, and Counseling
Standard 23 Program Planning and Evaluation
Standard 24 Research, Measurement, and Technology.
Assigned Texts and Materials


Additional articles and materials will be referred to and found via Blackboard.

Recommended Additional Reading


Course Objectives
Professionals-in-training will:
1. Demonstrate understanding of appreciative inquiry strategies for systems and organizational development by completing assigned Structured Narratives.
2. Demonstrate understanding of needs assessment, program evaluation.
3. Make recommendations for program development.
4. Demonstrate knowledge and understanding of action research and community building as informing practice and program development.
5. Demonstrate ability to use data to effect change.
6. Integrate Resilience and Youth Development research and/or Healthy Kids Survey data concerned with health risks and resilience into SPARC, Flashlight, or needs assessment related to academic progress and the success of all students.
7. Consult with students in focus group as key stakeholders informing needs assessment and/or program development for building a learning community.
8. Create a SPARC, Flashlight, or needs assessment and PowerPoint presentation that tells a story about the school’s support services or about how well-being is or might be promoted in the school. Cite current effective practices and/or make recommendations for program development.
9. Present program development and evaluation results to the school community, educational decision-makers, and/or cohort members.
10. Develop deeper understanding ethical and professional issues in school psychology and counseling.
11. Fulfill CTC Standards related to school counseling and school psychologist programs.

Class Format
The course will have a variety of instructional approaches and meeting formats. Class activities will vary, including lectures, discussions, case studies, simulations, demonstrations, shared Structured Narrative assignments, experiential learning, and role
plays. Professionals-in-training are expected to be engaged participants in building and maintaining a positive and supportive learning community.

**Course Requirements, Expectations, and Evaluation Criteria**

**Attendance and Participation:** Professionals-in-training are encouraged to explore and discuss how professionalism is embodied and enacted. Attend all classes, participate as actively as possible, complete assignments related to in class activities, etc. You will be asked to have a “fishbowl” conversation with four members of the class about your 4-I Process. Tardiness, missing class, being chatty, and lack of participation will adversely affect grade. One class may be missed without penalty. The second tardy or absence results in -2, third in -3, fourth -5 points.

**Structured Narrative Lessons:** You will complete a series of weekly Structured Narratives (SN). The SN lessons will be posted each week on Blackboard. The SNs cover a range of topics related to Intervention Strategies for Systems and Organizational Change. You will be asked to engage in dialogue with your fellow professionals-in-training regarding your SN responses. SNs require that you draw upon the assigned readings, websites, and other materials. The SN goal is to help promote well-being in the schools. You will be required to complete a two-three page summary of your SN responses and with your completed Structured Narratives.

**SPARC, Flashlight, Needs Assessment Presentation:** Collaborate with your site supervisor to develop a SPARC, Flashlight, or needs assessments. Your project should be informed by readings from class, professional literature, and site-based data. Based on your project, you will make recommendations for program development as part of a Power point presentation. The presentations are 10-12 minutes. The assignment includes: 1) your Power point and 2) a 3-5 page summary report that includes a literature review (citing course readings and up to five other sources), site based data (or commentary regarding the lack data from your site), and recommendations for program development at your site.

**Exam:** There will be one exam focused on the materials and readings, both text and electronic. The exam will be objective questions (e.g., multiple choice, matching, etc.), essay, short answer, or some combination. The exam will focus on key concepts covered in texts, lectures, and dialogues.

**Self-Evaluation:** You will conduct a self-evaluation using the PPS Disposition and Clinical Aptitude Qualitative Evaluation AND the CCSP Professional Portfolio Rubric or the School Counseling Professional Portfolio Rubric. Score yourself in the appropriate domains and cite the observable or concrete evidence that supports your self-evaluation. Three-four pages.

**Late Work:** reduced by 10% for each day after the due date

**Grades are based on 100 points**

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<tr>
<th>Component</th>
<th>Points</th>
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<tr>
<td>Attendance/Participation</td>
<td>10</td>
<td>A</td>
</tr>
<tr>
<td>Structured Narratives</td>
<td>30</td>
<td>A-</td>
</tr>
<tr>
<td>Individual Presentation</td>
<td>40</td>
<td>B+</td>
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<tr>
<td>Exam</td>
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<td>B</td>
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<tr>
<td>Self-Evaluation</td>
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If you have a documented disability (with Accessibility Services) and wish to discuss academic accommodations, or if you would need assistance in the event of an emergency evacuation, please contact the professor as soon as possible.

If you want your papers returned, please supply a self-addressed, stamped envelope. Papers with a SASE will receive comments from faculty; other papers will be read, graded, and discarded. Materials turned in electronically do not receive comments.

EARTHQUAKE EMERGENCY INFORMATION
During an earthquake
1. Duck and Cover
   - Get under a desk or table
   - Protect your head with arms
   - DO NOT exit the building
   - DO NOT use elevators
2. After the Shaking stops
   - Remain CALM—(how do counselors respond?)
   - Think of a way out
   - Check for potential hazards
3. When safe
   - Evacuate to an open area
   - ASSEMBLE AT THE OUTDOOR AMPHITHEATER where you will receive further information
4. USE TELEPHONE (3333) ONLY FOR EMERGENCIES
5. EXPECT AFTERSHOCKS