



# FIELD PLACEMENT HANDBOOK: SCHOOL COUNSELING

Coun249 Information and Forms for Students, Instructors,  
and Site Supervisors

Counselor Education and Rehabilitation Department  
Kremen School of Education and Human Development  
Fresno State

Updated August 13, 2020

## TABLE OF CONTENTS

Introduction and Important Notes to Coun249 Students .....	3
Enrollment Procedures for Coun249.....	4
Course goals and objectives.....	4
Course and Field Experience Requirements.....	5
Course Requirements.....	6
Field Experience Requirements and Attendance.....	7
Field Placement Responsibilities and Securing Sites.....	8
Student Intern Responsibilities.....	8
Site Supervisor Responsibilities.....	8
University Supervisor/Instructor Responsibilities & Securing Sites.....	9
Appendix A School Counselor Resources.....	10
Appendix B Forms Pertaining to Coun249 Students.....	11
Checklist of Forms (to be submitted to instructor).....	12
Case Study Format.....	13-16
Log Template.....	17
Summary Sheet for Logs.....	18
Student Evaluation of Field Practice.....	19
Evaluation of School Counselor Trainee.....	20
How to Obtain Certificate of Clearance.....	21
Medical Clearance Form.....	22
Self-Care Plan.....	23
Appendix C Forms Pertaining to Site Supervisors.....	24
Field Placement Planning Contract.....	25-26
School Counseling Performance Expectations (SCPEs).....	27
Evaluations.....	30-38
Appendix D PPS Completion Form.....	39
Appendix E Internship Agreement Form (Inter-agency agreement) .....	40-42

## INTRODUCTION AND IMPORTANT NOTES

Dear School Counseling and/or Pupil Personnel Services Students:

Your field placement in school counseling can be one of the most exciting and valuable experiences of your education. The experience involves many hours in the field where material you have been learning in classes finally comes alive. The Pupil Personnel Services Credential program is accredited by the California Commission on Teacher Credentialing (CCTC) and follows guidelines from Title V and national counseling associations (ex. ACA, CACREP, ASCA). The mandated minimum number of field experience hours necessary to train good School Counselors are set by CCTC and Title V. The completion of your master's degree coupled with the Pupil Personnel Services Credential (PPS) program or your PPS credential alone makes you eligible for the PPS credential as a School Counselor in California.

Note that starting Fall 2020, the contracts and logs have been modified (See Appendices for Forms Pertaining to Students). This handbook includes the following:

- 1) Enrollment procedures;
- 2) Course goals, objectives, and requirements
- 3) Forms and Templates needed for course assignments
- 4) Information and forms related to selection of a field placement
- 5) Information and Forms for Site Supervisors
- 6) PPS Completion Form (Submit this form after completing all required courses for the PPS credential).

We hope you will embrace this period as a learning opportunity to hone your skills in school counseling and gain respect for the field and all those you serve. We also hope that you will practice meaningful self-care as you embark on a journey of guiding, leading, and advocating in the preK-12 setting.

Sincerely,

The School Counseling Faculty

Department of Counselor Education and Rehabilitation (CER)

**\*\*\*IMPORTANT NOTICE\*\*\*\*\*IMPORTANT CURRENT NOTICE\*\*\*\*\*IMPORTANT NOTICE\*\*\***

**1. All students:** Use the new contract and logs in this handbook instead of older versions. If there are further changes, your instructors will inform you.

**2. Current PPS/School Counseling Program Coordinator:** Dr. Dominiqua Griffin  
dmg31@mail.fresnostate.edu

**3. When you complete all required internship hours and all courses,** turn in a completed PPS Completion Form to the program coordinator. See Appendix D for PPS Completion Form.

**4. No onsite internship experiences.** Per University directives, all experiences are to be virtual until further notice.

**5. Students are required to keep their own records** of all logs, contracts, evaluations, and assignments.

## ENROLLMENT PROCEDURES FOR COUN249

### PREREQUISITES

COUN 200, COUN 208, and permission of instructor. Supervised counseling practice in school settings. Students must carry professional liability insurance. Required for the Pupil Personnel Services credential in school counseling. Approved for RP grading and CR/NC grading only. (CSU liability insurance fee, \$8). Units: 4-8, Repeatable up to 12 units

### ENROLLMENT

Coun249 is field placement (internship) for school counselors. In order to enroll in Coun249, you must meet the following requirements:

- 1) Students must be in the School Counseling M.S. program and/or Pupil Personnel Services Credential.
- 2) Complete all course prerequisites as stated above.
- 3) Hold a valid Certificate of Clearance or Substitute Teaching Credential/ Teaching Credential. The Certificate of Clearance is good for 5 years.
- 4) You may need to contact the instructor for a permission number to add the course. If you have other registration questions or concerns, please contact your advisor or call the main CER office at 559-278-0340.
- 5) Note that you must also obtain a medical clearance for Tuberculosis (TB) before starting internship. The TB clearance needs to be updated yearly.

### UNITS PERMITTED TO ENROLL

Four (4) Units: Currently each semester of Coun249 is 4 units, which requires students to complete 300 hours (all students admitted before Fall 2021). For students admitted in or after Fall 2021, they will have to complete 400 hours per 4 units of the course (per new CTC requirements).

Eight (8) Units: Although students can take 8 units of Coun249, the faculty does not advise you to do so since that would require 600 or 800 hours (starting 2021) of internship at two different sites. Acquiring that many hours may be difficult to obtain during one semester. If you believe you could achieve a minimum of 200 hours each at two levels (ex. high school and middle school) and a total of 600 or 800 hours in one semester (more than 20 hours per week), please seek advice and permission from your instructor before enrolling. Note that some semester, such as Fall 2020, students are only allowed to take 4 units due to the pandemic.

## COURSE GOALS AND OBJECTIVES

### COURSE GOALS

This course supports the development of the following professional dispositions among students: critical thinking, professional ethics, valuing diversity, collaboration, and life-long learning. Students will demonstrate these dispositions through their class discussions, written

assignments, and case studies. Students will be given feedback on their development of these dispositions as an ongoing process and through a written evaluation sheet at the end of the semester.

### **COURSE OBJECTIVES**

**Objective 1:** Apply individual and group counseling skills to students in an approved educational setting. CTC 14, 17, 21, 26

**Objective 2:** Apply knowledge of human behavior to students in an approved school setting. CTC 9,14, 21

**Objective 3:** Students will apply knowledge of learning theory in an approved school setting. CTC 2, 14, 17,19

**Objective 4:** Demonstrate an awareness of socio-cultural factors by working with students from diverse cultural backgrounds in an approved elementary school setting. CTC 3, 5, 14

**Objective 5:** Apply knowledge of psychological and educational assessment in an approved school setting. CTC 4, 14

**Objective 6:** Apply the principles of career planning with individual students or groups of students in an approved school setting. CTC 17, 20

**Objective 7:** Provide counseling services related to current policies and critical issues relevant to an approved school setting. CTC 12, 17, 18

**Objective 8:** Apply ethical and legal considerations to all activities with which the field placement student becomes involved in an approved school setting. CTC 6, 18

**Objective 9:** Apply skills of consulting with parents and teachers in an approved school setting. CTC 7, 10

**Objective 10:** Demonstrate knowledge of supervision and mentoring models. CTC 16, 22

**Objective 11:** Demonstrate skill in program development and evaluation. CTC 22

**Objective 12:** Demonstrate skill in implementing prevention programs. CTC 22

### **INTERNSHIP COURSE AND FIELD EXPERIENCE REQUIREMENTS**

Coun249 has two course components: course assignments/meeting times and internship hours. The Coun249 class and grading will be overseen by a university instructor. Both course assignments and internship hours must be completed to receive a credit (CR) for the course.

## COURSE REQUIREMENTS

Students are to meet with their university Coun249 instructor for 1 hour and 50 minutes per week. During the meeting time, class assignments and questions will be covered during the first 20 minutes of class and group supervision will then take place for 1.5 hours. The following are assignments typical of a Coun249 course. Other assignments may be assigned by the individual instructors. Unsatisfactory assignments will need to be redone to receive CR. Forms required for these assignments are in the Appendices of this handbook.

Coun249 Assignments	Evaluations for CR or NC
Assignment I: Documentations <i>-Site Contracts</i> <i>-Certificate of Clearance</i> <i>-Medical Clearance for TB</i>	All documentations in Assignment I must be received by the 2 <sup>nd</sup> week of class. Student may be administratively dropped, asked to stop field placement and/or will not be able to receive CR for the course.
Assignment II: Self-Care Plan	Realistic plan consistent with your self-assessments. Shows insight and awareness.
Assignment III: Site Packet	<u>Packet must include all items below:</u> 1. Create or obtain an Organization chart of personnel at the counseling center. 2. How the school assesses their students' academic progress-both individually and school wide in the district. 3. Demographics of the student population (including ethnicity, gender, and socio-economic status). 4. Counseling programs and activities currently offered. 5. Job descriptions of school counselors. 6. Assessment instruments to evaluate the counseling program. 7. After school programs and community resources available on campus or in the neighborhood.
Assignment IV: Case Study (Written Assignment)	In addition to being an acceptable written assignment, the assignment must illustrate your knowledge of ASCA mindsets and behaviors, conceptualizing cases based on data/assessments, provide realistic treatment with insight. One case study is required for each 4 unit coursework. For 8-unit course, you'd need to complete 2 case studies.
Assignment V: Lesson Plans (Written Assignment)	See Acceptable Written Assignment Evaluation above. Lesson Plans must follow the template provided.
Assignment VI: Logs  Due: Finals week (or if instructor agrees, a date before the end of the semester—no later than that)	Log your hours on a daily basis. It is suggested that you set up your log on a computer and make entries when the day is over. Both the on-site supervisor and the university supervisor may want to read and check your

	log at any time. See Log and Internship Hour Requirements on P.4 of the syllabus for more details.
Assignment VII: Supervisor Evaluations  Due: Finals week (or if instructor agrees, a date before the end of the semester, no later than that)	The quality of work performed at the placement site must be deemed satisfactory or meets expectation by the on-site supervisor in order for the hours to be accepted. Supervisors will rate your work at the end of the semester on the evaluations located in this handbook's Appendix (Forms Pertaining to Site Supervisors). If there are serious concerns with your work at the site or if you receive unsatisfactory remarks, remediation plans may be put in place for you to complete before receiving Credit for the course. If remediation plans need to extend beyond the semester, completion of the course will be postponed. Remediation plans may involve the Clinical Review Committee at the Department in some cases.

## FIELD EXPERIENCE REQUIREMENTS

The field practice requirements have been established through the California Commission on Teacher Credentialing (CCTC), Title V California Code of Regulations, and Fresno State. There is a 300-clock hour requirement for the M.S. in Counseling, Option in School Counseling and 600-clock hour requirement for the PPS credential. Those completing both the M.S. degree and PPS credential are required to do 600-clock hour.

In California, a PPS Credential is required in order to be hired as a school counselor. For the PPS credential, the student must verify **practice at two of three school levels such as elementary, middle, or high school with a minimum of 200 clock hours at each level**. Students will complete 600 clock hours by enrolling in two 4-unit field placements (8 units). Four (4) semester units will be credited for completion of 300 clock hours in field placement. These 300 hours can include 100 hours in a setting other than a public school, if the focus is on counseling. ***If you are seeking hours from a setting other than a public school or as a school counseling intern, you must provide documentations to your instructor stating expected roles and hours you will take on to conduct counseling related activities. Such documentation could be the Planning Contract between you and your site supervisor.***

## ATTENDANCE

You are expected to attend all scheduled class meetings. Only 2 excused absences are allowed. You will not pass the class if you miss more than 3 classes. If you are absent from class, it is your responsibility to check on announcements made while you were away. Please consult with your instructor if you have questions with attendance.

Attendance at internship sites are also expected since you are considered a professional counselor in trainee. Students and site supervisors are expecting your assistance at the site. Poor attendance at sites will impact your ability to complete hours and the course. Please work with the site supervisor on attendance and absences at the site.

## **FIELD PLACEMENT RESPONSIBILITIES AND SECURING SITES**

### **STUDENT INTERN RESPONSIBILITIES**

1. Students are asked to seek out and make suggestions for the field placement; when students are not able to establish a placement, they will refer to the university supervisor for suggestions. We hope students gain networking skills as they seek sites and find sites that are relevant to their future work and current living situations.
2. Students are responsible for setting the days and the time of the placement with their site supervisors.
3. Students are responsible for becoming aware of the regulations, rules, and school operating system in which the field placement is carried out during the assignment.
4. The university's commitment to provide a learning environment free of harassment, discrimination and sexual harassment extends to their remote learning sites as well. Students should inform their site supervisor and university instructors of site placement or experiences that are not conducive to learning. If students wish to deal with experiences in a confidential manner, they may seek counseling from the Health Center at Fresno State.
5. Student is to be responsible for completing all course requirements. Therefore, students should take initiatives to seek consultation/advise from university faculty and site supervisors if needed to ensure success in the course and experiences.

### **SITE SUPERVISOR RESPONSIBILITIES**

1. Out of the 600 hours, district level supervisors must possess the PPS Credential for a period of two years prior to the placement for the 400 school counseling clock-hour requirement in public schools with school-age students. A PPS Credential is not required for supervisors of 200 school counseling clock hour requirement that may be completed outside the school setting, even though this person should be appropriately credentialed or licensed.
2. Agrees to set aside a minimum of one hour each week for individual supervision or 1.5 hours a week for group supervision with not more than 4 interns; and, agrees to be available for the student when the need arises.
3. Upon completion of the course, the on-site supervisor will complete an evaluation of the student; this evaluation will be shared with the student and both parties will sign the agreement.



4. Provide school counseling experiences as outline in the Field Placement Planning Contract (Appendix A).

### UNIVERSITY SUPERVISOR/INSTRUCTOR RESPONSIBILITIES

1. Directs the field placement class on a weekly basis.
2. Works with the student to select a site and meets with the student and an official from the school on an as needed basis.
3. Supervise progress of students in completing hours and required activities.
4. Visits on-site personnel to work toward resolution of problem(s) as needed.
5. Communicates with students and site supervisors in the following ways:
  - a. May visit the site to meet with the official and the student in order to complete the field contract for the placement as needed.
  - b. Email or other means of communication with site supervisor on a needed basis, especially at the beginning of the semester to introduce themselves to site supervisors.
6. Has full responsibility for providing grading format and assigning final grade for the course.
7. Provides 1.5 hours of group supervision (*CTC Program Standard 4, Qualifications, Training and Responsibilities item 3a.*)

### SECURING SITES

Students are to select sites and initiate site contracts. Students are to complete at least 200 hours each at 2 different levels (ex. 200 hours at high school and 200 hours at middle school) in the total 600 hours over two semesters. Following are resources to assist you in securing sites.

Placement Sites	Contact Person
For all Fresno Unified School District school sites, contact Yolanda Juarez in April for Fall internship and November for Spring internships.	<i>Yolanda Orozco- Juarez</i> <a href="mailto:Yolanda.Juarez@fresnounified.org">Yolanda.Juarez@fresnounified.org</a> Office: <a href="tel:559-248-7469">559- 248-7469</a> Cell phone: 903-6285
Other School Districts (Clovis, Sanger, Madera, Central, Fowler, etc)	Please contact the schools directly and talk to their head counselor or Guidance Instructional Specialist (GIS).
OutReach program at Fresno State (can only get max of 200 hours unless you are stationed at a school for the whole year and works with the school counselor on site).	<b>Louise Pacheco, M.Ed.</b> Recruitment Counselor Office of Undergraduate Student Recruitment Office: <a href="tel:559-278-5375">559-278-5375</a>

## APPENDIX A

### SCHOOL COUNSELOR RESOURCE

#### SCHOOL COUNSELOR AUTHORIZED DUTIES

The specialization in School Counseling authorizes the holder to perform the following duties:

1. Develop, plan, implement, and evaluate a school counseling and guidance program that includes academic, career, personal, and social development
2. Advocate for the high academic achievement and social development of all students
3. Provide school wide prevention and intervention strategies and counseling services
4. Provide consultation, training, and staff development to teachers and parents regarding students' needs
5. Supervise a district-approved advisory program as described in California Education Code, Section 49600

Reference: CL-606C <https://www.ctc.ca.gov/credentials/leaflets>

#### NATIONAL ORGANIZATION RESOURCES

1. American School Counselor Association: <https://www.schoolcounselor.org/>
2. The ASCA Mindsets & Behaviors for Student Success  
<https://www.schoolcounselor.org/asca/media/asca/home/MindsetsBehaviors.pdf>
3. Ethical Standards for School Counselors:  
<https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf>

#### FINGER PRINTING INFORMATION

<https://www.ctc.ca.gov/credentials/fee-and-fingerprint>

#### CER DEPARTMENT STUDENT HANDBOOK AND INFORMATION FOR STUDENTS

<https://www.fresnostate.edu/kremen/masters-counseling/>

**APPENDIX B****FORMS PERTAINING TO COUN249 STUDENTS****CONTENTS OF APPENDIX B**

Checklist of Forms to be Submitted to Instructor.....	12
Case Study Format (Assignment).....	13-16
Log Template.....	17
Summary Sheet for Logs.....	18
Student Evaluation of Field Practice.....	19
Evaluation of School Counselor Intern.....	20
How to Obtain Certificate of Clearance.....	21
Medical Clearance.....	22
Self-Care Plan.....	23

**CHECKLIST OF FORMS**

Students are to turn these items into the Coun249 Instructor. Instructor is to turn a file for each student into ED350 at end of semester. Label each file with student's info: last name, first name

Check if Completed	Assignment
	<b>Certificate of Clearance</b> (need to be obtained before working with students and due no later than 2 <sup>nd</sup> week of the semester)-Students may be asked to drop the course without this requirement.
	<b>Health Clearance</b> (TB Test) (need to be obtained before working with students and due no later than 2 <sup>nd</sup> week of semester)-Students may be asked to drop the course without this requirement.
	<b>Site Contract</b> signed by student, site supervisor and university supervisor
	<b>Summary Sheet for Logs</b> (completed by student)
	<b>Logs</b> (completed by student)
	<b>Student Evaluation of Field Practice</b> (completed by student)
	<b>Five Evaluation of School Counselor Trainee per 4 units</b> (completed by counselees to be turned in by student)
	<b>Evaluation of a Field Placement Student</b> (completed by site supervisor to be turned in by student)
	<b>Candidate Disposition</b> (completed by site supervisor to be turned in by student)
	<b>Program Evaluation</b> (completed by site supervisor to be turned in by student)

**CASE STUDY FORMAT** Updated: August 2020

*(Confidential – Not For Professional Use. Use first and last name initials for student and family members)*

Date of Report: \_\_\_\_\_

**1. Student Data:**

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

Chronological Age: \_\_\_\_\_

School Site: \_\_\_\_\_ Grade Level: \_\_\_\_\_

**2. Family Data:**

Mother: \_\_\_\_\_ Occupation: \_\_\_\_\_

Father: \_\_\_\_\_ Occupation: \_\_\_\_\_

Legal Guardian(s): \_\_\_\_\_

Siblings and ages: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

**3. Student Family Background:**

Within approximately 3 to 4 paragraphs offer a brief and concise summary of the family history and current situation. Family background should include the following areas:

- Ethnic, socio-economic, linguistic background
- Family dynamics
- Strengths and challenges

**4. Assessment:** Assess and summarize identified problems (1-2 pages).

- Include what you have done to assess the problems, for example:
  - consultation with parents, teachers, other school personnel and/or administrators,
  - review of your student's school records and other assessment reports,
  - direct observation of your student in class or on campus,
  - attendance at IEP or SST meetings for your student.
- Identify the specific problems.
- Identify how these problems affect your student's learning, academic achievement, and school behaviors.
- Identify your student's interest and strengths and things that can motivate your student's learning.

**5. Create an annual student outcome goal plan (adapted from ASCA):**

Based on #1-4 information above, create a goal plan using this form.

Identify outcome data (achievement, attendance or discipline) that serves as basis for goal:

By ,   
*End Date Targeted Student*

will   
*(increase/decrease something related to achievement, attendance or discipline)*

by  from  To   
*Measure of change Baseline data Target data*

**Supplemental Data:**

Check with stakeholders (parents, teachers, student, administrators, etc.), to identify possible factors contributing to this problem/issue.

**Mindsets & Behavior Data:**

Identify one–two ASCA Mindsets & Behaviors most relevant for this targeted student and goal:

<https://www.schoolcounselor.org/asca/media/asca/home/MindsetsBehaviors.pdf>

*M&B# Mindsets & Behaviors Statement*


Based on the selected ASCA Mindsets & Behaviors, write one–two learning objectives/competencies student need to learn.

Student will
Student will

**Possible Activities/Strategies/Interventions by School Counselor (you)**

--

**Pre-/Post-Assessment:**

Convert the learning objectives/competencies to a Likert-scale measure and/or brief answer assessment that you will use with student to assess progress.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<i>Rarely</i>	<i>Sometimes</i>	<i>Most of the time</i>	<i>Almost All the time</i>

<b>Statement</b>	<b>Scale</b>
	1 2 3 4
	1 2 3 4
	1 2 3 4
	1 2 3 4

Brief answer question:

Brief answer question:

**6. Outcome(s):**

- Describe what happened that was directly or indirectly related to your intervention activities with this student.
- Compare the expected outcomes with what really happened.
- Identify what effect your intervention has on your student's learning, academic achievement, and school behaviors.

**7. Counselor Recommendations:**

- What specific recommendations can you make as an advocate for this student?
- What will you do to advocate for this student after you leave the site or after your work with the student?

**8. Counselor Comments:**

- What did you learn as you prepared to work with this student?
- What did you learn during your work with this student?
- What did you learn after working with this student?



## LOG TEMPLATE – Field Placement

**Direction:** Use Landscape Orientation for this log. Log daily and distinguish hours as indicated in template to fulfill requirements per CTC Standards and Title 5 California Code of Regulations, § 80632, Article 2. You may split the different type of hours over two semesters, making sure to have the total as stated in the log. In this transitioning period, those doing their second semester of Coun249 in Fall 2020, your hours need to be half of the total hours indicated below. For example, in Fall 2020, make sure you have 50 hours in social emotional, 50 hours in College/Career, 50 hours in Academic, and 150 hours of direct contact with pupils. The hours serving students from diverse backgrounds did not change so make sure you have a total of 150 hours combined.

<b>Date</b>	<b>List activities you engaged in.</b>	<b>Hours in Social/ Emotional</b> (100 hours total of the 600 hours)	<b>Hours in College/ Career</b> (100 hours total of 600 hours)	<b>Hours in Academic</b> (100 hours total of the 600 hours)	<b>Hours Serving Students from Diverse Backgrounds</b> (150 hours total of 600 hours, at least with 10 pupil with a different ethnicity & race from that of the student intern)	<b>Total Direct Contact with Pupils</b> (300 total out of the 600 hours required)	<b>Total hours for the day</b> (including other relevant hours not within the indicated areas)
Total Hours of each column goes in gray box							

Signature of Student Verifying Hours Completed:

---

Signature of Site Supervisor Verifying Hours Completed and the 1 hour of supervision per week:

---



**Student Evaluation of Field Practice****Student Name:** \_\_\_\_\_**Student Contact Info: Phone** \_\_\_\_\_**Email** \_\_\_\_\_**Check Appropriate Course: First Placement** \_\_\_ **Second Placement** \_\_\_**Semester/Year:** \_\_\_\_\_**Name of Field Placement:** \_\_\_\_\_**Name of Field Placement Supervisor:** \_\_\_\_\_**Credential of Field Placement Supervisor:** \_\_\_\_\_

**NOTE** This evaluation will be kept in ED 350 and be accessible to students looking for a field placement site. They may contact you to hear more about your experience. If you want this evaluation to be kept confidential, please check "No".

Yes, I am willing to share this evaluation. \_\_\_\_\_

No, I want to keep this evaluation confidential. \_\_\_\_\_

1. Please comment on the strengths of your field placement experience:

2. Please comment on areas that could use some attention in order to increase the learning potential at this field site.

3. Would you recommend this field site to other students? Please explain.

4. Other comments? (use back of form if necessary):

**Evaluation of School Counselor Intern** *(Have five K12 students complete this form)*

Note to Students: Please answer honestly about your experience with the counselor intern and do not sign your name. This evaluation will help your counselor in his/her learning.

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

Name of Counselor: \_\_\_\_\_

School: \_\_\_\_\_

**Please CIRCLE your answer to the following questions:**

	Strongly Disagree		Neutral				Strongly Agree
1 Did the counselor listen to your concerns?	1	2	3	4	5	6	7
2. Do you think the counselor understood your concerns?	1	2	3	4	5	6	7
3. Did the visit(s) with your counselor help you solve your problems.	1	2	3	4	5	6	7
4. Would you visit this counselor again if you needed help with a similar problem?	1	2	3	4	5	6	7
5. Would you visit this counselor again if you had a different problem?	1	2	3	4	5	6	7
6. Would you recommend this counselor to one of your friends if they needed help?	1	2	3	4	5	6	7
<b>Comments:</b>							

## HOW TO OBTAIN A CERTIFICATE OF CLEARANCE

Prior to being allowed into fieldwork, you must provide evidence of your professional fitness by obtaining a Certificate of Clearance\* through the Commission on Teacher Credentialing. This process includes having your fingerprints processed through the Department of Justice and the FBI. There are TWO fees required: \$69 and \$52.50. You will need to complete all three steps of the process as listed below.

### STEP ONE: Live Scan – Electronic Fingerprinting Process

- Go to <http://www.ctc.ca.gov/credentials/leaflets/41-LS.pdf>.
- Complete Section 3 of the REQUEST FOR LIVE SCAN SERVICE form
- Print three (3) copies.
- Submit copies along with a \$69 fee to:

Live Scan Fresno, 1754 E. Bullard #105, Fresno, CA 93710 (559) 476-6853

[www.livescanfresno.com](http://www.livescanfresno.com) (check for fee information)

Your fingerprints will be submitted to the Department of Justice and the FBI. The LiveScan operator will give you a receipt. - keep this for your records

### STEP TWO: Commission on Teacher Credentialing (CTC) - applying for the Certificate of Clearance online

- Go to: [www.ctc.ca.gov](http://www.ctc.ca.gov)
- Under CREDENTIALING INFORMATION, click on APPLY FOR NEW DOCUMENT.
- Click on SUBMIT AN ONLINE APPLICATION.
- This brings you to SUBMIT YOUR APPLICATION ONLINE. Before clicking it is highly recommended that you review the instruction video as the application process can be complicated. You may also print the instructions at <http://www.ctc.ca.gov/credentials/online-services/pdf/web-app-tips.pdf>
- Electronically pay the \$52.50 fee.
- Print the receipt for your records.

Your clearance may take several weeks to process. Once processed, you may look up your Certificate of Clearance by following these directions:

- Go to [www.ctc.ca.gov](http://www.ctc.ca.gov) and select ‘SEARCH FOR AN EDUCATOR’.
- Select “SECURED SEARCH” and input your SSN and DOB.
- Click on the hyperlink for the Certificate of Clearance and print the document.

### STEP THREE: PPS program notification

Submit a copy of your Certificate of Clearance with your program application and also give a copy to your field placement instructor.

\*Exemption – It is not necessary to obtain a Certificate of Clearance if you can present a copy of a VALID California certificate or credential issued by the CTC such as an emergency permit, PIP, STSP, Children’s Center Permit or Adult Vocational Education credential. Previous LiveScans completed for employment purposes only are not accepted towards the Certificate of Clearance unless you currently hold a document issued by the CTC.

## Medical Clearance

(Use this form for doctor to sign or provide documentations from your doctor verifying a negative TB test result. You cannot start your internship without this medical clearance)

COUN 249

FALL \_\_\_\_\_ SPRING \_\_\_\_\_ SUMMER \_\_\_\_\_

### MEDICAL CLEARANCE FORM

Name \_\_\_\_\_  
Last First Middle

Student ID #: \_\_\_\_\_

CSU Fresno Email: \_\_\_\_\_@mail.fresnostate.edu

Date of Birth \_\_\_\_\_  
 Female

Gender:  Male

*CERTIFICATION BY DIRECTOR OF STUDENT HEALTH SERVICES OR PRIVATE PHYSICIAN*

**This is to certify that the applicant has been tested for active tuberculosis within the last year and the results were negative.**

**SELF-CARE PLAN**

1. List the self-care habits you are using now to manage stress and stay healthy: (I get at least 8 hours of sleep at night)

2. List the self-care habits you would like to use but are not currently practicing: (Practicing yoga regularly)

3. Identify the obstacles keeping you from practicing these habits: (I don't practice yoga regularly because I don't have the time to)

4. What solutions can you come up with to address the obstacles you listed: (I could free up time for myself by watching less TV or waking up earlier)

5. Reread the self-care habits you wrote down for item 2. Select one of the habits you would like to begin practicing and complete the sentences below. Today, I commit to...

I want to do this because...

I will accomplish this by...

## APPENDIX C

### FORMS PERTAINING TO SITE SUPERVISOR

Dear On-Site Supervisor:

This packet includes the following:

- 1) Field Placement Planning Contract: Please review the contract and sign before the student could start his/her internship. If there's currently no inter-agency agreement already in place, an internship agreement between the University and the school site needs to be completed before students could start their internship experiences. The student has a copy of this inter-agency agreement form in Appendix E of their Coun249 Handbook.
  
- 2) Evaluation Forms: Please complete all evaluations/feedback at the end of this packet on the counseling intern and our counseling program. Although extensive, these evaluations are a requirement of our accreditations/program reviews. Thank you for understanding.

If you have any questions, please reach out to the student's university instructor for Coun249. Please discuss any concerns you or the student(s) have regarding your evaluation before the students turn in their evaluations to the university instructor.

Thank you for your time and commitment to our future school counselors.

Sincerely,

School Counseling – Fresno State Faculty

559-278-0340



## FIELD PLACEMENT PLANNING CONTRACT

### COUN249 Field Practice in School Counseling

California State University, Fresno/ Department of Counselor Education and Rehabilitation

Grade level of field placement site: Elementary \_\_\_\_ Middle \_\_\_\_ High \_\_\_\_

*(Please have a different contract for each site and/or each supervisor)*

STUDENT INTERN NAME:	STUDENT INTERN ADDRESS:	STUDENT INTERN'S PHONE: EMAIL:
SITE SUPERVISOR NAME:	SITE SUPERVISOR ROLE (include a copy of PPS credential with contract):	SUPERVISOR'S PHONE: EMAIL:
ORGANIZATION/SITE NAME: ORGANIZATION/SITE ADDRESS:		
HOURS PER WEEK:	BEGINNING DATE:	ENDING DATE:

**The student intern, on-site supervisor, and university supervisor agree to the following terms:**

- I. Site supervisor (on K12 school sites) has a PPS credential for at least 2 years and will provide 1 hour of individual supervision or 1.5 hours of group supervision with student intern. Interns obtaining hours from sites other than a K12 school (limited to 200 hours max--serving K12 age students in social emotional and educational goals), must be supervised by a supervisor with a master's level degree in counseling or related field (requiring 1 hour of individual or 1.5 hours of group supervision).
- II. Site supervisor agrees to provide learning opportunities and direct pupil contacts for student intern (150 hours per semester) and the student agrees to abide by hours and activities approved by site supervisor and university supervisor. Note that students have two semesters to complete 600 hours with the following specific hours/areas: Social/Emotional (100 hours), College/Career (100 hours), Academic (100 hours), students from Various Backgrounds/Diversity (150 hours), and direct contact with pupils (300 hours).
- III. Site supervisor agrees to allow student intern to fulfill experiential activities as listed in numerous modes of delivery (face-to-face and telecommunications such as ZOOM, email, telephone etc).
- IV. Student intern must complete all these competency activities below to meet CTC competencies and Title V requirements by the end of their 600 hours. Student intern, those which you do not complete during the first semester of Coun249 must be completed during the second semester.

V. University instructor/supervisor will provide 1.5 hours of weekly group supervision and oversee the completion of course requirements and hour requirements.

**These Competencies are required. Please circle agreed anticipated activities.**

Circle	Competency Activities and Experiences in the following Areas (at least 300 hours direct pupil contact over 2 semesters—or 150 direct hours per semester)
1	Gain supervised experience in the understanding and use of a variety of school resources, including these 5 areas: a) data and information systems on student learning and achievement; b) career development materials; c) information on colleges and universities; d) the use of school technologies for information access, teaching and learning; e) and tests and measures used in assessing student learning and achievement, development of school, family, and community partnership.
2	Gain supervised experience in comprehensive student support systems that provides prevention and intervention services on behalf of students around crisis and trauma, including but not limited to: a) suicide and homicide risk; b) and assessment and school shootings.
3	Work with students of diverse backgrounds (150 hours) including: a) socioeconomic disadvantages, English learners, homeless youth, foster youth; b) students with disabilities (including Section 504 plans), students experiencing suspension and expulsion from school, sexual minority youth (LGBTQ+), racial and ethnic minorities; and c) understand information on school, district, State, and Federal policies and the impact of resulting practices.
4	Articulate and provide an example of an individualized self-care plan to ensure long-term wellness and professionalism to successfully cope with high stress situations. Dispositions and recommendations for self-care and self-work, for example, candidate participating as a counselee in individual and/or group counseling. (Note: This will be a part of intern's class assignment but students should consult and work with site supervisors to make the plan relevant).
5	Within the required 600 fieldwork hours, candidates are required to complete at least 100 hours of experience in each of the following areas: Social/Emotional, College/Career, and Academic [See attachment- <b>School Counseling Performance Expectations (SCPEs) #3, #4, and #5</b> for specific activities pertaining to these three areas].

**In addition to the above mandatory activities, student interns need to abide by the following:**

Understand and apply ethical and the legal obligations to students, parents, administrators, and teachers.
Maintaining professional and ethical boundaries in school counseling relationships per professional association ethical guidelines created by the American School Counselor Association.
Understand and articulate the state laws and obligations regarding mandated reporting for child, elder, and dependent adults.
Display professional disposition related to conduct, communication, demeanor, and presentation (appearance/written/oral) within the school counseling program, internship site, and profession.

**By signing below, I agree with this planning contract:**

SITE SUPERVISOR SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

STUDENT SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

UNIVERSITY SUPERVISOR SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

## **SCHOOL COUNSELING PERFORMANCE EXPECTATIONS (SCPEs)**

### **#3, #4, and #5 specific activities**

#### **SCPE 3: Student Academic Development (100 hours required over 2 semesters)**

1. Demonstrate the role of the school counselors in academic tiered systems of support, and develop strategies to intervene academically through appraisal, advisement, individual student planning, goal-setting, etc.
2. Demonstrate knowledge of high school graduation requirements in assisting pupils to develop appropriate academic plans, including alternative pathways to high school completion (for example, General Education Development (GED) test, A-G requirements, waivers for homeless, foster and probation youth, California High School Proficiency Exam (CHSPE).
3. Ability to link the relationship of pupil academic performance to the world of work, family life, and community service.
4. Identify the factors associated with prevention and intervention strategies to support academic achievement and ensure equitable access to resources promoting academic achievement, college and career development, and social/emotional development for every student, such as: motivation, student efficacy, time management, study skills, constructive problem solving, and teacher-student rapport.
5. Identify support systems and processes for students to successfully transition between school levels (such as proving summer bridge programs for elementary to middle school, middle to high school).
6. Knowledge and understanding of state and local academic standards, grading policies and state testing.
7. Identify and explain English Language Development (ELD) class placement and reclassification process, and methods to support success through the reclassification process.
8. Awareness and understanding of parent rights and processes associated with Individual Educational Plan (IEP), Section 504 Plan, and other academic accommodation and modification programs.
9. Understand and apply approaches that recognize the importance of building on students' strengths and assets as a foundation for supporting all students, especially historically underserved students including students from low socioeconomic backgrounds, ethnicity subgroups, English learners, foster youth, homeless youth and students with special needs.

#### **SCPE 4: Student College and Career Development (100 hours required over 2 semesters)**

1. Articulate the role of the school counselors in PreK-12 college/career tiered systems of support.
2. Examine and explain college entrance criteria, including A-G courses, required by University of California (UC), California State University (CSU), private universities, out of state institutions and community colleges.

3. Knowledge of state and local graduation requirements, and provisions for marginalized populations.
4. Comprehensive understanding of college counseling process and college admission procedures, such as letters of recommendations, as well as local and state programs available such as California State University Educational Opportunity Program (CSU EOP) and University of California Early Academic Outreach Program (EAOP).
5. Identify college entrance and curriculum performance exams including Preliminary Scholastic Aptitude Test (PSAT), Scholastic Assessment Test (SAT), American College Test (ACT), Advanced Placement Test (AP), International Baccalaureate (IB), and the resources and accommodations available to support student performance on these assessments.
6. Knowledge of financial aid planning for higher education, for example: Free Application for Federal Student Aid (FAFSA) California Dream Act (CADAA), CSS/Financial Aid Profile, Cal Grant, national/local scholarships, financial resources for foster and homeless youth, and net college cost.
7. Ability to promote developmentally appropriate college affordability planning, and establishing a school wide career and college culture throughout PreK-12 schools.
8. Apply educational transitional strategies, including career development and exploration, throughout the lifespan including using multiple career assessments and planning tools.
9. Knowledge and understanding of local and national career and job market trends.
10. Understanding of various post-graduate options, including Career Technical Education (CTE) pathways and certifications, military entrance requirements, Armed Services Vocational Aptitude Battery (ASVAB), Job Corps, and California Conservation Corps.
11. Knowledge of secondary pupil transcript analysis and international student transfer requirements such as the Test of English as a Foreign Language (TOEFL).
12. Utilize athlete academic requirements and processes required by National Collegiate Athletic Association (NCAA) and National Association of Intercollegiate Athletics (NAIA) to best assist pupils.
13. Demonstrate ability to develop four and six-year academic and post-secondary planning.
14. Understand and implement post-secondary planning, success, retention and completion including dual and concurrent enrollment as well as the transfer process to a four-year college or university.

**SCPE 5: Social/Emotional Development (100 hours required over 2 semesters)**

1. Model and demonstrate essential counseling skills, techniques, and strategies in individual counseling, including but not limited to addressing social/emotional and mental health, needs, crises and traumas that are barriers to student achievement.
2. Model and demonstrate essential counseling skills in group counseling within psycho-educational and/or psycho-analytic frameworks to address root causes and

- underlying issues impeding student achievement, including building rapport, showing empathy, and providing non-judgmental support to students.
3. Articulate the role of school counselors in Multi-Tiered Systems of Support (MTSS) and apply the MTSS framework to promote social and emotional learning of pupils in a non-judgmental and inclusive manner.
  4. Develop cultural competency and demonstrate skill in helping pupils to respect and understand alternative points of view to accept, respect, and value differences, such as cultural diversity and family configuration patterns.
  5. Articulate the intervention processes and considerations utilized in the delivery of responsive services including individual/small group/crisis response.
  6. Demonstrate an ability to counsel and address mental health needs of students during times of transition, separation, heightened stress and critical change, and how to access community programs and services that assist all student needs.
  7. Understand what defines a crisis, identifies the appropriate responses, and develops a variety of intervention strategies to meet the needs of the individual, group, or school community before, during, and after crisis response.
  8. Articulate and demonstrate the role of the comprehensive school counseling program in the school crisis/post-crisis plan.
  9. Demonstrates knowledge of trauma-informed care processes and the ability to create interventions aligned with trauma-informed care practices to support student achievement.
  10. Develop, implement, and monitor prevention, education, and intervention programs, such as: cyber-bullying, restorative practices, self-harm, social media literacy, Alcohol, Tobacco and Other Drugs (ATOD), suicide, school truancy, sex trafficking, retention rates, pregnancy, LGBTQ+ awareness and empowerment.
  11. Demonstrates knowledge of and skills in developing, organizing, presenting, and evaluating preventative and proactive in-service education programs for school staff.
  12. Demonstrate the ability to promote school connectedness and understand the benefits of enrichment and extracurricular engagement, such as school clubs, sports, and other extracurricular activities.
  13. Attend continuing education sessions for professional development on topics related to crisis, trauma, and mental health services provided to students in the PreK-12 school system.
  14. Demonstrate the ability to provide an initial assessment of a student's mental health needs and make the appropriate referrals within and external to the school site.
  15. Articulate and demonstrate the school counselor's responsibility to develop and lead comprehensive student support system in collaboration with teachers, administration, other PPS professionals, and community partners/agencies.

### EVALUATION OF A FIELD PLACEMENT STUDENT

School level of field placement: Elementary  Middle  High

Field Placement Site: \_\_\_\_\_

On-Site Supervisor: \_\_\_\_\_

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

Telephone: \_\_\_\_\_

E-mail: \_\_\_\_\_

STUDENT:	SEMESTER:	DATE:
----------	-----------	-------

#### **OBJECTIVE EVALUATION BY THE ON-SITE SUPERVISOR:**

*Please consider the position of a school counselor this student might be expected to fill at the school level of this field placement. Evaluate the student's performance during this rating period.*

- A. As an on-site supervisor, I see this student functioning as a school counselor at one of the following levels: *(check one of the following)*:

Unacceptable:	Acceptable counselor:	Fine counselor, of great value to the profession:	One of the few very outstanding counselors I have known:
---------------	-----------------------	---	--

- B. Indicate areas of particular strengths or weaknesses you have observed with the student:

- C. Would you consider this student if a position were available?

\_\_\_\_\_ Yes      \_\_\_\_\_ No

***In the following assessments, please mark the appropriate responses. The first assessment is based on standards set by CTC; second one is a measurement of dispositions-which students get measured at entry level course, practicum, and internship; the 3<sup>rd</sup> one is to evaluate the school counseling program.***

**Fieldwork Expectations Evaluation (NEW Assessment- CTC Standards updated 2020, p.6)**

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

**Directions:** In the following evaluation, place "X" under the appropriate evaluation.

1 = very unsatisfactory

2 = moderately unsatisfactory

3 = moderately satisfactory

4 = Very Satisfactory

	1	2	3	4	Comments
<b>Understand and use a variety of school resources to (SCPE9):</b>					
Understand and use data and information systems on student learning and achievement					
Understand and use career development materials.					
Understand and use information on colleges and universities.					
Understand and use school technologies for information access, teaching and learning.					
Understand and use tests and measures used in assessing student learning and achievement, development of school, family, and community partnership.					
<b>Comprehensive Student Support Systems that Provides Prevention and Intervention Services around Crisis and Trauma</b>					
Understand and use appropriate measures pertaining to students with suicide and homicide risks.					
Have knowledge and ability to assess and provide prevention and intervention for other crisis and trauma situations that may occur on school campus, such as school shootings.					
<b>Working with Students of Diverse Backgrounds SCPE7</b>					
Have knowledge and ability to work with students of diverse backgrounds including socioeconomic disadvantages, English learners, homeless youth, foster youths, sexual minority youths, and racial and ethnic minorities.					

Have knowledge and ability to work with students with disabilities and other educational/socioemotional needs that impact learning (including knowledge of IEP and Section 504 plans).					
Understand information on school, district, State, and Federal policies and the impact of resulting practices.					
<b>Self-Care and Flexibility SCPE2</b>					
Was able to learn about the duties that a school counselor will perform; adapted well to conditions.					
Have knowledge and ability to cope with high stress situations.					
<b>Student Academic Development SCPE3</b>					
Have knowledge of relevant resources and connects students to resources needed to assist in academic achievement.					
Have knowledge and abide by policies and processes relating to academic development at the school, district, state, and federal levels when assisting parents and students. (ex. IEP, 504 Plan, other academic accommodation and modification programs).					
Have knowledge of interventions and resources needed to assist students in transitions and adjusting to different situations that may impact academic achievement.					
Have knowledge of academic plans and requirements for the grade level interns are placed at (ex. High school graduation requirements, A-G requirements)					
Understand and apply approaches that recognize the importance of building on students' strengths and assets as a foundation for supporting all students.					
<b>Student College and Career Development SCPE4</b>					
Able to understand and articulate state and local requirements for graduation and college entrance criteria.					
Comprehend college admission procedures and resources available to assist students before entering college and while in college (ex. FAFSA, EOP, CADAA, etc).					
Comprehend and able to guide students in understanding and how to apply for college entrance and curriculum performance exams.					
Has the ability to assist students in career exploration and has knowledge of available resources (ex. Career assessments and career centers).					



Understanding of various post-graduation options (ex. Career Technical Education, Job Corps, etc) and help students develop post-secondary planning.					
<b>Social/Emotional Development SCPE5</b>					
Model and demonstrate essential counseling skills, multicultural awareness, techniques, and strategies in individual counseling, including but not limited to addressing social/emotional and mental health, needs, crises and traumas that are barriers to student achievement.					
Model and demonstrate essential counseling skills and multicultural awareness in group counseling within psycho-educational and/or psycho-analytic frameworks to address root causes and underlying issues impeding student achievement, including building rapport, showing empathy, and providing non-judgmental support to students.					
Demonstrate knowledge of and skills in consulting with and educating school staff on social/emotional needs of students.					
Demonstrate the ability to assess student social/emotional needs and make the appropriate referrals within and external to the school site.					
Have knowledge to develop, implement, and monitor prevention, education, and intervention programs, such as: cyber-bullying, restorative practices, self-harm, social media literacy, Alcohol, Tobacco and Other Drugs (ATOD), suicide, school truancy, sex trafficking, LGBTQ+ awareness, etc.					
<b>Ethical and Legal SCPE2</b>					
Understand and apply ethical and the legal obligations to students, parents, administrators, and teachers.					
Maintaining professional and ethical boundaries in school counseling relationships per professional association ethical guidelines created by the American School Counselor Association.					
Understand and articulate the state laws and obligations regarding mandated reporting for child, elder, and dependent adults.					
Display professional disposition related to conduct, communication, demeanor, and presentation (appearance/written/oral) within the school counseling program, internship site, and profession.					

### Candidate Disposition Assessment

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Per CTC standards, programs are required to evaluate professional dispositions throughout a candidate's tenure including at the program entry, prior to field experience, and program completion. (P. 4 of CTC standards for school counseling – updated May 2020).

- a. Entry: Assess in Coun200
- b. Prior to Field Experience: Assess in Coun208
- c. Program Completion: Assess in Coun249 (last semester).

**Check which semester they are in Coun249:** \_\_1<sup>st</sup> semester \_\_ 2<sup>nd</sup> semester

**Directions:** Descriptors are listed as evaluation guidelines for each of the dispositions. Included with each disposition are examples of behavioral indicators. Each indicator is offered as a suggested behavior, and not as a conclusive determining factor. Please check the appropriate box for each

of the dispositions.

#### Rating Scales

0 = not observed   1 = inadequate   2 = meet expectations   3 =exceeds expectations

DISPOSITION	0	1	2	3
<b>Reflection. Examples of behavioral indicators include, but are not limited to:</b>				
Continually evaluates the effects of his/her choices and actions on others (e.g., students, parents, and other professionals in the learning community).				
Applies, assesses, reflects upon, and adjusts counseling strategies to different needs of clients				
Accepts and incorporates suggestions in subsequent practice.				
Demonstrates accurate self-analysis regarding one's own strengths and weaknesses.				
Collects accurate data and incorporates it into the reflective process.				
Is open to corrective feedback.				
DISPOSITION	0	1	2	3
<b>Critical thinking. Examples of behavioral indicators include, but are not limited to:</b>				
Utilizes assessment data to adjust counseling approaches, consultation practices, or program implementation.				

Student work (e.g., case studies, group process evaluations, article critiques) indicates an ability to identify problems and solutions.				
<b>Professional ethics. Examples of behavioral indicators include, but are not limited to:</b>				
Recognizes the importance of research to inform counseling for students with diverse needs.				
Shows commitment to ethical conduct.				
Actively advocates for students and encourages student self-advocacy.				
Works within the system to meet the needs of students and their families.				
Respects the confidentiality of students and their parents.				
Solicits and gives thoughtful consideration to alternative & contradictory opinions.				
Maintains a positive working relationship with peers in practicum/ with school personnel in field placement.				
Views families as partners in the educational and counseling process.				
Exhibits care for quality in the preparation and implementation of work responsibilities.				
Adheres to ethical standards for counselors.				
<b>Valuing diversity. Examples of behavioral indicators include, but are not limited to:</b>				
Diagnose clients' needs by interpreting data from diverse sources (e.g., formal/informal assessments, student behavior & feedback, & parent responses)				
Develop intervention plans compatible with diverse needs of clients.				
(Field placement) Accommodates all learners, including those from diverse backgrounds, experiences, and cultures.				
Respects clients/students as individuals with differing personal and family backgrounds and various skills, talents, and interests and is sensitive to community and cultural mores.				
(Field placement) Identifies guidelines and strategies for facilitating the academic and social inclusion of students with exceptionalities in general classrooms and in various inclusive activities and environments.				
<b>Collaboration. Examples of behavioral indicators include, but are not limited to:</b>				

Demonstrates the ability to work creatively and collaboratively with colleagues, parents, and the community.				
Values families as full partners in the educational process				
(Field Placement) Collaborates with school personnel and families in all phases of intervention when possible.				
(Field Placement) Communicates on a regular basis the progress of students to parents and involved parties with proper consent.				
Works well with others to develop opportunities for peer and student learning.				
Plans and collaborates to ensure that appropriate supports for smooth transitions are in place.				
<b>Life-long learning. Examples of behavioral indicators include, but are not limited to:</b>				
Seeks out opportunities for professional development (e.g., attendance at workshops, inservice trainings, conferences) using the information learned to improve counseling practice.				
Seeks out opportunities to serve the school, students, and community (e.g., extracurricular activities, Big Brothers, Big Sisters).				
Demonstrates a positive attitude toward learning.				
Demonstrates intellectual and academic curiosity.				
Maintains membership in professional organizations.				
Personal philosophy statement includes goals for professional development.				
Presents on an area of expertise or interest to teachers and/or parents at local, state, national or international conferences or trainings.				

### PROGRAM EVALUATION/FEEDBACK

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

Please rate, to the best of your knowledge, the degree to which you are satisfied with the supervisee's and/or graduate's educational training and clinical expertise in terms of the areas of knowledge and skill presented below. The higher the number circled, the greater your satisfaction with the acquired knowledge and skill. Mark the Satisfaction Rating from 1-5, with 5 being the highest in satisfaction. Check N/A for categories that are not included in your professional work assignment.

#### Satisfaction Ratings

Category	1	2	3	4	5	N/A
Knowledge and understanding of human behavior						
Ability to counsel individuals						
Ability to counsel in groups						
Ability to counsel with families						
Knowledge and understanding of laws related to the counseling profession						
Knowledge and understanding of learning theory						
Ability to counsel with culturally different clients						
Ability to counsel with clients of different ages						
Ability to counsel with members of the other gender						
Ability to utilize effective clinical judgment in the assessment of client needs						
Knowledge and understanding of the limitations of tests, including age, cultural and sex differences						
Knowledge and understanding of different life styles						
Knowledge and understanding of occupational and career trends						
Ability to accurately diagnose and develop treatment plans						
Knowledge and understanding of preventive or developmental counseling						
Ability to assess needs and develop programs to meet the needs of organizations and/or individuals						
Ability to consult with other professionals to meet the needs of organizations and/ or individuals						
Understanding of and ability to follow professional ethics in the field						

**WRITTEN FEEDBACK ON THE SCHOOL COUNSELING/COUNSELOR EDUCATION PROGRAM**

1. What do you like most about the way the Counselor Education/School Counseling Program prepared your intern?
  
2. What do you like the least about the way the Counselor Education Program prepared your intern?
  
3. What changes would you recommend for the Counselor Education Program?
  
4. Are there any **curriculum content/topics** you believe students should be exposed to before interning?
  
5. In general, if you feel that the graduate(s) were well prepared by the Counselor Education Program, if you have other comments, please comment here.
  
6. If you or your school/agency hired our graduates before, please complete this demographic information section:
  - a. Name of school/firm/agency: \_\_\_\_\_
  
  - b. Your position: \_\_\_\_\_
  
  - c. Focus/goal of program: \_\_\_\_\_
  
  - d. Type of clients/students served: \_\_\_\_\_
  
  - e. Name of graduate(s) hired: \_\_\_\_\_
  
  - f. Position/ title of graduate(s) hired: \_\_\_\_\_
  
  - g. Date graduate(s) hired: \_\_\_\_\_
  
  - h. Number of graduate(s) hired in past 12 months: \_\_\_\_\_

Thank you very much for taking the time to complete this survey. We appreciate your cooperation and your continued support

# APPENDIX D

## Pupil Personnel Services Credential (PPS) Completion Form

### Counselor Education and Rehabilitation Department

**INSTRUCTIONS:**

**STEP 1:** The student must complete the form, submit the form with an unofficial transcript to the PPS Coordinator once all grades have been posted.

**STEP 2:** The PPS Coordinator will verify successful completion of the program and email the Credential Analyst, Sherri Nakashima.

**STEP 3:** The Credential Analyst will email the credential application and instructions to the candidate.

**STEP 4:** Candidate follows instructions on the credential application and submits the application and supporting paperwork to the Credential Analyst for processing.

**STEP 5:** The Credential Analyst will submit the credential recommendation to the Commission on Teacher Credentialing (CTC).

**STEP 6:** The CTC will notify the candidate by email on how next to proceed.

<b>NAME:</b>
<b>PHONE:</b>
<b>ADDRESS:</b>
<b>STUDENT ID #:</b>

**Program Coordinator's Statement:** This is to certify that the named student has completed all requirements for the Pupil Personnel Services Credential and is eligible for an institutional recommendation.

The Program Coordinator certifies eligibility for the PPS Credential based on the following:

a) Required Grade Point Average of 3.0	d) Evidence of 600 Clock Hours of Field Placement
b) Evaluation Form for the Field Placement	e) Teaching Credential or Certificate of Clearance
c) CBEST Passed	g) Completion of all Program Competencies
h) Graduate Writing Requirement Passed	

**Fill out by Student: Completion of Prerequisite Courses**

	TERM	GRADE	UNITS	EQUIVALENT COURSE
--	------	-------	-------	-------------------

COUN 174 Introduction to Counseling			3	
ERA 153 Educational Statistics			3	

**Fill out by Student: Completion of Required Courses:**

COUN 150 Laws Related to Children			3	
COUN 200 Counseling Techniques			3	
COUN 201 Multicultural Counseling			3	
COUN 202 Group Counseling			3	
COUN 203 Assessment in Counseling			3	
COUN 206 Counseling Through the Lifespan			3	
COUN 208 Practicum in Counseling			3	
COUN 220 Career Development Counseling			3	
COUN 233 Therapeutic Methods with Children, Adolescents			3	
COUN 240 Counseling Except. Children and Parents			3	
COUN 241 Organization of Guidance Services			3	
COUN 242 Parent Educ., Pupil Advocacy, Consulting			3	
CI 285 Advanced Educational Psychology			3	
COUN 249 Field Placement in Counseling			4	
COUN 249 Field Placement in Counseling			4	

**CREDENTIAL RECOMMENDED BY:**

\_\_\_\_\_  
Coordinator, PPS Credential Program

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

APPENDIX E  
**INTERNSHIP AGREEMENT**  
**REQUIRED BY UNIVERSITY RISK MANAGEMENT**  
**California State University, Fresno**  
**Department of Counselor Education and Rehabilitation**

THIS AGREEMENT, made and entered into this \_\_\_ day of \_\_\_\_\_ (**month and year**) between the Trustees of the California State University, hereinafter called the "TRUSTEES", on behalf of California State University, Fresno, hereinafter called the "INSTITUTION," and **[YOUR AGENCY NAME GOES HERE]** hereinafter called the "AGENCY"

**WITNESSETH:**

WHEREAS, the INSTITUTION provides an accredited health care program or a social services program, approved by the TRUSTEES which requires clinical experience and the use of clinical facilities; and

WHEREAS, the AGENCY has facilities suitable for providing clinical experience for the INSTITUTION'S program, and

WHEREAS, it is to the mutual benefit of the parties hereto that students have opportunities to use the facilities of the AGENCY for their learning experience.

NOW, THEREFORE, in consideration of the covenants, conditions, and stipulations hereinafter expressed and in consideration of the mutual benefits to be derived therefrom, the parties hereto agree as follows:

**I. AGENCY SHALL:**

- a) Provide facilities as presently available and as necessary for the development and maintenance of a clinical educational experience for students of the program.
- b) Maintain the AGENCY facilities used for the clinical experience in such a manner that said facilities shall conform to all requirements of applicable State Boards and/or Business and Professions Codes.
- c) Assure that staff is adequate in number and quality to insure safe and continuous management of the student program in cooperation with the INSTITUTION's instructor.
- d) Provide Instructors and students taking part in the field experience, whenever possible, other incidentals that may be mutually agreeable upon.
- e) Provide emergency first aid for any student who becomes sick or injured by conditions arising out of or in the course of said student's participation in the clinical experience at the AGENCY. Provide medical examinations or other protective measure that may be required by the AGENCY.
- f) Have the right, after consultation with the INSTITUTION, to refuse to accept for further clinical experience any of the INSTITUTION'S students who in the AGENCY'S judgment, are not participating satisfactorily.

**II. INSTITUTION SHALL:**

- a) Designate the students who are enrolled in the program of the INSTITUTION to be assigned for clinical experience at the AGENCY, in such numbers as are mutually agreed to by both parties.
- b) Establish a rotational plan for the clinical experience by mutual agreement between appropriate representatives.



APPENDIX E  
**INTERNSHIP AGREEMENT**  
**REQUIRED BY UNIVERSITY RISK MANAGEMENT**  
**California State University, Fresno**  
**Department of Counselor Education and Rehabilitation**

- c) Supervise all instruction and clinical experience given at the AGENCY to the assigned students and provide the necessary instructors for the clinical experience program provided for under this agreement. Keep all attendance and academic records of students participating in said program.
- d) Certify to AGENCY at the time each student first reports at AGENCY to participate in said program that said student will comply with all agreed upon health/insurance requirements for students of the program.
- e) Advise student to be responsible and professional while in the AGENCY. Require every student to conform to all applicable AGENCY policies, procedures, and regulations, and all requirements and restrictions specified jointly by representatives of the INSTITUTION and AGENCY.
- f) In consultation and coordination with the AGENCY'S representatives, plan for the clinical experience to be provided to students under this agreement.
- g) In consultation and coordination with the AGENCY'S staff arrange for periodic conferences between appropriate representatives of the INSTITUTION and AGENCY to evaluate the clinical experience program.
- h) Provide any and all instructional materials and equipment required for the Program, unless otherwise agreed by the parties.
- i) Submit to the AGENCY a schedule of the days and times when students are expected to be at the Facility, subject to approval of the AGENCY.
- j) Ensure that each student in the Program procures and maintains in force during the term of this agreement professional liability insurance in amounts reasonably necessary to protect the student against liability arising from any and all negligent acts or incidents caused by the student. Coverage under such professional liability insurance shall not be less than one million dollars (\$1,000,000) for each occurrence and one million dollars (\$3,000,000) in the aggregate. Such coverage is to be obtained from a carrier rated A or better by AM Best. INSTITUTION shall provide evidence of insurance upon request.

**III. GENERAL PROVISIONS:**

- a) Students are not considered employees of neither the AGENCY nor the INSTITUTION and as such are not entitled to worker's compensation coverage, benefits or compensation.
- b) This agreement shall become effective on the date of countersignature and shall continue for a period of five (5) years provided; however, it may be terminated by either party after giving the other party sixty (60) days advance written notice of its intention to so terminate.
- c) TRUSTEES shall be responsible for damages caused by the negligence of its officers, agents and employees occurring in the performance of this agreement. AGENCY shall be responsible for damages caused by the negligence of its officers, agents and employees occurring in the performance of this agreement. It is the intention of INSTITUTION and AGENCY that the provision of this paragraph be interpreted to impose on each party responsibility for the negligence of their respective officers, agents and employees.

APPENDIX E  
**INTERNSHIP AGREEMENT**  
**REQUIRED BY UNIVERSITY RISK MANAGEMENT**  
**California State University, Fresno**  
**Department of Counselor Education and Rehabilitation**

- d) There shall be no monetary obligation on the INSTITUTION or the AGENCY, one to the other.
- e) This agreement may at anytime be altered, changed or amended by mutual agreement of the parties in writing. Additionally, this agreement is not legal and binding upon any of the parties concerned until signed on behalf of the TRUSTEES by the INSTITUTION, and the AGENCY.
- f) As trainees, and solely for the purposes provided in this section, the students and instructors shall be considered members of the AGENCY's "workforce," as defined by the HIPAA regulations at 45 CFR §160.103, and shall be subject to AGENCY's policies protecting the confidentiality of personal health information, as well as any other confidential information that may arise out of performance of this agreement. AGENCY shall provide the students with substantially the same training that it provides to its employees for such purposes.

Any written notice given under this agreement shall be sent by registered mail to each address below:

[\[YOUR AGENCY NAME GOES HERE\]](#)  
[\[YOUR AGENCY ADDRESS GOES HERE\]](#)

Trustees of the California  
State University  
400 Golden Shore  
Long Beach, CA 90802

California State  
University, Fresno  
5150 N. Maple Ave.  
Fresno, CA 93740-0111

IN WITNESS WHEREOF, this agreement has been executed by and on behalf of the parties hereto, the day and year first above written.

**INSTITUTION:**

**AGENCY:**

**CALIFORNIA STATE UNIVERSITY, FRESNO**

[\[YOUR AGENCY NAME GOES HERE\]](#)

[\[YOUR AGENCY SIGNATURE\(S\) GO HERE\]](#)

By: \_\_\_\_\_  
(Signature)

By: \_\_\_\_\_  
(Signature)

Title: Director of Procurement Date: \_\_\_\_\_

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

By: \_\_\_\_\_  
(Signature)

By: \_\_\_\_\_  
(Signature)

Title: Risk Manager Date: \_\_\_\_\_

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