



**Attallah College of
Educational Studies**

**Chapman University School Counseling Program
Practicum and Internship Instructions/Materials:
2018-2019**

TABLE OF CONTENTS

Mission Statement	4
Big Ideas	4
CSP 515 Practicum in Counseling and Intervention Course Description.....	5
Helpful Websites	6
California Commission on Teacher Credentialing Standards met by CSP 515.....	7
<i>PPSC Standard 31 – Field Experience (2000, October)</i>	7
Practicum Forms	7
Practicum Site Pre-selection Data Sheet	8
Student Agreement.....	10
Practica Agreement – Professional School Counseling	12
Requirements- CSP 515	13
Supervisor Assessment of School Counseling Practica Experiences	17
Self-Assessment of Practicum Experience	21
School Counseling Practicum Evaluation of Supervisor/Site	24
CSP 515 Practicum in School Counseling Weekly Summary of Activities/Hours.....	26
CSP 515 Practicum in School Counseling Detailed Log of Hours (DS & IS).....	27
CSP 515 Practicum in School Counseling Detailed Log of Hours (DS & IS).....	30
End of Semester Summary Record of Practicum and Supervisory Data	31
Counselee Release Form	33
Parental/Guardian Release Form	34
<i>Individual Counseling Case Presentation Outline</i>	35
<i>Group Counseling Case Presentation Outline</i>	36
CHAPMAN UNIVERSITY-SCHOOL COUNSELING PROGRAM FIELDWORK/INTERNSHIP INSTRUCTIONS AND MATERIALS	40
CSP 620/621: Supervision and Mentoring in School Counseling I/II Course Description.....	41
<i>Prerequisites</i>	43
<i>Expectations</i>	43
Guidelines for Individual Supervision	46
Guidelines for Group Supervision	47
California Commission on Teacher Credentialing (CCTS) 2009 School Counselor Standards	47
<i>Standard 31: Field Experience</i>	50
<i>Developing Educators as Leaders Since 1861</i>	53
<i>Outline of Planned Fieldwork Experiences – School Counseling</i>	53
Fieldwork Prerequisites.....	53
General Requirements for Fieldwork Sites	53
Diversity Requirement	54
1. Fieldwork Opportunities and Experiences	54
General Professional Skills.....	58
<i>Developing Educators as Leaders Since 1861</i>	60
<i>Self-Assessment of School Counseling Fieldwork Experiences</i>	60
<i>Developing Educators as Leaders Since 1861</i>	66
<i>Site Supervisor Assessment of School Counseling Fieldwork Experiences</i>	66
<i>Developing Educators as Leaders Since 1861</i>	72
<i>School Counseling Fieldwork Evaluation of Site Supervisor</i>	72
<i>Developing Educators as Leaders Since 1861</i>	74

<i>School Counseling Weekly Log of Hours – Field Work School Counseling</i>	74
.....	75
<i>Developing Educators as Leaders Since 1861</i>	75
<i>School Counseling Summary Log of Hours – Field Work School Counseling</i>	75
<i>Site Resources</i>	77
<i>Elementary School Counseling Referral Form</i>	79
<i>Secondary School Counseling Referral Form</i>	82
<i>Counselee Release Form</i>	84
<i>Parental/Guardian Release Form</i>	85
<i>Individual Counseling Case Presentation Outline</i>	86
<i>Group Counseling Case Presentation Outline</i>	89

Mission Statement

The College of Educational Studies' graduate programs in Counseling and School Psychology seeks to develop skilled and reflective school-based mental health professionals who are effective change agents and advocates for youth of varying abilities, cultural heritages and socioeconomic backgrounds.

Big Ideas

1. Collaboration
2. Oral Communication
3. Self-reflection and tolerance for complexity and ambiguity
4. Written Communication
5. Commitment to service and advocacy
6. Building solutions for children through an appreciation of their strengths and resources
7. Understanding children both as individuals and as participants in systems
8. Time management and organizational skills

1. Collaboration

Effective collaboration involves working cooperatively with others, often in groups or teams, to effect positive change for pupils. Collaborative workgroups and group projects are an important part of CSP coursework. To the extent possible, groups represent different disciplines (teaching, counseling, and school psychology), providing students with the experience of working in multidisciplinary teams.

2. Oral Communication

School psychology also requires well-developed oral communication skills. School psychologists have many opportunities to speak articulately and convincingly in front of diverse groups and in various situations (one-to-one with teachers, students, and parents; team meetings and formal in-service presentations). Class activities such as role-plays and oral presentations are designed to provide students with practice and training with their oral communication skills. Students learn to conduct effective oral presentations and are given specific feedback on their performances.

3. Self-reflection and tolerance for complexity and ambiguity

Reflection is the ability to step back and make explicit the logic underlying one's actions. Effective reflection implies going beyond the application of technique and is critical to being able to improvise when confronted with complex or puzzling situations. Students in the School Psychology Program self-evaluate and deconstruct their actions to better understand their underlying logic and behaviors. School psychologists are also often faced with complex and ambiguous situations where there is no clear answer. Tolerance for complexity and ambiguity allows students to be patient during the problem solving process and not rush to act before they fully understand a situation.

4. Written Communication

The profession of school psychology requires effective writing skills e.g., memos, reports, lesson plans, and grant applications. Writing is often the most effective avenue to convey critically and reflectively the knowledge and skills learned in coursework and applied in the field. Course assignments include substantive written work, including research papers that conform to the APA format, reflection papers, report writing, and the creation of applied materials such as parent handouts.

5. Commitment to service and advocacy

School psychologists are first advocates for the students they serve. To advocate for someone or something means to support or promote their interests. In School Psychology we promote the interests of the children we serve by giving voice to their best interests, especially when they cannot speak for themselves.

6. Building solutions for children through an appreciation of their strengths and resources

We believe that effective solutions to a problem involve building on an understanding of children's strengths and resources as well as understanding their problems and needs.

7. Understanding children both as individuals and as participants in systems

Children are embedded in multiple systems, including families, schools, classrooms, and communities. School psychologists help children be more successful in school and life by helping these systems become more competent.

8. Time management and organizational skills

School psychology is a complex and demanding career that requires practitioners to manage multiple projects at multiple sites. In order to be successful, practitioners must have a good understanding of such skills as how to break projects into doable sub-tasks, setting priorities, and managing calendars at multiple sites.

CSP 515 Practicum in Counseling and Intervention Course Description

The Practicum in Counseling and Interventions Course (*CSP 515*) is designed to provide graduate students in counseling with their first counselee contact in a closely supervised setting. It is

designed to help students begin to translate their academic understanding into actual counseling practice. Students complete a pre-determined number of hours of individual and group counseling in an approved public school field setting. While the CACREP and California Commission on Teacher Credentialing Standards require a minimum of 100 clock hours in a practica experience, Chapman University requires a minimum of 200 clock hours of fieldwork experience under the supervision of an experienced professional school counselor having a minimum of two years of school counseling experience and by a university practicum faculty supervisor. Additionally, graduate school counseling students enrolled in CSP 515 meet with their university faculty practicum supervisor for a minimum of 24 hours of group supervision and 2 hours of individual supervision.

Helpful Websites

American Counseling Association (ACA) www.counseling.org

American School Counselor Association (ASCA) www.schoolcounselor.org

California Association of Counseling and Development (CACD) www.cacd.org

California School Counselor Association (CSCA) www.ca-schoolcounselor.com

California Department of Education (CDE) www.cde.ca.gov

National Board of Certified Counselors (NBCC) www.nbcc.org

California Association for Licensed Professional Clinical counselors calpcc.org

Council for Accreditation of Counseling and Related Education Programs (CACREP)
www.cacrep.org

Chi Sigma Iota (Counseling Academic and Professional Honor Society International) www.csi-net.org

U.S. Department of Health and Human Services Administration for Children (Website of state-specific information & statutes related to suspect child abuse/neglect and reporting protocols)
<http://www.acf.hhs.gov/>

California Commission on Teacher Credentialing Standards met by CSP 515

PPSC Standard 31 – Field Experience (2000, October)

Practica

A minimum of **one hundred (100) clock hours** in a practicum experience, that can include: (a) peer counseling related to a university or college program practicum course; (b) personal and career assessment; (c) personal counseling experience in either individual or group context; (d) school-based programs servicing parents and family members; (e) community service programs serving children and families; (f) school related experience such as “shadowing” a school counselor, observing classroom instruction, attending district and school-based meetings, and mapping school-based community resources. Practica experiences should be completed prior to the field experience (*i.e., Internship in Professional School Counseling [CSP 620/621]*).

Practicum Forms

- Professional School Counseling Practicum Site Pre-Selection Data Sheet
- Practicum in Professional School Counseling – Student Agreement
- Professional School Counseling Practicum Fieldwork Agreement
- Site Supervisor Assessment of Professional Competencies
- Self—Assessment of Professional Competencies
- School Counseling Fieldwork Evaluation of Supervisor
- Weekly Summary Record of Practicum Activities/Hours
- Monthly Summary Record of Practicum & Supervisory Data
- End of Semester Summary of supervisory Data
- Couselee Release Form
- Parental/Guardian Release Form
- Individual Counseling Case Presentation Outline
- Group Counseling Case Presentation Outline

Practicum Site Pre-selection Data Sheet

 Student Name

Date

 Name of School &

Address

 County

District

 School Telephone

Level

Student population

 Principal

Principal's Telephone Number

 On-site Supervisor

Years of Professional School Counseling Experience

 Supervisor's Direct Phone Line

Supervisors E-mail Address

 Supervisor has a California School Counseling (PPS) Credential YES NO

 Supervisor has two years experience as a School Counselor YES NO

Type of Direct Service that Can Be Provided

Individual counseling	Yes_____	No_____
Academic advising	Yes_____	No_____
Group counseling	Yes_____	No_____
Classroom presentations	Yes_____	No_____
Career counseling	Yes_____	No_____
Consultation services	Yes_____	No_____
Collaboration (i.e., SAP/Child Study Teams)	Yes_____	No_____
Parent conferences	Yes_____	No_____
Family counseling	Yes_____	No_____
Referral services	Yes_____	No_____
Testing interpretation	Yes_____	No_____

Indirect Services that Can Be Provided (Non-Counseling Duties Involved)

Scheduling	Yes_____	No_____
Testing coordination	Yes_____	No_____
Report writing	Yes_____	No_____
Staff meetings	Yes_____	No_____
Filing/record keeping	Yes_____	No_____

Supervision that Can Be Provided

Direct experience	Yes_____	No_____
Individual supervision	Yes_____	No_____
Group supervision	Yes_____	No_____

Education that Can Be Provided

Professional training seminars	Yes_____	No_____
In-service training	Yes_____	No_____
Research opportunities	Yes_____	No_____
Unique opportunities	Yes_____	No_____

The College of Educational Studies and the Counseling & School Psychology Program of Chapman University would like to thank you for your support of our students. We could not effectively train counselors without your help and expertise. Thank you for your assistance, cooperation, and support.

Practicum in Professional School Counseling

Student Agreement

As a Professional School Counseling (PSC) Practicum student in a professional setting, I hereby attest that I have read and understand the American School Counselor Association (ASCA; 2004) *Ethical Standards for School Counselors* and the American Counseling Association *Codes of Ethics and Standards of Practice* (ACA; 1995), and will practice my counseling in accordance with these standards. Further, I will assume the responsibility for promoting my growth as a professional counselor by agreeing to initiate and/or participate in the following practicum objectives.

Hours

Students participating in the PSC Practicum course (*CSP 515*) will be required to devote a total of 200 hours during one semester to practicum activities in accordance with the schedule provided below.

University Based

1. Group supervision and mentoring meetings, including counseling role-plays, class seminar discussions, counseling case presentations and consultations, and other group supervision activities. (*3hrs for 8 meetings*) **24 hours**
2. Individual supervision meetings, where the students will make an appointment to meet individual with the university practicum faculty supervisor two times during the semester.
(*2 schedules meetings*) **2 hours**

Field Placement

1. Direct services (i.e., individual and group counseling, classroom guidance activities, consultation services, parent conferences, and academic advising; **minimum of 50 hours**)
These hours are to include (10) clock hours devoted to issues of diversity.
2. Individual services as written: (i.e., referral services, testing, scheduling, report writing, professional development activities, and other site-based activities)
160 hours (approximately) for direct and indirect service
3. Individual supervision (with on-site supervisor)
(*Minimum of one hour per week*) **15 hours**

1. I will provide direct counseling service to counsees that are assigned to me. The counseling format may include individual, family, career/vocational, group, and/or assessment. I will document these services in accordance with school policy and in compliance with any standards set forth by the university practicum faculty supervisor, such as video tapes, in-depth case study, a daily log, etc.
2. I will become familiar with the public school within which I am placed, including organizational structure, technology, funding sources, counselee referral/screening/intake processes, treatment philosophy, administrative procedures, services offered and service follow-up procedures.
3. I will become familiar with other key organizations and individuals, which support the mission of my practicum setting (e.g., intake sources, referral sources, volunteer groups, licensing/credentialing agencies), and I will utilize all resources available (e.g., reading materials, in-service training programs, observations of other staff members with counsees, participation in simulated (role-play) counseling sessions, learning about tests that the organization uses, etc. to maximize my understanding of and effectiveness in the professional setting in which I am placed.
4. I will strive to develop positive working relationships with school personnel members and other persons affiliated with my practicum setting, and will seek their assistance when necessary. I will, whenever possible, attend and participate in staff functions, such as staff meetings, case review sessions, in-service training, etc.
5. I understand that I may be required to present videotaped individual and/or group counseling sessions to my university or site supervisor for training purposes.

 Student Name

Student Signature

Date

 University Supervisor Name

University Supervisor Signature

Date

Practica Agreement – Professional School Counseling

Student Name	Phone/email
Site Supervisor's Name	Phone/email
Beginning date	CA. PPS credential in school counseling: yes/no
District/school	Years experience as a school counselor
Number of times supervised a Chapman student (Doctorate)	Supervisor's highest degree (BA, MA,

Requirements- CSP 515

Prerequisites

To enroll in **CSP 515 – Practicum in School Counseling I** students must have:

- Successfully completed EDUC 401 and *CSP 511, 512, EDUC 571, and EDUC 602.*
- Obtained a passing score on the CBEST
- Obtained a Certificate of Clearance
- Obtained malpractice insurance

Practicum requirements and suggested opportunities and experiences

- Discuss the requirements, opportunities and experiences listed below with the supervisor at your practicum site.
- After reviewing the practicum requirements and suggested practica opportunities and experiences, your site supervisor should initial each of the requirements, opportunities and experiences that will be provided at your school site. The other opportunities and experiences listed will be the responsibility of the university instructor.
- Opportunities not listed may be added below.
- Review your outline with the instructor of CSP 515
- After approval, obtain signatures from all parties in the space provided on page five.

Page 1 of 5

Requirements

- a) CSP 515 requires a total of 200 clock hours of fieldwork in an approved setting.
 - Fieldwork hours are usually completed part time over the course of one academic semester.
 - Practicum students must complete a minimum of forty (50) clock hours of direct service activities (i.e., individual and group counseling, classroom guidance activities, consultation services, parent conferences, and academic advising).
 - Practicum students must complete a minimum of ten (10) clock hours of direct service activities devoted to the issue of diversity.
- b) Practicum students meet with a university instructor for a minimum of 24 hours of group supervision and 2 hours of individual supervision.
- c) Approved practicum fieldwork sites must:

_____ **Provide an average of one (1) hour of individual or one-and-one-half (1.5) hours of small group supervision per week from an experienced school counselor with at least two years of professional experience.**

_____ Provide opportunities to work with students of different cultural and socioeconomic backgrounds.

_____ Provide opportunities to work with students of different ability levels and with different learning needs.

_____ Provide opportunities for students to provide counseling for academic, career and personal development

_____ Provide opportunities for students to participate in consultation and program development, implementation, and evaluation activities.

Suggested Opportunities to Develop Specific Professional Skills

Individual or group counseling and guidance related to academic development, career development, and personal or social development.

_____ Opportunities to become familiar with state, district, and school site policies and practices related to discipline, standards for promotion and graduation, tests and measures used in assessing student learning and achievement.

_____ Opportunities to obtain information relating to local vocational training programs, colleges and universities.

_____ Opportunities to become familiar with the structure and process of constructing a master schedule of classes.

_____ Opportunities to participate in referrals to County Mental Health Agencies and/or other community mental health providers.

_____ Opportunities to provide short term individual counseling for personal and/or social development.

_____ Opportunities to provide individual academic advisement and planning, including reviewing student records, interviewing students, and using assessment data to develop plans to support and improve students' academic achievement.

_____ Opportunities to provide individual career/vocational counseling, including assessment, goal setting, and developing action plans.

_____ Opportunities to organize, implement, and evaluate group classroom guidance activities (*the guidance curriculum*) related to the academic, or career/vocational, or personal and/or social development of students.

Other opportunities:

Collaboration and consultation with w/ parents, school personnel or community agencies related to academic development, career development, and personal or social development.

- _____ Opportunities to observe and participate in SST, Child Study Team (CST), and Individual Education Plan (IEP) meetings at the practicum site.
- _____ Opportunities to observe and participate in collaborative consultations with school personnel, parents/caregivers, and community members to develop interventions to improve students' academic achievement and social functioning.
- _____ Opportunities to assist in the development of behavioral support plans.
- _____ Opportunities to participate in parent conferences or meetings.
- _____ Opportunities to assist in the presentation of parent education materials.
- _____ Opportunities to investigate school-based and community resources and participate in the process of referring children and adolescents for specialized help

Other opportunities:

Learning about, helping develop, or evaluate policy, practices and programs related to academic development, career development, and personal or social development.

- _____ Course readings, lectures and discussions regarding the organization of schools, including how regular and special education programs are structured.
- _____ Opportunities to observe in a variety of regular and special education classrooms.
- _____ Opportunities to attend school site and district meetings.
- _____ Opportunities to research district and state standards for promotion and graduation.
- _____ Opportunity to research school site and district level crisis response plans.
- _____ Opportunities to investigate the use of school and/or district outcome data for the purpose of evaluating a specialized program.
- _____ Opportunities to use computer technology and data information systems to monitor program outcomes and individual pupil achievement.

Other opportunities:

General Professional Skills

In addition to opportunities to develop specific professional skills, practicum students will also be expected to develop the following general professional skills important to the Chapman School Counseling Programs mission and goals:

- **Time management and organization**
- **Collaboration:** Works cooperatively with others in groups or teams.
- **Cultural competence:** Expresses respect and empathy for clients from diverse backgrounds. Advocates for those students who have less power and voice in schools.
- **Oral communication:** Speaks articulately and convincingly in front of diverse groups and in various situations (one-to-one with teachers, students, and parents; team meetings and formal in-service presentations).
- **Reflection:** Is thoughtful and can step back from actions and self-evaluate or explain rationale for actions. Is open to feedback.
- **Written communication:** Writes well in response to different demands (memos, reports, lesson plans, and grant applications, etc.).

Student (Print)	Signature
Site Supervisor (Print)	Signature
University Supervisor (Print)	Signature

Supervisor Assessment of School Counseling Practica Experiences

_____	_____
Student Name	Home Phone
_____	_____
Site Supervisor's Name	Phone
_____	_____
E-Mail	Fax
_____	_____
District	Site(s)

Date began this fieldwork site	First Assessment: _____

Date of this self-assessment	Second Assessment: _____
	Additional Assessment: _____

Use the scale below to assess the practicum student in both general and specific counseling and guidance skills. For specific professional skills please check the practica experiences and opportunities that were available to your supervisee. Include additional comments as necessary.

- 4 – Ready to begin final fieldwork - Superior or very confident and shows exceptional skill or knowledge.
- 3 – Ready to begin final fieldwork - Very good or confident and functions independently with little or no supervision.
- 2 – Needs additional experiences before final fieldwork - Adequate or somewhat confident or able to perform competently with moderate supervision.
- 1 – Needs additional experiences before final fieldwork. (Please attach Plan for Improvement of Professional Competencies)
- N/0 – No opportunity – unable to assess

General Professional Skills

Time management and organization

 Collaboration: Works cooperatively with others in groups or teams.

 Cultural competence: Can express respect and empathy for clients from diverse backgrounds. Advocates for those students who have less power and voice in schools.

 Oral communication: Speaks articulately and convincingly in front of diverse groups and in various situations (one-to-one with teachers, students, and parents; team meetings and formal in-service presentations).

 Reflection: Is thoughtful and can step back from actions and self-evaluate or explain rationale for actions. Is open to feedback.

 Written communication: Writes well in response to different demands (memos, reports, lesson plans, and grant applications, etc.).

Specific Counseling and Guidance Skills

Individual or group counseling and guidance

 Had opportunities to become familiar with state, district, and school site policies and practices related to discipline, standards for promotion and graduation, tests and measures used in assessing student learning and achievement.

 Had opportunities to obtain information relating to local vocational training programs, colleges and universities.

 Had opportunities to become familiar with the structure and process of constructing a master schedule of classes.

 Had opportunities to participate in referrals to County Mental Health Agencies and/or other community mental health providers.

 Had opportunities to provide short-term individual counseling for personal and/or social development.

 Had opportunities to provide individual academic advisement and planning, including reviewing student records, interviewing students, and using assessment data to develop plans to improve students' academic achievement.

___ Had opportunities to provide individual career/vocational counseling, including assessment, goal setting, and developing action plans.

___ Had opportunities to organize, implement, and evaluate a group counseling experience related to the academic, or career/vocational, or personal and/or social development of students.

___ Had opportunities to organize, implement, and evaluate group classroom guidance activities (*the guidance curriculum*) related to the academic, or career/vocational, or personal and/or social development of students.

Assessment, comments, and other needs before fieldwork:

Collaboration and Consultation

___ Had opportunities to observe and participate in SST, Child Study Team (CST), and Individual Education Plan (IEP) meetings at the practicum site.

___ Had opportunities to observe and participate in collaborative consultations with school personnel, parents/caregivers, and community members to develop interventions to improve students' academic achievement and social functioning.

___ Had opportunities to assist in the development of behavioral support plans.

___ Had opportunities to participate in parent conferences or meetings.

___ Had opportunities to assist in the presentation of parent education materials.

___ Had opportunities to investigate school based and community resources and participate in the process of referring children and adolescents for specialized help

Assessment, comments, and other needs before fieldwork:

Learning about, helping develop, or evaluate policy, practices and programs

___ Had opportunities to observe in a variety of regular and special education classrooms.

___ Had opportunities to attend school site and district meetings.

___ Had opportunities to research district and state standards for promotion and graduation.

___ Had opportunity to research school site and district level crisis response plans.

___ Had opportunities to investigate the use of school and/or district outcome data for the purpose of evaluating a specialized program.

___ Had opportunities to use computer technology and data information systems to monitor program outcomes and individual pupil achievement.

Assessment, comments, and other needs before fieldwork:

Site Supervisor (Print)

Signature

Student (Print)

Signature

University Supervisor (Print)

Signature

Self-Assessment of Practicum Experience

Student Name	Home Phone
Site Supervisor's Name	Phone
E-Mail	Fax
District	Site(s)
Date began this fieldwork site	First Assessment:
Date of this Self-Assessment:	Second Assessment:

Use the scale below to assess yourself in both general professional skills and specific counseling and guidance skills. For specific professional skills please check the experiences you had during your practicum fieldwork. Include additional comments as necessary.

- 4 – Ready to begin final fieldwork - Superior or very confident
- 3 – Ready to begin final fieldwork - Very good or confident and functions independently with little or no supervision.
- 2 – Needs additional experiences before final fieldwork. - Adequate or somewhat confident or able to perform competently with moderate supervision.
- 1 – Needs additional experiences before final fieldwork. (Please attach Plan for Improvement of Professional Competencies)

N/0 – No opportunity to develop this skill

General Professional Skills

- _____ **Time management and organization:**
- _____ **Collaboration:** Works cooperatively with others in groups or teams.
- _____ **Cultural competence:** Expresses respect and empathy for clients from diverse backgrounds. Advocates for those students who have less power and voice in schools.
- _____ **Oral communication:** Speaks articulately and convincingly in front of diverse groups and in various situations (one-to-one with teachers, students, and parents; team meetings and formal in-service presentations).
- _____ **Reflection:** Is thoughtful and can step back from actions and self-evaluate or explain rationale for actions. Is open to feedback.
- _____ **Written communication:** Writes well in response to different demands (memos, reports, lesson plans, and grant applications, etc.)

Specific Counseling and Guidance Skills

Individual or group counseling and guidance

- _____ Had opportunities to become familiar with state, district, and school site policies and practices related to discipline, standards for promotion and graduation, tests and measures used in assessing student learning and achievement.
- _____ Had opportunities to obtain information relating to local vocational training programs, colleges and universities.
- _____ Had opportunities to become familiar with the structure and process of constructing a master schedule of classes.
- _____ Had opportunities to participate in referrals to County Mental Health Agencies and/or other community mental health providers.
- _____ Had opportunities to provide short-term individual counseling for personal and/or social development.
- _____ Had opportunities to provide individual academic advisement and planning, including reviewing student records, interviewing students, and using assessment data to develop plans to improve students' academic achievement.
- _____ Had opportunities to provide individual career/vocational counseling, including assessment, goal setting, and developing action plans.
- _____ Had opportunities to organize, implement, and evaluate group classroom guidance activities (*the guidance curriculum*) related to the academic, or career/vocational, or personal and/or social development of students.

Assessment and Comments

Collaboration and Consultation

_____ Had opportunities to observe and participate in SST, Child Study Team (CST), and Individual Education Plan (IEP) meetings at the practicum site.

_____ Had opportunities to observe and participate in collaborative consultations with school personnel, parents/caregivers, and community members to develop interventions to improve students' academic achievement and social functioning.

_____ Had opportunities to assist in the development of behavioral support plans.

_____ Had opportunities to participate in parent conferences or meetings.

_____ Had opportunities to assist in the presentation of parent education materials.

_____ Had opportunities to investigate school based and community resources and participate in the process of referring children and adolescents for specialized help

Assessment and comments

Learning about, helping develop, or evaluate policy, practices and programs

_____ Had opportunities to observe in a variety of regular and special education classrooms.

_____ Had opportunities to attend school site and district meetings.

_____ Had opportunities to research district and state standards for promotion and graduation.

_____ Had opportunity to research school site and district level crisis response plans.

_____ Had opportunities to investigate the use of school and/or district outcome data for the purpose of evaluating a specialized program.

_____ Had opportunities to use computer technology and data information systems to monitor program outcomes and individual pupil achievement.

Assessment and Comments

_____	_____
Site Supervisor (Print)	Signature
_____	_____
Student (Print)	Signature
_____	_____
University Supervisor (Print)	Signature

School Counseling Practicum Evaluation of Supervisor/Site

Student: _____ Date: _____

Fieldwork Site: _____ District: _____

Primary Supervisor _____

Practicum: _____ Internship: _____

Please rate your supervisor's competence and commitment in regards to the following statements.

4—I strongly agree with this statement. 2—I disagree with this statement.

3—I agree with this statement. 1—I strongly disagree with this statement.

1. My supervisor helped me to identify and formulate training goals and monitor my progress toward those goals.
1 2 3 4
2. My supervisor was accessible to me. In the initial stages of my internship we met for at least 2 hours each week to discuss my progress and work.
1 2 3 4
3. As my skills became more autonomous I was able to contact my supervisor during critical periods or arrange further supervision as needed.
1 2 3 4
4. My supervisor provided me with ongoing feedback, positive and corrective, in a constructive and supportive manner.
1 2 3 4
5. I was provided with a variety of training experiences within the ASCA national model domains of practice.
1 2 3 4
6. My supervisor modeled best practices by engaging in researched based, informed practice.
1 2 3 4
7. My supervisor helped to create my ethical framework for practice by modeling ethical behavior.
1 2 3 4
8. I was encouraged to learn and use only current, valid and reliable assessment methods.
1 2 3 4
9. My supervisor respected my ideas and encouraged me to share my knowledge and skills.
1 2 3 4
10. My supervisor had an optimistic view of the field; actively demonstrating the position the school psychologist has in systems change and organizational development.
1 2 3 4
11. Based on my experiences, I would recommend this internship supervisor for other Chapman students.
1 2 3 4
12. The overall school setting/culture was conducive to my development as a school counselor.
1 2 3 4
13. The overall experience of this placement was conducive to my development as a school counselor.
1 2 3 4

Other Comments:

CSP 515 Practicum in School Counseling Weekly Summary of Activities/Hours

Graduate Student's Name:	Date of Services Provided:
Site/School Name:	Site Supervisor:

Domain of Practice	Significant Fieldwork Activities (Be Specific)	Clock Hours
Direct Service of Pupils		

Indirect Service to Pupils		
Participating in Professional Development Activities		
Participating in Individual or Group Supervision -Chapman Class Hours -Weekly Hour with Supervisor -Extra Consultation with Kathy		
Experiences with Diversity & Individual Differences (Be specific. Ex: "Hispanic boys, group counseling." Kids that are different than you)		

Total hours recorded this week: _____

Total hours recorded to date: _____

Signature of

Practicum Student: _____

Site Supervisor: _____

University Supervisor: _____

CSP 515 Practicum in School Counseling Detailed Log of Hours (DS & IS)

Graduate Student's Name:	Date of Services Provided:
Site/School Name:	Site Supervisor:

Activity	Week 1	Week 2	Week 3	Week 4	Monthly Total
	From: To:	From: To:	From: To:	From: To:	
Individual Counseling (DS)					
Academic Counseling (DS)					
Group Counseling (DS)					

Classroom Presentations (DS)					
Career Counseling (DS)					
Consultation Services (DS)					
Collaboration (DS)					
Family Counseling (DS)					
Parent Conferencing (DS)					
Referral (IS)					
Testing and/or report writing (IS)					
Scheduling (IS)					
Individual Supervision (IS)					
Chapman Class Hours					
Weekly Hour with Supervisor					
Extra Consultation with Kathy					
Group Supervision (IS)					
Professional Development (IS)					
Other (IS)					
Experiences w/ Diversity & Individual Differences					
Weekly Total					

CSP 515 Practicum in School Counseling Weekly Summary of Activities/Hours

Student's Name: _____ Site Supervisor's Name: _____

Fieldwork Site(s): _____ Dates: _____

Domain of Practice	Significant Clock Hours	Fieldwork	Activities
Direct Service to Pupils:			

Indirect Service to Pupils:
Participating in professional Development activities:
Participating in individual or group supervision:
Experiences with diversity and individual differences:

Total hours recorded this week

Total hours recorded to date

Signature of Practicum Student: _____

Date:

Signature of Site Supervisor: _____

Date:

Signature of University Supervisor: _____

Date:

CSP 515 Practicum in School Counseling Detailed Log of Hours (DS & IS)

Graduate Student's Name

Date Turned In

Site/School Name

Site Supervisor

Activity	WEEK 1	WEEK 2	WEEK 3	WEEK 4	MONTHLY TOTAL
	From: To:	From: To:	From: To:	From: To:	
Individual counseling (<i>DS</i>)					
Academic advising (<i>DS</i>)					
Group counseling (<i>DS</i>)					
Classroom presentations (<i>DS</i>)					
Career counseling (<i>DS</i>)					
Consultation services(<i>DS</i>)					
Collaboration (<i>DS</i>)					
Family counseling (<i>DS</i>)					
Parent conferencing (<i>DS</i>)					
Referral (<i>IS</i>)					
Testing and/or report writing (<i>IS</i>)					
Experiences with diversity and individual differences					
Scheduling (<i>IS</i>)					
Individual Supervision (<i>IS</i>)					
Group Supervision (<i>IS</i>)					
Professional Development (<i>IS</i>)					
Other (<i>IS</i>)					
Weekly Total					

End of Semester Summary Record of Practicum and Supervisory Data

 Name of Graduate Student

 Dates of Practicum Experience

 Total Number of Hours

 Direct Service Hours

 Student Age Range Served

 School District

 Name of School

 School Phone

 School Address

 Date

School On-Site Supervision Information

 Name of Supervisor

 Years of School Experience

 Highest Degree

 CA.PPS Credential in school counseling: yes/no

 E-Mail Address

 Number of times supervised a Chapman student

 Name of Chapman University Practicum Faculty Supervisor _____

Total Hours of Individual Supervision
Total Hours of Group Supervision

Signatures and Dates

Graduate PSC Practicum Student

Date

On-Site School Supervisor

Date

University Practicum Faculty Supervisor

Date

Counselee Release Form

I, _____, agree to be counseled by a professional school counseling practicum student in the Counseling and School Psychology Program at Chapman University.

I further understand that I will participate in counseling interviews that may be audio taped, videotaped, and/or viewed by professional school counseling practicum graduate students.

I understand that I will be counseled by a professional school counseling graduate student who has completed advanced coursework in counseling/therapy.

I understand that the professional school counseling graduate student will be supervised by a Chapman University faculty member and school on-site supervisor.

Counselee's signature	Age	Date
-----------------------	-----	------

Counselee's signature	Age	Date
-----------------------	-----	------

Parental/Guardian Release Form

Parent/Guardian's Name

Street Address

City

State

Zip

Home Phone

Work Phone

Other

The Counseling and School Psychology Program at Chapman University conducts a Professional School Counseling Practicum each spring semester. The Professional School Counseling Practicum is an advanced graduate course in professional school counseling required of all Master degree candidates in the Professional School Counseling Program at Chapman University. Students are required to audiotape and/or videotape counseling sessions as part of their advanced graduate coursework and degree requirements.

_____ would like to work with your
Professional School Counselor Practicum Student's Name

son/daughter, a student at _____ School. The counseling sessions conducted with your son/daughter will be audio taped and/or videotaped and will be reviewed by the professional school counselor graduate student's supervisor _____. All audiotapes and videotapes made will be erased at the completion of your child's involvement in the program.

We hope that you will take the opportunity to have your child become involved in the Professional School Counseling Program. If you are interested in having your child participate, please sign the form where indicated. If you have any questions or concerns, please do not hesitate to contact the Chapman University professional school counselor supervisor, Dr. Michael Hass at the following telephone number and/or e-mail address: (714) 628-7217, mhass@chapman.edu.

Thank you for your cooperation and support.

Parent/Guardian's Signature

Date

Individual Counseling Case Presentation Outline

Counselor	Date of Case Presentation	Previously Presented? Yes () No ()
-----------	---------------------------	---

Student I.D.

(Do not use student's name or any other character that can be linked to your student-client)

Identifying Information *(e.g., age, ethnicity, grade, relevant family factors, pertinent academic aptitudes, referral source and reason for referral)*

Counseling Status *(number of sessions, frequency if sessions, voluntary/"resistant", etc)*

Presenting Problems *(use appears and seems when describing the multiple perspectives)*

Student's View:

School Personnel's View:

Family's View:

Counselor's View:

Focus of Session/Intervention *(Goal of session and counseling, approach used to achieve goal)*

Theoretical Framework *(What theoretical framework guided your counseling with the student-client?)*

Reason for Selection of Taped Segment to be Presented

Supervision Needs

What specific questions do you have for your supervision?

What feedback would you like from the group?

What do you feel were your strengths & areas of improvement from the session?

How do you feel about your work with this student-client?

Any Additional Questions or Concerns

Counselor	Date of Case Presentation	Type of Counseling Group
------------------	--------------------------------------	-------------------------------------

Identifying Information (*e.g., age, ethnicity, grade, relevant social factors, pertinent academic aptitudes, referral source and reason for referral to group*)

Counseling Status (*number of sessions, frequency if sessions, voluntary/“resistant”, etc*)

Presenting Problems

Student’s View:

School Personnel’s View:

Family’s View:

Counselor’s View:

Focus of Session/Intervention: *(Goal of session and counseling, approach used to achieve goal)*

Theoretical Framework *(What theoretical framework guided your group counseling with these student-clients?)*

Reason for Selection of Taped Segment to be Presented

Supervision Needs

What specific questions do you have for your supervision?

What feedback would you like from the group?

What do you feel were your strengths and areas of improvement from the session?

How do you feel about your work with these student-clients?

Any Additional Questions or concerns

**CHAPMAN UNIVERSITY-SCHOOL COUNSELING PROGRAM
FIELDWORK/INTERNSHIP INSTRUCTIONS AND MATERIALS**

CSP 620/621: Supervision and Mentoring in School Counseling I/II Course Description

CSP 620/621 is the primary field experience required of all graduate students in school counseling. The school counseling graduate internship is usually completed part time over the course of one academic year (*fall and spring semesters*), although candidates may complete their field experience full time over a single semester. School counseling graduate students take the internship at the end of their graduate program, generally their final two semesters. Supervision is provided by an on-site supervisor and a university faculty supervisor. The internship (*CSP 620 and 621*) requires a minimum of 600 clock hours, of which 240 must be in direct services. All hours must be completed within two years of beginning fieldwork. Candidates must complete a minimum of 200 clock hours at two of three school levels (*elementary, middle, and high school*). At least 400 clock hours must be completed and supervised in public school settings with K-12 pupils. A maximum of 200 of the 600 clock hours may be completed in an approved alternative setting outside the K-12 public schools.

School counselors need a broad background of knowledge, skills, and abilities if they are to function effectively. These cognitive and personal aspects need to become interwoven with practical experiences. The internship provides an opportunity for actual on-the-job exposure to specific functions of school counselors. Interns function as educational decision makers as they become actively involved in the implementation of comprehensive developmental school counseling programs. The comprehensive developmental model includes functions related to counseling, consultation, and coordination.

All fieldwork sites must be approved by the Program Coordinator or university faculty assigned to CSP 620 or CSP 621. Additionally, all internship activities are to be conducted in accord with the laws of the State of California, the ethical standards of the American Counseling Association (ACA) and the American School Counselor Association (ASCA), and the highest standards of professional behavior.

Final Performance Assessment

During the last two to three weeks of the semester, the progress of each fieldwork/internship student shall be assessed by the university faculty supervisor with strong input from the on-site supervisor(s). This assessment shall consider students' overall progress toward the fulfillment of the stated course requirements as well as their personal and professional performance in accordance with this manual and the course syllabus.

Final Supervisor Evaluation

The last piece of paperwork you need to complete when you are finished with your fieldwork/internship hours is a final supervisor evaluation. This evaluation also has a signature page and cannot be accepted without all relevant signatures. In order to receive a passing grade for CSP 620/621, your average supervisor evaluation must be at least a 3 out of 4 across the professional domains (for individuals with more than one supervisor, there must be an average of at least 3 across both ratings). It is strongly recommended that you review this supervisor rating with your supervisor(s) early in the semester, in order to ensure that you each have a clear

understanding of the progress you are expected to make across each domain by the end of CSP 620/621. It may also be helpful to informally review your progress and goals on any challenging domain areas midway through the semester.

Objectives

The internship experience provides school counseling graduate students the opportunities to:

- Receive practical experience in providing comprehensive guidance and counseling services in culturally diverse and dynamic school settings;
- Analyze and improve communication and counseling skills;
- Receive feedback from their supervisors (*on-site and university*) and other internship students to assist in improving communication and counseling skills;
- Learn methods for conducting a needs assessment survey for a school population and how to evaluate the effectiveness of school counseling programs;
- Learn how to plan and use effective time management skills as a counselor in a school setting;
- Identify specific areas of need, plan, facilitate, and evaluate small group counseling interventions;
- Plan, coordinate, and facilitate developmentally appropriate classroom guidance activities;
- Document computer technology skills (*i.e. word processing, spreadsheet, database, and Internet communication*) by developing a technology portfolio;
- Learn appropriate methods of interpreting assessment/test data to assist teachers, parents/guardians, and students;
- Establish and develop a networking system among school personnel, parents/guardians, students, and community resource providers;
- Become familiar with literature from ASCA, ACA, the California Association for Counseling and Development (CACD), the California Association of School Counselors (CASC), and the California Department of Education to ensure that goals, objectives, and activities of the counselor are consistent with those recommended by these professional organizations;
- Abide by the ethical standards of ACA, ASCA, and the laws of the state of California.
- Develop their professional identity as a school counselor through individual supervision from their on-site supervisor (*minimum of one hour a week*), group supervision from their university supervisor (*minimum of an average of one and a half hours per week*), and other professional activities (*i.e., attending professional counseling conferences and workshops*).
- Become social advocates from disenfranchised and marginalized students, families, and schools.

Prerequisites

- Successful completion of CSP 511, CSP 512, EDUC 602, and CSP 515;
- Approval of internship site that has a current intern agreement with the university by program coordinator or advisor or university faculty member assigned to supervise CSP 620/621;
- Upon beginning their internship experiences in CSP 620/621, school counseling interns must complete the *Outline of Planned Fieldwork Experiences – School Counseling*. The *Outline of Planned Fieldwork Experiences – School Counseling* must include narratives describing a minimum of one opportunity or experience for each of the 17 California Commission on Teacher Credentialing School Counseling Standards.
- Completion and filing of all necessary forms for the Counseling and School Psychology Program and the College of Educational Studies (*i.e.*, *documentation of passing the CBEST, certificate of clearance [fingerprint clearance], etc.*);
- Maintain the minimum cumulative GPA required by the College of Educational Studies and Chapman University;
- Join the American School Counselor Association (ASCA; \$45.00 for students). Information is available at: www.schoolcounselor.org.
- Purchase professional liability insurance for professional school counseling graduate students (*available through ASCA for \$25.00 a year*).

Expectations

School counseling interns enrolled in CSP 620/621:

- Conform to the administrative policies, standards and practices of the internship site, and to the ethical and legal standards of the profession.
- Identify himself/herself to the public as a "school counseling internship student."
- Provide his/her own transportation to the internship site.
- Obtain prior written approval of the internship site and the university before publishing any materials relating to the internship experience.
- In collaboration with the supervising school counselor at the internship site and the university faculty member, set times, location and responsibilities of the internship experience.
- In collaboration with the supervising school counselor at the internship site and the university faculty member, develop a written plan of activities of sufficient breadth to meet the standards set by the California Commission on Teacher Credentialing.
- Obtain a written evaluation of performance from the internship site supervisor at least once each semester and will submit that written evaluation according to the schedule established by the university faculty member. This written evaluation is required prior to posting a grade for the internship course.

- Notify his/her internship site of illness, accident or any other situation that does not allow the student to meet the prearranged program at the internship site.
- Attend all scheduled individual supervision sessions (*with on-site supervisor*) and group supervision sessions (*with the university supervisor*) on time.
- Be prepared for all scheduled individual and group supervision session (*i.e., completed case presentation, readings, and other assigned activities*).
- Complete all internship paperwork and documentation by the scheduled due date.

School counseling on-site supervisors:

- Provide an average of one hour of individual or one and one-half hours of small group supervision per week from an experienced school counselor with at least two years of professional experience.
- Provide experiences with a diverse student population.
- Provide experiences with a variety of educational programs.
- Provide opportunities for students interns to gain a broad range of experiences, including experiences in:
 - Data-based decision making: assessing and reevaluating individual pupils and their programs.
 - Collaboration and consultation with school personnel and participation on interdisciplinary teams.
 - Developing, implementing and evaluating academic and behavioral interventions.
 - Providing counseling and other mental health interventions.
 - Home, school, community collaboration: working with parents and community members.
 - Learning about, helping develop, or evaluating policy, practices and programs.
 - Participating in professional development activities.
 - Participating in individual or group supervision.
 - Learning about and using technology and information systems.
 - Learning about individual differences and student diversity.

Internship site:

- Provide activities that occur across at minimum of two of three settings, including:
 - elementary,
 - middle school or junior high, and

- high school
- In collaboration with the university, designate one school counselor who has at least two years experience in school counseling to serve as the primary supervisor. The student may also work with other experienced school counselors for specific activities. In no case shall any supervisor be assigned by the internship site to provide concurrent supervision for more than two interns or students.
- Ensure that the student receives an average of one hour of individual or one and a half hours of group face-to-face supervision per week, although more time may be needed, especially at the beginning of the internship experience.
- The internship site supervisor, in collaboration with the university faculty, will complete at least one written evaluation of the student's performance near the end of each university semester.
- Ensure that the student will be treated by the district as part of the professional staff; is provided a supportive work environment, adequate supplies, counseling and test materials. In addition, the internship site shall encourage the student to participate in district, SELPA, or county committees; and that he/she is provided release time as needed to attend professional development experiences or professional association meetings.
- Promptly and thoroughly investigate any complaint by any participating student of unlawful discrimination or harassment at the facility or involving employees or agents of the facility, to take prompt and effective remedial action when discrimination or harassment is found to have occurred, and to promptly notify the university of the existence and outcome of any complaint of harassment by, against, or involving any participating student.
- Provide, upon request by any participating student, such reasonable accommodations at the facility as required by law in order to allow qualified disabled students to participate in the program.
- Ensure that all participating students are provided with a copy of the internship site's rules, regulations, policies, and procedures with which the students are expected to comply.
- Ensure that emergency health care of the student is provided in case of accident at the expense of the student.
- May notify the university in writing of its desire to remove any student who the internship site determines is not performing satisfactorily, refuses to follow the internship site's administrative and student care policies, procedures, rules and regulations, or whose health status is determined to be a detriment to his/her successful completion of the internship. Prior to removal of a student, the internship site shall consult with the university about its concerns and proposed course of action.
- Agrees to notify the University of any change in its personnel, operation, or policies which may affect the field education experience.
- Agrees to comply with all federal, state and local statutes and regulations applicable to the operation of the program, including without limitation, laws relating to the confidentiality of student records.

- Will maintain in full force and effect, at its sole expense and written by carriers acceptable to Chapman University.

University supervisor:

The university supervisor coordinates the internship experiences offered to graduate students in the school counseling program and is responsible for providing group supervision. The supervisor is a faculty member in the Counseling and School Psychology Program and has had extensive training in counselor supervision and experience in professional school counseling.

- The university shall designate a faculty member to coordinate, with a designee of the internship site, the program for each student assigned to internship site.
- The university shall complete periodic evaluations of the student regarding his/her performance at the internship site as per arrangement between the university faculty member and the internship site supervisor.
- The university will assure that the student shall have completed the necessary educational prerequisites to be eligible for final fieldwork.
- University supervision will be a minimum of 24 hours of in class supervision per semester.

Guidelines for Individual Supervision

Graduate PSC interns are responsible for scheduling a minimum of one hour per week of individual supervision. This one-to-one supervision will primarily occur with the on-site supervisor. The intern may, however, also schedule individual supervision sessions with the university supervisor. The purpose of the supervision is to provide support and direction for the professional development of the interns as they become fully engaged in PSC functions.

Individual supervision may include provision of assistance with:

- Case conceptualization and management
- Cognitive counseling skills
- Interpersonal skills
- Consultation skills
- Program planning and coordination
- Classroom presentation/activities resources and feedback
- Legal and ethical issues
- Goal setting
- Priority setting
- Time management
- Student assessment
- Professional resources
- Referral networks - process and procedures
- Child and adolescent development
- Individual and cultural differences

- School system - structure and organization
- Appropriate school counselor roles and program functions

The supervisory interventions may be based on self-report of the intern, the use of audio and/or videotapes, modeling, role-play, co-counseling, and/or direct observation.

Guidelines for Group Supervision

Group supervision will occur in regularly scheduled sessions over the course of the semester. Content and instructional approaches will be determined by the needs of the group. The group supervision session will provide opportunities for:

- Case presentations
- Discussions of program issues
- Didactic information
- Clarification of appropriate counselor roles
- Peer and supervisor feedback and support
- Resource sharing
- Legal and ethical considerations and concerns

Approaches may include:

- Discussions
- Role-plays
- Review of audio and videotapes
- Didactic presentations
- Experiential activities

California Commission on Teacher Credentialing (CCTS) 2009 School Counselor Standards

I. Core Knowledge Base and Foundations
Standard 6. Professionalism, Ethics and Legal Mandates
1. Maintains involvement in professional associations to advocate for school counseling
2. Applies ethical decision making when confronted with ethical or legal challenges in school counseling practice. (based on ethical standards from ASCA)
3. Demonstrates application of legal mandates (such as mandated reporting, duty to warn and student rights to a free and appropriate education under the law).
Standard 3. Socio-cultural Competence

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

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

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

Standard 15. Technological Literacy

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

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

II. Professional Skills and Training Domains of School Counseling

Standard 19. Academic Development

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

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

Standard 20. Career Development

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

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

Standard 21. Personal and Social Development

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

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

Standard 22. Leadership

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

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

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

Standard 23. Advocacy

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

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

Standard 24. Learning, Achievement and Instruction

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

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

III. Functions of School Counselors

Standard 25. Individual Counseling

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

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

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

Standard 26. Group Counseling and Facilitation

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

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

Standard 7. Family-School-Community Collaboration

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

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

Standard 27. Consultation, Coordination and Team-building

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

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

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

Standard 28. Organizational and Systems Development

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

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

Standard 9 & 29. School Safety and Climate, Prevention Education and Training

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

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

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

Standard 30. Research, Assessment and Program Evaluation

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

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

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

IV. Field Experience

Standard 31: Field Experience

The school counseling program requires candidates to complete a supervised field experience of six hundred (600) clock hours that is begun after successful completion of the practicum experience. The field experience is intended to reflect the comprehensive work experience of a professional counselor appropriate to the designated program area.

Each candidate's total field experience includes the following:

1. A minimum of six hundred (600) clock hours in public school settings at two of three school levels such as elementary, middle, high school with a minimum of two hundred (200) clock hours at each level. Two hundred (200) of the six hundred (600) clock hours may be completed in settings other than public schools. At least four hundred (400) clock hours must be completed and supervised in public school settings with K-12 pupils.
2. At least two hundred and forty (240) hours of direct service, including experience leading groups.
3. Up to one hundred fifty (150) clock hours shall be devoted to issues of diversity. This may be satisfied with up to 100 clock hours in a diversity program or with the development and implementation of a program that addresses diversity issues. **AND**, at least fifty (50) clock hours shall be with at least ten (10) pupils (individually or in a group) of a racial and ethnic background different than that of the candidate. **OR**, all 150 clock hours with pupils of a racial and ethnic background different from that of the candidate.

4. Weekly interaction that averages 1 hour per week of individual and/or small group supervision throughout the internship, usually performed by the onsite supervisor
5. An average of one-and-one-half (1.5) hours per week of group supervision provided on a regular schedule throughout the field experience, usually performed by a program faculty member.
6. The opportunity for student to gain supervised experience in the understanding and use of a variety of school resources, including: data and information systems on student learning and achievement; career development materials; information on colleges and universities; the use of school technologies for information access, teaching and learning; and information on school and district policies and practices.
7. An outline of planned field experiences is prepared by student and agreed upon by the site supervisor(s) and program faculty serving as fieldwork course instructors. The plan includes the competencies candidates are expected to develop, the experiences used to attain competencies, and a plan for determining competency attainment. The plan is completed early in the field experience and updated mid-way through field experience.
8. An evaluation of the student's counseling performance is conducted throughout the internship, including documentation of a formal evaluation after the student completes the internship.

Internship Forms

- Outline of Planned Fieldwork Experience – School Counseling
- Self-Assessment of School Counseling Fieldwork Experiences
- Site Supervisor Assessment of School Counseling Fieldwork Experiences
- School Counseling Fieldwork Evaluation of Supervisor/Site
- Weekly Log of Internship Hours – Fieldwork in School Counseling
- Summary Log of Fieldwork Experience – School Counseling
- School Counseling Internship Site Resources
- Elementary School Counseling Referral Form
- Secondary School Counseling Referral Form
- Couselee Release Form
- Parental / Guardian Release Form
- Individual Counseling Case Presentation
- Group Counseling Case Presentation



Attallah College of Educational Studies

Developing Educators as Leaders Since 1861

Outline of Planned Fieldwork Experiences – School Counseling

_____	_____
Student Name	Phone/email
_____	_____
Site Supervisor's Name	Phone/email
_____	_____
Fieldwork District/School	CA PPS School Counseling Cred. (Yes or No)
_____	_____
Fieldwork Beginning Date	Years of experience as a School Counselor
_____	_____
# of times supervised a Chapman Student	Supervisor's highest degree
_____	_____

Fieldwork Prerequisites

To enroll in CSP 620/621 – Supervision and Mentoring in School Counseling I/II, students must:

- Successfully complete *CSP 515*
- Obtain a passing score on the CBEST
- Obtain a Certificate of Clearance
- Obtain Malpractice insurance

General Requirements for Fieldwork Sites

Approved fieldwork sites must:

- **Provide an average of one (1) hour of individual or one-and-one-half (1.5) hours of small group supervision per week from an experienced school counselor with at least two years of professional experience.**
- Provide experiences with a diverse student population.
- Provide experiences with a variety of educational programs.
- Provide opportunities for students to offer direct services to pupils in the form of individual and group counseling for academic, career and personal development.

- Provide opportunities for students to offer indirect services to pupils in the form of consultation and program development for academic, career and personal development.

Fieldwork time requirements:

- CSP 620 and 621 require a total of 600 hours of supervised fieldwork.
- Fieldwork hours are usually completed part time over the course of one academic year although candidates may complete their field experience full time over a single semester.
- All hours must be completed within two years of beginning fieldwork.
- Candidates must complete a minimum of two hundred (200) clock hours at two of three school levels (elementary, middle, and high school).
- Two hundred (200) of the six hundred (600) clock hours may be completed in an approved setting other than in K-12 public schools.
- At least four hundred (400) clock hours must be completed and supervised in public school settings with K-12 pupils.
- At least two hundred and forty (240) hours must be direct hours working with students.

Diversity Requirement

- One hundred fifty (150) clock hours shall be devoted to issues of diversity.
- This requirement may be satisfied by:
 - Option 1
 - Spending 150 clock hours working with pupils of an ethnic or language background different than that of the fieldwork student.
 - Option 2
 - Spending up to 100 clock hours working with a program specifically devoted to issues of diversity or the development and implementation of a program that addresses diversity issues, **and**
 - Spending at least fifty (50) clock hours working with pupils of an ethnic or language background different than that of the fieldwork student.

1. Fieldwork Opportunities and Experiences

Write a short narrative describing an opportunity or goal for each of the California Commission on Teacher Credentialing (CCTC) School Counselor Standards listed below. Please be as specific as possible.

Examples:

- “I will develop my skills in consultation with parents, school personnel or community agencies by participating in the Student Study Team at Chapman Middle School a minimum of ten times during my fieldwork.”

- “I will gain skills in group counseling and facilitation by leading a grief support group. This group will begin in October and meet one period a week for ten weeks.”
- “I will develop skills in individual counseling by working closely with the counselor assigned to at-risk counseling. I will meet individually with at least three students weekly.”

California Commission on Teacher Credentialing School Counselor Standards

I. Core Knowledge Base and Foundations

Standard 6. Professionalism, Ethics and Legal Mandates

1. Maintains involvement in professional associations to advocate for school counseling
2. Applies ethical decision making when confronted with ethical or legal challenges in school counseling practice. (based on ethical standards from ASCA)
3. Demonstrates application of legal mandates (such as mandated reporting, duty to warn and student rights to a free and appropriate education under the law).

Standard 3. Socio-cultural Competence

1. Recognizes the impact of cultural, ethical, economic, legal and political diversity on student development and learning
2. Identifies and utilizes resources that enhance multicultural awareness and support achievement for all students.
3. Uses skills that demonstrate an awareness of multicultural issues and their impact on student development and achievement.

Standard 15. Technological Literacy

1. Utilizes appropriate technology for data management, accountability and communication with all students and is aware of potential abuses of technology.
2. Uses site-based computer technology to access and interpret student records.

II. Professional Skills and Training Domains of School Counseling

Standard 19. Academic Development

1. Implements individual and group guidance programs which support different learning styles and promote all students' academic success.
2. Provides individual educational planning and mentoring involving students and parents or caregivers.

Standard 20. Career Development

1. Administers and interprets appropriate career assessment instruments and techniques relevant to career planning and decision-making.
2. Develops or presents technology-based career development programs and strategies.

Standard 21. Personal and Social Development

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

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

Standard 22. Leadership

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

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

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

Standard 23. Advocacy

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

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

Standard 24. Learning, Achievement and Instruction

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

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

III. Functions of School Counselors

Standard 25. Individual Counseling

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

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

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

Standard 26. Group Counseling and Facilitation

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

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

Standard 7. Family-School-Community Collaboration

1. Provides appropriate community resources for family-school connections.
2. Utilizes strategies for working with families and community agencies.
Standard 27. Consultation, Coordination and Team-building
1. Implements appropriate theories and processes of consultation with school personnel, parents, community groups and agencies to promote student success.
2. Implements processes to build and enhance effective teamwork within the school and community.
3. Provides programs to enhance home-school collaboration between parents and caregivers and school personnel.
Standard 28. Organizational and Systems Development
1. Provides expertise about schools as organizations and participates in school reform initiatives.
2. Participation in activities which reinforce the interdependence of schools as integral members of the larger social system.
Standard 9 & 29. School Safety and Climate, Prevention Education and Training
1. Implements legal and ethical principles related to school safety and school climate as they relate to student welfare and achievement.
2. Demonstrates an understanding of the importance of the different levels of prevention, including prevention of student conflict, violence and their relation to student achievement.
3. Supports ways to promote community-wide initiatives that make safe schools and communities possible.
Standard 30. Research, Assessment and Program Evaluation
1. Collects and analyzes data to increase effectiveness of school counseling programs.
2. Conducts program evaluation based on needs assessments resulting in results-based outcomes data to effect counseling and guidance program modifications.
3. Utilizes ethical research practices and designs as appropriate for the school and community population.

2. Diversity Requirements

Write a short narrative describing your plan to work with students of an ethnic or language background different from yours for 150 hours

General Professional Skills

In addition to opportunities to develop specific professional skills, fieldwork students will also be expected to develop the following general professional skills important to the Chapman School Counseling Programs mission and goals:

1. Collaboration: Works cooperatively with others, often in groups or teams, to effect positive change for pupils. Collaborative workgroups and group projects
2. Oral Communication: Speaks articulately and convincingly in front of diverse groups and in various situations (one-to-one with teachers, students, and parents; team meetings and formal in-service presentations).
3. Self-reflection and tolerance for complexity and ambiguity: Has the ability to step back and make explicit the logic underlying one's actions.
4. Written Communication: Writes well in response to different demands (memos, reports, lesson plans, and grant applications, etc.).
5. Commitment to service and advocacy: Advocates for someone or something means to support or promote children's interests.
6. Building solutions for children through an appreciation of their strengths and resources: Develops effective solutions to a problem by building on an understanding of children's strengths and resources as well as understanding their problems and needs.
7. Understanding children both as individuals and as participants in systems: Help children be successful in school and life by helping systems become more competent.
8. Time management and organizational skills: Has a good understanding of how to break projects into doable sub-tasks, setting priorities, and managing calendars at multiple sites.

For the School District

Site Supervisor

Director or School Administrator

Name (Print):

Name (Print):

Signature:

Signature:

Date:

Date:

For Chapman University

Student

University Supervisor

Name (Print):
(Print):

Name

Signature:

Date:

Signature:

Date:



Attallah College of Educational Studies

Developing Educators as Leaders Since 1861

Self-Assessment of School Counseling Fieldwork Experiences

_____	_____
Student Name	Phone
_____	_____
Site Supervisor's Name	Phone
_____	_____
Fieldwork District	School Site(s)
_____	_____
Date Fieldwork Began	Date
First evaluation_____ Final evaluation_____ Other_____	

Please use the scale below to assess yourself in both general and specific school counseling skills. Please check the internship experiences and opportunities that were available to you, or rate "N/O" for "no opportunity to develop this skill".

Use the scale below to evaluate the fieldwork student in the areas listed below:

- 4 – Ready to enter field as a professional - Superior or very confident and shows exceptional skill or knowledge
- 3 – Ready to enter field as a professional - Very good or confident and functions independently with little or no supervision
- 2 – Needs additional experience before entering field as a professional - Adequate or somewhat confident or able to perform competently with moderate supervision
- 1 – Needs additional experience before entering field as a professional - Needs improvement or not confident and requires close supervision

N/O – No opportunity to develop this skill

Part. 1: General Professional Skills

A. General Professional Skills	Rating
1. Time Management and Organization	

2. Collaboration: Works cooperatively with others in groups or teams.	
3. Cultural Competence: Can express respect and empathy for clients from diverse backgrounds; Advocates for those students who have less power and voice in schools.	
4. Oral Communication: Speaks articulately and convincingly in front of diverse groups and in various situations (one-to-one with teachers, students, and parents; team meetings and formal in-service presentations).	
5. Reflection: Is thoughtful and can step back from actions and self-evaluate or explain rationale for actions. Is open to feedback.	
6. Written Communication: Writes well in response to different demands (memos, reports, lesson plans, and grant applications, etc.).	

Part 2: Assessment of the California Commission on Teacher Credentialing School Counselor Standards

I. Core Knowledge Base and Foundations	
A. Professionalism, Ethics and Legal Mandates	Rating
1. Maintains involvement in professional associations to advocate for school counseling	
2. Applies ethical decision making when confronted with ethical or legal challenges in school counseling practice. (based on ethical standards from ASCA)	
3. Demonstrates application of legal mandates (such as mandated reporting, duty to warn and student rights to a free and appropriate education under the law).	
B. Socio-cultural Competence	Rating
1. Recognizes the impact of cultural, ethical, economic, legal and political diversity on student development and learning	
2. Identifies and utilizes resources that enhance multicultural awareness and support achievement for all students.	
3. Uses skills that demonstrate an awareness of multicultural issues and their impact on student development and achievement.	
C. Technological Literacy	Rating
1. Utilizes appropriate technology for data management, accountability and communication with all students and is aware of potential abuses of technology.	
2. Uses site-based computer technology to access and interpret student records.	
II. Professional Skills and Training Domains of School Counseling	
A. Academic Development	Rating
1. Implements individual and group guidance programs which support different learning styles and promote all students' academic success.	
2. Provides individual educational planning and mentoring involving students and parents or caregivers.	

B. Career Development	Rating
1. Administers and interprets appropriate career assessment instruments and techniques relevant to career planning and decision- making.	
2. Develops or presents technology-based career development programs and strategies.	
C. Personal and Social Development	Rating
1. Exhibits awareness of biological, environmental, developmental and social issues that impact student resilience and achievement.	
2. Demonstrates skills that promote students acquisition of positive self- knowledge and respect for others.	
D. Leadership	Rating
1. Applies the principles of strategic planning, including the formulation of vision and mission statements, core values and participative decision making.	
2. Provides educational leadership to the counseling profession in a variety of ways, inclusive of proposed school policies through the district's governing board	
3. Exercises leadership through collaboration with administrators, teachers and community members in crafting prevention programs that eliminate barriers to student learning and achievement.	
E. Advocacy	Rating
1. Advocates on behalf of students and their families to promote equity and social justice.	
2. Understands and demonstrates ways to advocate for the rights of students and families and ways to support their educational needs.	
F. Learning, Achievement and Instruction	Rating
1. Understands instructional strategies for teaching counseling guidance related materials (curriculum design, lesson plan development, classroom management strategies, differentiated instruction).	
2. Implements strategies to prepare students for full range of postsecondary options.	
III. Functions of School Counselors	
A. Individual Counseling	Rating
1. Incorporates processes of effective counseling and wellness programs for individual students.	
2. Helps students identify strengths and cope with developmental problems.	
3. Utilizes crisis intervention and management skills with individual students.	

B. Group Counseling and Facilitation	Rating
1. Utilizes knowledge of the theories and process for effective group counseling.	
2. Designs and conducts group counseling that enables students to increase personal awareness and overcome barriers to learning.	
C. Family-School-Community Collaboration	Rating
1. Provides appropriate community resources for family-school connections.	
2. Utilizes strategies for working with families and community agencies.	
D. Consultation, Coordination and Team-building	Rating
1. Implements appropriate theories and processes of consultation with school personnel, parents, community groups and agencies to promote student success.	
2. Implements processes to build and enhance effective teamwork within the school and community.	
3. Provides programs to enhance home-school collaboration between parents and caregivers and school personnel.	
E. Organizational and Systems Development	Rating
1. Provides expertise about schools as organizations and participates in school reform initiatives.	
2. Participation in activities which reinforce the interdependence of schools as integral members of the larger social system.	
F. School Safety and Climate, Prevention Education and Training	Rating
1. Implements legal and ethical principles related to school safety and school climate as they relate to student welfare and achievement.	
2. Demonstrates an understanding of the importance of the different levels of prevention, including prevention of student conflict, violence and their relation to student achievement.	
3. Supports ways to promote community-wide initiatives that make safe schools and communities possible.	
G. Research, Assessment and Program Evaluation	Rating
1. Collects and analyzes data to increase effectiveness of school counseling programs.	

2. Conducts program evaluation based on needs assessments resulting in results-based outcomes data to effect counseling and guidance program modifications.	
3. Utilizes ethical research practices and designs as appropriate for the school and community population.	

Please outline below any additional activities needed to strengthen your skills:

For the School District

Site Supervisor

Name (Print):

Signature:

Date:

For Chapman University

Student

Name (Print):

University Supervisor

Name (Print):

Signature:

Date:

Signature:

Date:



Attallah College of Educational Studies

Developing Educators as Leaders Since 1861

Site Supervisor Assessment of School Counseling Fieldwork Experiences

_____	_____
Student Name	Phone
_____	_____
Site Supervisor's Name	Phone
_____	_____
Fieldwork District	School Site(s)
_____	_____
Date Fieldwork Began	Date
_____	_____
First evaluation_____	Final evaluation_____
Other_____	

Please use the scale below to assess your supervisee in both general and specific school counseling skills. Please check the fieldwork experiences and opportunities that were available to your student, or rate "N/O" for "no opportunity to develop this skill". Include additional comments as necessary.

Use the scale below to evaluate the fieldwork student in the areas listed below:

- 4 – Ready to enter field as a professional - Superior or very confident and shows exceptional skill or knowledge
- 3 – Ready to enter field as a professional - Very good or confident and functions independently with little or no supervision
- 2 – Needs additional experience before entering field as a professional - Adequate or somewhat confident or able to perform competently with moderate supervision
- 1 – Needs additional experience before entering field as a professional - Needs improvement or not confident and requires close supervision

N/O – No opportunity to develop this skill

Part. 1: General Professional Skills

A. General Professional Skills	Rating
---------------------------------------	---------------

1. Time Management and Organization	
2. Collaboration: Works cooperatively with others in groups or teams.	
3. Cultural Competence: Can express respect and empathy for clients from diverse backgrounds; Advocates for those students who have less power and voice in schools.	
4. Oral Communication: Speaks articulately and convincingly in front of diverse groups and in various situations (one-to-one with teachers, students, and parents; team meetings and formal in-service presentations).	
5. Reflection: Is thoughtful and can step back from actions and self-evaluate or explain rationale for actions. Is open to feedback.	
6. Written Communication: Writes well in response to different demands (memos, reports, lesson plans, and grant applications, etc.).	

Part 2: Assessment of the California Commission on Teacher Credentialing School Counselor Standards

I. Core Knowledge Base and Foundations	
A. Professionalism, Ethics and Legal Mandates	Rating
1. Maintains involvement in professional associations to advocate for school counseling	
2. Applies ethical decision making when confronted with ethical or legal challenges in school counseling practice. (based on ethical standards from ASCA)	
3. Demonstrates application of legal mandates (such as mandated reporting, duty to warn and student rights to a free and appropriate education under the law).	
B. Socio-cultural Competence	Rating
1. Recognizes the impact of cultural, ethical, economic, legal and political diversity on student development and learning	
2. Identifies and utilizes resources that enhance multicultural awareness and support achievement for all students.	
3. Uses skills that demonstrate an awareness of multicultural issues and their impact on student development and achievement.	
C. Technological Literacy	Rating
1. Utilizes appropriate technology for data management, accountability and communication with all students and is aware of potential abuses of technology.	
2. Uses site-based computer technology to access and interpret student records.	
II. Professional Skills and Training Domains of School Counseling	
A. Academic Development	Rating
1. Implements individual and group guidance programs which support different learning styles and promote all students' academic success.	

2. Provides individual educational planning and mentoring involving students and parents or caregivers.	
B. Career Development	Rating
1. Administers and interprets appropriate career assessment instruments and techniques relevant to career planning and decision- making.	
2. Develops or presents technology-based career development programs and strategies.	
C. Personal and Social Development	Rating
1. Exhibits awareness of biological, environmental, developmental and social issues that impact student resilience and achievement.	
2. Demonstrates skills that promote students acquisition of positive self- knowledge and respect for others.	
D. Leadership	Rating
1. Applies the principles of strategic planning, including the formulation of vision and mission statements, core values and participative decision making.	
2. Provides educational leadership to the counseling profession in a variety of ways, inclusive of proposed school policies through the district's governing board	
3. Exercises leadership through collaboration with administrators, teachers and community members in crafting prevention programs that eliminate barriers to student learning and achievement.	
E. Advocacy	Rating
1. Advocates on behalf of students and their families to promote equity and social justice.	
2. Understands and demonstrates ways to advocate for the rights of students and families and ways to support their educational needs.	
F. Learning, Achievement and Instruction	Rating
1. Understands instructional strategies for teaching counseling guidance related materials (curriculum design, lesson plan development, classroom management strategies, differentiated instruction).	
2. Implements strategies to prepare students for full range of postsecondary options.	
III. Functions of School Counselors	
A. Individual Counseling	Rating
1. Incorporates processes of effective counseling and wellness programs for individual students.	
2. Helps students identify strengths and cope with developmental problems.	

3. Utilizes crisis intervention and management skills with individual students.	
B. Group Counseling and Facilitation	Rating
1. Utilizes knowledge of the theories and process for effective group counseling.	
2. Designs and conducts group counseling that enables students to increase personal awareness and overcome barriers to learning.	
C. Family-School-Community Collaboration	Rating
1. Provides appropriate community resources for family-school connections.	
2. Utilizes strategies for working with families and community agencies.	
D. Consultation, Coordination and Team-building	Rating
1. Implements appropriate theories and processes of consultation with school personnel, parents, community groups and agencies to promote student success.	
2. Implements processes to build and enhance effective teamwork within the school and community.	
3. Provides programs to enhance home-school collaboration between parents and caregivers and school personnel.	
E. Organizational and Systems Development	Rating
1. Provides expertise about schools as organizations and participates in school reform initiatives.	
2. Participation in activities which reinforce the interdependence of schools as integral members of the larger social system.	
F. School Safety and Climate, Prevention Education and Training	Rating
1. Implements legal and ethical principles related to school safety and school climate as they relate to student welfare and achievement.	
2. Demonstrates an understanding of the importance of the different levels of prevention, including prevention of student conflict, violence and their relation to student achievement.	
3. Supports ways to promote community-wide initiatives that make safe schools and communities possible.	
G. Research, Assessment and Program Evaluation	Rating

1. Collects and analyzes data to increase effectiveness of school counseling programs.	
2. Conducts program evaluation based on needs assessments resulting in results-based outcomes data to effect counseling and guidance program modifications.	
3. Utilizes ethical research practices and designs as appropriate for the school and community population.	

Additional Comments and/or Suggestions:

For the School District

Site Supervisor

Name (Print):

Signature:

Date:

For Chapman University

Student

Name (Print):

University Supervisor

Name (Print):

Signature:

Date:

Signature:

Date:



CHAPMAN
UNIVERSITY

**Attallah College of
Educational Studies**

Developing Educators as Leaders Since 1861

School Counseling Fieldwork Evaluation of Site Supervisor

Student _____ Date _____

Fieldwork Site _____ District _____

Primary Supervisor _____ Practicum _____ Internship _____

Please rate your supervisor's competence and commitment in regards to the following statements.

4--I strongly agree with this statement. **2--**I disagree with this statement.

3--I agree with this statement. **1--**I strongly disagree with this statement.

1. My supervisor helped me to identify and formulate training goals and monitor my progress toward those goals.

1 2 3 4

2. My supervisor was accessible to me. In the initial stages of my internship we met for at least 2 hours each week to discuss my progress and work.

1 2 3 4

3. As my skills became more autonomous I was able to contact my supervisor during critical periods or arrange further supervision as needed.

1 2 3 4

4. My supervisor provided me with ongoing feedback, positive and corrective, in a constructive and supportive manner.

1 2 3 4

5. I was provided with a variety of training experiences within the ASCA national model domains of practice.

1 2 3 4

6. My supervisor modeled best practices by engaging in researched based, informed practice.

1 2 3 4

7. My supervisor helped to create my ethical framework for practice by modeling ethical behavior.

1 2 3 4

8. I was encouraged to learn and use only current, valid and reliable assessment methods.

1 2 3 4

9. My supervisor respected my ideas and encouraged me to share my knowledge and skills.

1 2 3 4

10. My supervisor had an optimistic view of the field; actively demonstrating the position the school psychologist has in systems change and organizational development.

1 2 3 4

11. Based on my experiences, I would recommend this internship supervisor for other Chapman students.

1 2 3 4

12. The overall school setting/culture was conducive to my development as a school counselor.

1 2 3 4

13. The overall experience of this placement was conducive to my development as a school counselor.

1 2 3 4

Other Comments:



Attallah College of Educational Studies

Developing Educators as Leaders Since 1861

School Counseling Weekly Log of Hours – Field Work School Counseling

Weekly and Cumulative Log of School Counseling Internship Activity											
							Site Name:		0	Home	
Week Ending:		8/22/2017		Name:							
DIRECT Activity											
	MON	TUES	WED	THURS	FRID	SAT	SUN	Week Total	TOTAL to Date		
Classroom Core Curriculum								0	0		
School-wide Programs								0	0		
Individual Student Planning								0	0		
Assessment								0	0		
Individual Counseling								0	0		
Crisis Intervention								0	0		
Small-Group Counseling								0	0		
Conflict Mediation								0	0		
Other								0	0		
TOTAL DIRECT CONTACT:		0	0	0	0	0	0	0	0		
INDIRECT Activity											
	MON	TUES	WED	THURS	FRID	SAT	SUN	Week Total	TOTAL to Date		
Staff Consult & Collaboration								0	0		
Parent Consult & Collaboration								0	0		
Observation								0	0		
504/SST/IEP/SARB								0	0		
Program Mgmt								0	0		
Data Collection, Analysis & Reporting								0	0		
Professional Development								0	0		
Site Supervision								0	0		
Other								0	0		
TOTAL INDIRECT CONTACT:		0	0	0	0	0	0	0	0		
TOTAL HOURS:		0	0	0	0	0	0	0	0		
LIST OTHER ACTIVITIES:											
Diversity Activity											
	MON	TUES	WED	THURS	FRID	SAT	SUN	Week Total	TOTAL to Date		
Hours Working with Diverse Students								0	0		
OR											
Number of Diverse Students								0	0		
Hours Developing/Implementing Diversity Program								0	0		
Additional Program Requirement											
	MON	TUES	WED	THURS	FRID	SAT	SUN	Week Total	TOTAL to Date		
University Supervision								0	0		
SUPERVISOR SIGNATURE:											



Attallah College of Educational Studies

Developing Educators as Leaders Since 1861

School Counseling Summary Log of Hours – Field Work School Counseling

Summary Log of Hours - Field Work in School Counseling

Your Name:				Direct Hours:		0		Working w/ Diverse Students:		0	
Semester:		Fall		Year:		2017		OR			
Site Name:											
Site Supervisor Name:											
Indirect Hours:				Total Hours:		0		Number of Diverse Students:		0	
University Supervision:				Diversity Program:						0	

Total Direct Hours										
1										
0.9										
0.8										
0.7										
0.6										
0.5										
0.4										
0.3										
0.2										
0.1										
0	0	0	0	0	0	0	0	0	0	0
	CLASSROOM CORE CURRICULUM	SCHOOL-WIDE PROGRAMS	INDIVIDUAL STUDENT PLANNING	ASSESSMENT	INDIVIDUAL COUNSELING	CRISIS INTERVENTION	SMALL-GROUP COUNSELING	CONFLICT MEDIATION	OTHER	

School Counseling Internship

Site Resources

Name

School

Answer each question as it pertains to your school:

1. Who directs and coordinates counselors (district level) in your school system? How often do counselors meet on a regular basis? Do counselors receive regular supervision, and if so, from whom?
2. Who coordinates the Student Support Team Meetings (SST) (or its equivalent) in your school? How and when is a referral made for an SST Meeting?
3. Who is the 504 coordinator at your school? How and when is a referral made for a 504 evaluation?
4. Who is the school psychologist for your school? How and when is a student referred to the school psychologist?
5. List three outside agencies that provide mental health services and three outside agencies that provide social services. What the services provided at each location? List a phone number for each.
6. Who is the special education teacher (chairperson) at your school? Summarize the counselor's role in making a referral for special education services.
7. Interview your principal or site supervisor and summarize the policies and procedures for making a abuse report.
8. Determine what counseling related books and/or materials are available at your site. Summarize your findings.

9. Locate and familiarize yourself with the School Counseling Annual Calendar and include a link to it here.

10. Who provides health services to students in your school? How are services coordinated with local physicians?

11. Are there any Mental Health Clinicians in your district? If so, how do students receive their services?

12. Know where and how to access the following information:
 - ASCA Position Statements
 - ASCA Mindsets & Behaviors
 - ASCA Ethical Guidelines
 - CASC Webpage

13. Know where and how to access the following information School Policies for:
 - Discipline
 - Attendance
 - Suspension/Expulsions
 - Homework
 - Retention

Elementary School Counseling Referral Form

(CONFIDENTIAL INFORMATION TO BE SUPPLIED BY TEACHER OR COUNSELOR.)

DATE REFERRAL RECEIVED _____

Teacher's Name

Date

Principal's Name

Date

Child's Name

Date

Grade

Section

Date of birth

Age

Test Results: _____

Present Grade Level: _____

Group

Individual

Math

Reading

Father's Name

Mother's Name

Father's Address

Mother's Address

Father's Phone Number

Mother's Phone Number

Have you had discussion with the child's parent(s) regarding this referral?

Yes / No

What was the parent's reaction to you referring the child for counseling?

Positive/Neutral/Negative

To your knowledge, has the child received counseling services in the school or out of school?

Yes / No If yes, supply counselor or agency name

Does the child presently qualify for or receive any special education services?

Yes / No If so, give dates

Have the child's parents requested counseling?

Yes / No

Have you discussed your concerns about the child with the building principal? Yes / No

Have you discussed your concerns about the child with the multidisciplinary team (child study

team)? Yes / No

Student's Present Functioning (As you perceive it)

	Excellent	Above average	Average	Below average	Poor
Reading	_____	_____	_____	_____	_____
Mathematics	_____	_____	_____	_____	_____
Language arts	_____	_____	_____	_____	_____
Social studies	_____	_____	_____	_____	_____
General learning rate	_____	_____	_____	_____	_____
On-task behavior	_____	_____	_____	_____	_____
Self-directed learner	_____	_____	_____	_____	_____
Follows directions (oral)	_____	_____	_____	_____	_____
Follows directions (written)	_____	_____	_____	_____	_____
Attention span	_____	_____	_____	_____	_____
Completes assignments	_____	_____	_____	_____	_____
Returns homework	_____	_____	_____	_____	_____
Works well with others	_____	_____	_____	_____	_____
Obeys classroom rules	_____	_____	_____	_____	_____
Motor coordination	_____	_____	_____	_____	_____
Self-image development	_____	_____	_____	_____	_____
Adult relationships	_____	_____	_____	_____	_____
Peer relationships	_____	_____	_____	_____	_____
Attitude toward school	_____	_____	_____	_____	_____
Shows enthusiasm for learning	_____	_____	_____	_____	_____
Participates in class	_____	_____	_____	_____	_____

Possible Evidence of: (Check if appropriate)

Absenteeism	_____	Daydreams	_____
Easily distracted	_____	Family problems	_____
Impulsive behavior	_____	Lacks assertiveness	_____
Preoccupied	_____	Poorly motivated	_____
Worries	_____	Withdrawn	_____
		Inappropriate Academic Placement	_____

Other variables (Check if appropriate)

Vision____ Stature____ Hearing____ Hygiene____ Speech____

Other (please specify)_____

Special skills, talents, or competencies child has:

Reason for referral (based on your observation):

What strategies or techniques have you tried with this child?

Comments and recommendations:

Please indicate a time(s) which will be convenient for you to have a conference with me.

Monday		Period		Time	
Tuesday		Period		Time	
Wednesday		Period		Time	
Thursday		Period		Time	
Friday		Period		Time	

Thank you for taking your time to share this information with me.

Signature _____ Date _____

(Elementary Counselor)

Secondary School Counseling Referral Form

(CONFIDENTIAL INFORMATION TO BE SUPPLIED BY TEACHER OR COUNSELOR.)

DATE REFERRAL RECEIVED _____

Teacher's Name

Date

Principal's Name

School

Child's Name

Grade

Date of Birth

Test Results:

IQ

Group

Individual

If the child has ever been retained, indicate grade _____

Father's Name

Mother's Name

Father's Address

Mother's Address

Father's Phone Number

Mother's Phone Number

Have you had discussion with the child's parent(s) regarding this referral?

Yes / No

What was the parent's reaction to you referring the child for counseling?

Positive / Neutral / Negative

To your knowledge, has the child received counseling services in the school or out of school?

Yes / No If yes, supply counselor or agency name

Does the student presently qualify for or receive any special education services?

Yes / No If yes, give dates

Has the student had a psycho-educational assessment done? Yes / No If yes, give dates:

Have student's parents requested counseling?

Yes / No

Have you discussed your concerns about the child with your supervisor/principal?

Yes / No

Student's Present Functioning (As you perceive it)

	Excellent	Above average	Average	Below average	Poor
Self-directed learner	_____	_____	_____	_____	_____
Attention span	_____	_____	_____	_____	_____
Quality of writer assessment	_____	_____	_____	_____	_____
Self-image	_____	_____	_____	_____	_____
Attitude toward authority	_____	_____	_____	_____	_____
Peer relationships	_____	_____	_____	_____	_____
Works well with others	_____	_____	_____	_____	_____
Completes assignments	_____	_____	_____	_____	_____
Follows classroom rules	_____	_____	_____	_____	_____

Please Check (If appropriate)

Aggressive	_____	Personable	_____	Engaging	_____
Assertive	_____	Shy	_____	Ambitious	_____
Noncompliant	_____	Dependent	_____	Impulsive	_____
Disregard for Rights	_____	Depressed	_____	Preoccupied	_____
Self-confident	_____	Avoidant	_____	Motivated	_____
Withdrawn	_____	Friendly	_____	Distractible	_____
Argumentative	_____	Social	_____		

Special skills, talents, competencies student has _____

Reason for referral (based on your observations) _____

What interventions have you tried with this student? _____

Comments and recommendations:

Signature

Position

Date

Counseling and School Psychology Program
Counselee Release Form

I, _____, agree to be counseled by a professional school counseling intern in the Counseling and School Psychology Program at Chapman University.

I further understand that I will participate in counseling interviews that may be audio taped, videotaped, and/or viewed by professional school counseling intern graduate students.

I understand that I will be counseled by a professional school counseling graduate student who has completed advanced coursework in counseling/therapy.

I understand that the professional school counseling graduate student will be supervised by a Chapman University faculty member and school on-site supervisor.

 Counselee's signature

 Age

 Date

 Counselor's signature

 Age

 Date

Counseling and School Psychology Program
Parental/Guardian Release Form

 Parent's/Guardian's name

 Street Address

 City

 State

 Zip

 Home phone

 Work phone

The Counseling and School Psychology Program at Chapman University conducts a Professional School Counseling Internship each semester. The Professional School Counseling Internship is an advanced graduate course in professional school counseling required of all Master degree candidates in the Professional School Counseling Program at Chapman University. Students are required to audiotape and/or videotape counseling sessions as part of their advanced graduate coursework and degree requirements.

_____ would like to work with your son/daughter,
 Professional School Counselor Intern

_____, a student at _____.
 Student's Name Name of School

The counseling sessions conducted with your son/daughter will be audio taped and/or videotaped and will be reviewed by the professional school counselor graduate student's supervisor _____.
 Supervisor's Name

All audiotapes and videotapes made will be erased at the completion of your child's involvement in the program. We hope that you will take the opportunity to have your child become involved in the Professional School Counseling Program. If you are interested in having your child participate, please sign the form where indicated.

If you have any questions or concerns, please do not hesitate to contact the Chapman University professional school counselor supervisor, Dr. Michael Hass, at the following telephone number and/or e-mail address: (714) 628-7217, mhass@chapman.edu.

Thank you for your cooperation.

 Parent's/Guardian's signature

 Date

Individual Counseling Case Presentation Outline

Counselor

Date of Case Presentation

Student I.D.

Previously Presented? (Yes/No)

(Do not use student's name or any other character that can be linked to your student-client)

Identifying Information: *(e.g., age, ethnicity, grade, relevant family factors, pertinent academic aptitudes, referral source and reason for referral)*

Counseling Status: *(# of sessions, frequency if sessions, voluntary/ "resistant", etc)*

Presenting Problems: *(use appears & seems when describing the multiple perspectives)*

Student's View:

School Personnel's View:

Family's View:

Counselor's View:

Focus of Session/Intervention: *(Goal of session and counseling, approach used to achieve goal)*

Theoretical Framework: *(What theoretical framework guided your counseling with the student-client?)*

Reason for Selection of Taped Segment to be Presented:

Supervision Needs:

What specific questions do you have for your supervision?

What feedback would you like from the group?

What do you feel were your strengths and areas of improvement from the session?

How do you feel about your work with this student-client?

Any Additional Questions or Concerns:

Group Counseling Case Presentation Outline

Counselor	Date of Case Presentation	Type of Counseling Group
-----------	---------------------------	--------------------------

Identifying Information: *(e.g., age, ethnicity, grade, relevant social factors, pertinent academic aptitudes, referral source and reason for referral to group)*

Counseling Status: *(number of sessions, frequency if sessions, voluntary/ “resistant”, etc)*

Presenting Problems:

Students' View:

School Personnel's View:

Counselor's View:

Focus of Session/Intervention: *(Goal of session and counseling, approach used to achieve goal)*

Theoretical Framework: *(What theoretical framework guided your group counseling with these student-clients?)*

Reason for Selection of Taped Segment to be Presented:

Supervision Needs:

What specific questions do you have for your supervision?

What feedback would you like from the group?

What do you feel were your strengths and areas of improvement from the session?

How do you feel about your work with these student-clients?

Any Additional Questions or Concerns: