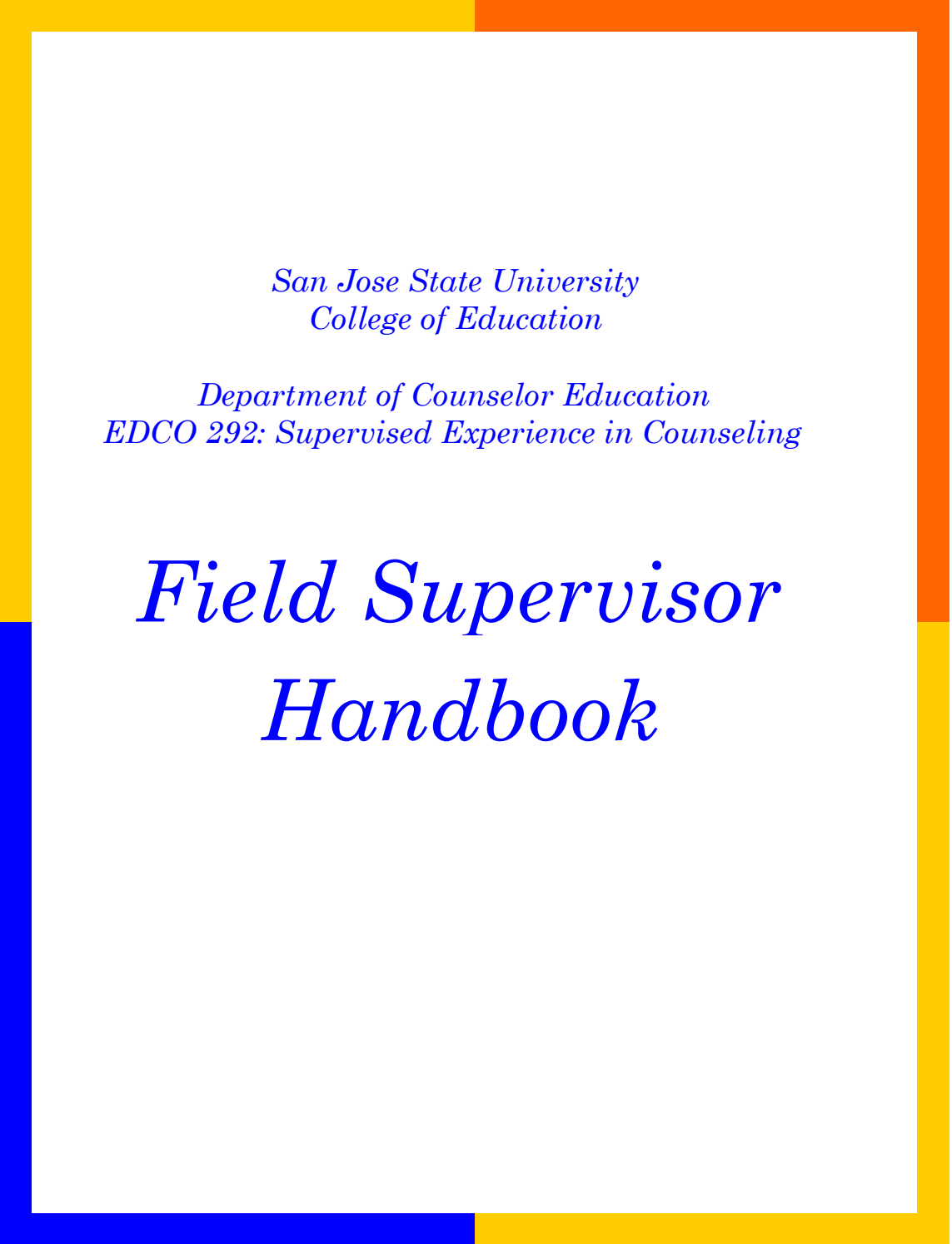




*San Jose State University
College of Education*

*Department of Counselor Education
EDCO 292: Supervised Experience in Counseling*

Field Supervisor Handbook

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Preface

This manual was developed to provide the counseling field supervisor an overview of the requirement and expectations for EDCO 292: Supervised Experience in Counseling, which provides an actual, on-the-job counseling experience of vital importance to the advanced students of counselor education. We hope this manual can serve as a training and a resource while you are taking a supervision role of working with our Pupil Personnel Service internship candidates.

Department of Counselor Education Mission Statement

The mission of the Department of Counselor Education is to prepare counseling professionals who have the knowledge, skills, disposition, and ethics to work in a highly diverse and technologically advanced global community, to play leadership roles in collaborating with institutional and social resources, and to advocate and ensure that all students have equal opportunity and access to academic success and personal development, all leading to a richer quality of life.

This mission statement has evolved from over thirty years of targeted program innovations that address the issues of preparing counselors to work with all students to provide needed guidance and counseling which are developmental, prevention, and intervention oriented, as dictated by the individual and group needs within a school/community context.

Innovations for training counselors with a multicultural and equity emphasis have been a tradition of the department.

- 60-70s—the department received a EPDA TTT grant for the preparation of counselors to work with ethnically and culturally diverse children, youth, and families. With the advent of a multicultural counseling emphasis, increased numbers of underrepresented candidates were admitted to the Counselor Education Department.
- 70-80s—the department adopted a Bilingual-Migrant Education Counselor Training Emphasis that enrolled and graduated fifty-four counselors, who filled counseling positions throughout the state of California.

- 80-90s—the Bilingual-Migrant Education Counselor Training Emphasis was continued under Title VII funding during the period of 1987-94, graduating over fifty bilingual counselors from this special focus program emphasis. Throughout the years of 1987-97, the ethnically, culturally, and linguistically underrepresented groups within the San Jose State University service area, along with candidates within the Counselor Education Department, have rapidly increased. An estimated 35% of the current Counselor Education graduate students represent an underrepresented ethnic, cultural, and/or linguistic group.
- 90-present—The department received three GEAR UP grants, a School-To-Career Higher Education Participation grant, and a School Counseling Transformation grant. This funding supports the faculty commitment to collaborating with the community to promote school change, student access to success and to close the achievement gap.

Rapid change in the world economy demands that an increasing population be provided access to educational and career opportunities. Changing demands of scientific and technological discovery require that education and career decision making be accepted as an ongoing process throughout the life span thus necessitating a new awareness and openness to change. Changing human conditions require that counseling professionals be competent, knowledgeable, and sensitive to the ethnic, cultural, and linguistic origins of their clients.

The Department of Counselor Education faculty are aware of the need to prepare counselors to work with ethnically diverse children and families and to strive for excellence and equity in program development, as well as instruction and curriculum design. Faculty actively redesign existing curriculum and infuse equity and excellence into teaching, especially in the area of school counseling. Consistent with the Department of Counselor Education Mission Statement, the faculty have sought to expand the awareness and understanding of multicultural issues within each course of study and supervised placements to reflect the increased population diversity and to develop strategic interventions with underrepresented children, youth, and families who represent the ethnically, culturally, and linguistically diverse groups within the San Jose State University service area.

The Department of Counselor Education faculty have also sought to focus curriculum changes to include issues and understanding specific to at-risk persons including, but not limited to delinquent children and youth, poor and homeless children, and the developmentally challenged. Several school/community based partnerships have been initiated to allow for the merging of counselor preparation and practice, which provides strategic and direct service. In addition, special recruitment and admission efforts have been made to support culturally diverse candidates.

General Goals and Objectives for EDCO 292

Students enrolled in EDCO 292: Supervised Experience in Counseling will work in K-12 schools, higher education institutions, community agencies, and/or business corporations. At each site, students will obtain a comprehensive professional experience including direct individual and group counseling, program coordination, and program development activities. The main goal of the course is the integration and application of knowledge and skills gained in a supportive, experiential, and multicultural setting.

Specific Goals for EDCO 292

EDCO 292 provides opportunities for supervised field experience in guidance and counseling. Students utilize field sites pre-approved by the Department or may secure placements based upon their own contact and the approval of the Department with schools and/or other public or private agency organizations as appropriate for their career objectives. The course is an internship experience. Students integrate their knowledge and apply their skills in a challenging, concrete, and hands-on environment.

Specific Objectives for EDCO 292

- 1) Have the fieldwork activities include all possible activities that a regularly employed staff member would perform, unless precluded by law.
- 2) Complete and document, in writing, a minimum of 200 hours in the job (an average of 13 hours per week) for each 3 units of credit.
- 3) Experience supervision provided cooperatively and jointly by qualified staff in both the fieldwork and university setting.
- 4) Experience the collaborative working relationship of fieldwork staff and university faculty members with the development of objectives for the fieldwork student which are presented on the Course Contract Form.
- 5) To provide expanded fieldwork opportunities for students who have no prior experience.

Master' in Counselor Education

This degree provides professional training in the area of counseling and student service. The degree program prepares candidates to work as counselors and/or consultants in human development services for schools, community colleges, universities, business entities, community agencies, and other organizations.

Coursework

In order to obtain a Master's in Counselor Education, students will complete thirty semester hours above the required eighteen semester hours designated as prerequisites.

Field Setting

The field setting is dependent upon the candidate's career objectives and may be in any of the following settings: K-12 school setting, higher education institution, community agency, and/or business corporation. The field setting must provide the student with a comprehensive, professional experience which includes individual and group counseling, program coordination, and program development activities.

Requirements

Prior to enrolling in EDCO 292, students must have the approval of their university supervisor or faculty advisor.

Hours

Students enrolled in 3 units are required to complete at least 200 hours. Students enrolled in 6 units are required to complete at least 400 hours.

Supervision

University Supervisor

- provide student orientation
- approve contract
- give final grade based upon evaluation provided by site supervisor and own contact with student
- provide support and mediation (if necessary) for student and site supervisor

Site Supervisor

- have at least a Master's level degree
- have professional work experience
- provide at least one hour of direct-contact supervision per week

Level(s) of Experience

Students may choose the combination of field sites they wish to experience. There are no requirements for Master's only students.

Attendance of Monthly University Group Supervision Meetings

Monthly group supervision meetings will be provided by the department. Students will need to attend based upon their university supervisor's requirements.

Professional Liability Insurance

Professional liability insurance is required whenever a student is enrolled in EDCO 292. If the student is employed by the field site, s/he may be covered by the site's liability insurance. A verification of the site's coverage in writing, on agency letterhead, is sufficient.

If the student does not have professional liability insurance, s/he may purchase it by becoming a student member of a professional association such as the American Counseling Association (ACA), California Association for Counseling and Development (CACD) or the American Psychological Association (APA).

Pupil Personnel Services (PPS) Credential

This credential includes three specializations offered primarily by the College of Education in conjunction with the College of Social Work. The PPS Credential is required for professionals who provide student services in K-12 schools in California. The PPS Credential specializations include the following:

- K-12 School Counseling Specialization—provides candidates with training in guidance and counseling in K-12 schools. Candidates will be able to work with school students, their families, teachers, and administrators to enhance students' personal development and academic success.
- K-12 School Counseling Specialization, Internship—provides candidates with the eligibility to work with students and their families within the K-12 school setting as internship counselors prior to receiving their PPS Credentials.
- Child Welfare & Attendance Services Specialization—prepares candidates to be advocates for students and their families in K-12 schools. Candidates will receive training in the K-12 School Counseling Specialization as well as additional specialization training in Child Welfare and Attendance Services.

Coursework

In order to obtain a Pupil Personnel Services Credential, students will complete thirty-nine semester hours above the required twenty-four semester hours designated as prerequisites. Within the thirty-nine semester units are nine units of EDCO 292 or 600 hours of internship experience. Students must take the CBEST exam prior to beginning internship.

Field Setting

The field setting is dependent upon the candidate's career objectives and may be in any of the following settings: K-12 school setting, higher education institution, community agency, and/or business corporation. The field setting must provide the student with a comprehensive, professional experience which includes individual and group counseling, program coordination, and program development activities.

A minimum of 400 clock hours must be in a K-12 setting in direct contact with students. Of the 400 hours, a student must have experience in two of the three schools levels (i.e., elementary, middle, or high school) with a minimum of 200 clock hours in each of the two school levels.

A minimum of 100 clock hours must be with at least 10 pupils of a different racial/ethnic/cultural background than your own, either individually or in a group. A minimum of 25 clock hours must be completed in group counseling and guidance activities in a school setting.

Up to 200 clock hours may be completed in a setting other than a school if you are working with school aged (K-12) students and your site supervisor has a PPS Credential.

Requirements

Prior to enrolling in EDCO 292, students must have taken EDCO 215, EDCO 218, and EDCO 227 or have the approval of their university supervisor or faculty advisor. In addition, students must also have taken the CBEST prior to starting their internships.

Hours

Students will complete a total of 9 units or at least 600 hours.

Supervision

University Supervisor

- provide student orientation
- approve contract

- give final grade based upon evaluation provided by site supervisor and own contact with student
- provide support and mediation (if necessary) for student and site supervisor

Site Supervisor

- have at least a Master's level degree and PPS Credential
- have professional work experience
- provide at least one hour of direct-contact supervision per week

Level(s) of Experience

A minimum of 400 clock hours must be in a K-12 setting in direct contact with students. Of the 400 hours, a student must have experience in two of the three schools levels (i.e., elementary, middle, or high school) with a minimum of 200 clock hours in each of the two school levels.

A minimum of 100 clock hours must be with at least 10 pupils of a different racial/ethnic/cultural background than your own, either individually or in a group. A minimum of 25 clock hours must be completed in group counseling and guidance activities in a school setting.

Up to 200 clock hours may be completed in a setting other than a school if you are working with school aged (K-12) students and your site supervisor has a PPS Credential.

Students may choose the combination of field sites they wish to experience.

Attendance of Monthly University Group Supervision Meetings

Monthly group supervision meetings will be provided by the department. Students will need to attend based upon their university supervisor's requirements.

Professional Liability Insurance

Professional liability insurance is required whenever a student is enrolled in EDCO 292. If the student is employed by the field site, s/he may be covered by the site's liability insurance. A verification of the site's coverage in writing, on agency letterhead, is sufficient.

If the student does not have professional liability insurance, s/he may purchase it by becoming a student member of a professional association such as the American Counseling Association (ACA), California Association for Counseling and Development (CACD) or the American Psychological Association (APA).

Educational Partnerships Between the University, Field Site, and Student

Training future counselors is a three-way partnership between the University, field site, and student. The field experience is crucial to training since it integrates the theoretical knowledge with the “doing.” Working relationships between the student, Field Supervisor, and University Supervisor are maintained through site visits, telephone contacts, and written communication. The goal of the partnership is to help students achieve their identified learning objectives.

Responsibility of the Department of Counselor Education

To Field Work Site and Field Supervisor

- 1) Provide a faculty member known as the University Supervisor to act as a liaison between and among the Program, student, Field Supervisor, and site.
- 2) Provide support and assistance to the Field Supervisor to enhance the provision of an educationally focused field site placement.
- 3) Decide matters of grades and eligibility for graduation.
- 4) Decide on placement assignment, termination, and/or transfer.
- 5) Maintain record of student's performance.

To Student

- 1) Assess student learning needs and match with best available site.
- 2) Prepare students for field placement through planned orientation meetings.
- 3) Provide a University Supervisor who will be a resource to the student and Field Supervisor and possible resource in solving any problems related to field work.
- 4) Ensure that student is aware of the evaluation criteria used at the field site and that each has access to the content of all evaluations made about him/her.

Responsibility of the University Faculty Supervisor

- 1) Instructor of record and ultimately responsible for assigning grade(s).
- 2) Insure that satisfactory progress at the site placement is being made by the student and provide consultation and other assistance as necessary.
- 3) Maintain regular communication between the student and Field Supervisor.

Responsibility of the Agency/School Site

- 1) Identification of a Field Supervisor with a master's in counseling, or a related field, with two years of post-degree experience. Also, the Field Supervisor has a PPS Credential if supervising PPS Credential Candidates.
- 2) Grant the necessary time to the Field Supervisor to supervise and mentor student.
- 3) Plan with the Field Supervisor a range of field experiences suitable to the student's needs.
- 4) Provide student with adequate work space, materials, and transportation costs for agency work.
- 5) Provide new learning experiences and instruction through joint conferences and appropriate field work assignments.
- 6) Provide the opportunity for student(s) to work with a diverse clientele in support of the Department of Counselor Education mission.

Responsibility of the Field Supervisor

- 1) Has a master's in counseling, or a related field, with two years of post-degree experience. Also, has a PPS Credential if supervising PPS Credential Candidates.
- 2) Develop a list of goals and objectives with student.
- 3) Orient the student to the field site.
- 4) Schedule weekly supervision meetings with each student a minimum of one hour to review progress and to guide the student's learning as a counselor.
- 5) Select cases and design other learning experiences that are appropriate for the student's level of skill, ability, and maturity.

- 6) Assist the student in integrating counseling theory with practice.
- 7) Evaluate the student's performance at the end of the semester.
- 8) Consult with the University Supervisor to share information and records concerning the student's progress.

Responsibility of the Student

- 1) Be an active learner by regularly seeking guidance from the Field Supervisor and University Supervisor, as needed.
- 2) Meet weekly for a minimum of one hour of supervision with the Field Supervisor.
- 3) Attend orientations and group supervision meetings as may be arranged by the Department.
- 4) Develop goal and objectives with the Field Supervisor for field placement.
- 5) Maintain the work schedule agreed upon with the site including responsibilities over the Winter Inter-Session, if any.
- 6) Meet requirements specified by the Department and field site.
- 7) Participate in evaluation
- 8) Initiate contact with University Supervisor for site visit and participate in site visit accordingly.
- 9) Complete all written field experience paperwork in a timely fashion.
- 10) Accomplish the goals and objectives of the Course Contract Form successfully by the end of the semester.
- 11) Complete the minimum number of field experience hours.
- 12) Participate within the American Counseling Association Code of Ethics.

Master's Field Experience

Students pursuing a Master's degree are not required to complete EDCO 292.

Purpose

To gain practical experience working with clients in a specific setting and to provide opportunities for supervised field experience in guidance and counseling.

Field Experience Goals

To provide the students with an experience to integrate their theoretical and practical knowledge, and apply their skills in a challenging, supportive environment.

Required Forms

All necessary forms must be completed in order for the student to receive credit.

Course Contract Form

This form specifies the goals, objectives, and activities the student will endeavor to complete during the semester. Signatures of the student, Field Supervisor, and University Supervisor are required.

Field Site Description and Analysis Form

This form provides a written description of the field site including its features and services.

Weekly Counseling Activity Form

This form is completed with the Field Supervisor and is a weekly record of hours and counseling activities completed by the student at the site.

Field Experience Summary Form

This form is used to summarize the student's overall fieldwork experience.

Fieldwork Supervisor Evaluation Form

The form is used to evaluate the student's overall performance at the site. There is a specific evaluation form used for Master's students only.

Grading

Field Experiences are graded Credit/No Credit (CR/NC). A student may receive a grade of credit, no credit, or credit incomplete.

Grade of Incomplete

A grade of "Incomplete" (I) may be assigned only if the student, for reasons beyond his/her control, is not able to complete the course or collect the total amount of specified hours by the end of the term, but has satisfactorily completed three-fourths of the course and can be expected to finish without the need to re-enroll. Exceptions are made for those students who enter placement late in the semester due to school schedules that do not coincide with the University's semesters. Also, students who have been granted an extended field experience option receive the grade of "Incomplete."

The consequences of not finishing the work required to clear the "Incomplete" results in a "No Credit" (NC) posted by the University Supervisor.

A grade of "No Credit" (NC) indicates that a student did not complete the minimum hours required at the field placement for that given semester and has no intention of completing the minimum required hours.

PPS Credential Field Experience

Students pursuing a PPS Credential are required to complete a minimum of 9 units of EDCO 292.

Purpose

To gain practical experience working with clients in a specific setting and to provide opportunities for supervised field experience in guidance and counseling.

Field Experience Goals

To provide the students with an experience to integrate their theoretical and practical knowledge, and apply their skills in a challenging, supportive environment while meeting the Standards of Quality and Effectiveness for the PPS Credential as developed by the State of California, California Commission on Teacher Credentialing.

Required Forms

All necessary forms must be completed in order for the student to receive credit.

Course Contract Form

This form specifies the goals, objectives, and activities the student will endeavor to complete during the semester. Signatures of the student, Field Supervisor, and University Supervisor are required.

Field Site Description and Analysis Form

This form provides a written description of the field site including its features and services.

Weekly Counseling Activity Form

This form is completed with the Field Supervisor and is a weekly record of hours and counseling activities completed by the student at the site.

Field Experience Summary Form

This form is used to summarize the student's overall fieldwork experience.

Fieldwork Supervisor Evaluation Form

The form is used to evaluate the student's overall performance at the site. There is a specific evaluation form used for students pursuing the PPS Credential.

Grading

Field Experiences are graded Credit/No Credit (CR/NC). A student may receive a grade of credit, no credit, or credit incomplete.

Grade of Incomplete

A grade of "Incomplete" (I) may be assigned only if the student, for reasons beyond his/her control, is not able to complete the course or collect the total amount of specified hours by the end of the term, but has satisfactorily completed three-fourths of the course and can be expected to finish without the need to re-enroll. Exceptions are made for those students who enter placement late in the semester due to school schedules that do not coincide with the University's semesters. Also, students who have been granted an extended field experience option receive the grade of "Incomplete."

The consequences of not finishing the work required to clear the “Incomplete” results in a “No Credit” (NC) posted by the University Supervisor.

A grade of “No Credit” (NC) indicates that a student did not complete the minimum hours required at the field placement for that given semester and has no intention of completing the minimum required hours.

Standards for Field Experience Placements

Selection of Field Experience Site

Students take an active role in their field assignment decision. They have the opportunity to select a field site from a list of approved placements. A field site is deemed appropriate if it is able to meet the student’s educational needs and goals. In addition, the field site must provide appropriate weekly supervision.

Field experience is designed to provide the student with the opportunity to practice with client systems so s/he can further develop and refine his/her knowledge and skill base. Students are given the opportunity to engage with the client systems and gain independence while observing organizational practices and policies. Self-responsible, self-observing, and self-correcting practice and leadership skills are desired outcomes. The focus is on the development or enhancement of special knowledge and skills needed for professional practice within the concentration that the student has selected.

Selection of Field Supervisor

The potential field supervisor’s decision to supervise should be a voluntary one, based on personal interest and commitment, rather than in response to fulfilling a Site assignment. The potential Field Supervisor submits his/her resume and a Field Supervisor Profile. Field Supervisors must be willing to work cooperatively with the University Supervisors and Department.

A Field Supervisor provides weekly supervision to the student and is available for consultation, as needed. If the student is pursuing a PPS Credential, the Field Supervisor must also have a PPS Credential.

Minimum Qualifications for Field Supervisor

- 1) Must have Master’s degree and a minimum of two years practice experience following the degree;
- 2) Must demonstrate professional competence and an interest in engaging in professional educational supervision;

- 3) Understand the objectives of the Department of Counselor Education and show a willingness to contribute to the Department and its goals;
- 4) Commitment to the time and effort required to regularly supervise, evaluate, and communicate with the Department of Counselor Education for the student(s) under his/her supervision;
- 5) Commitment of a minimum of one hour of instructive supervision a week for each student being supervised; and
- 6) Commitment to remain with the student for the entire time of his/her site placement. If the Field Supervisor is anticipating a change of position, s/he should delay supervision until his/her situation stabilizes.

Responsibilities of Field Supervisor

- 1) Develop written learning objectives for the time of the site placement with each student being supervised. Learning objectives should be developed and submitted to the University Supervisor by the required date each semester;
- 2) Review and sign “Weekly Counseling Activity Record Form” for each student supervised in order for student to submit at the end of the semester by the required date to University Supervisor;
- 3) Provide a minimum of one hour weekly supervision for each student;
- 4) Weekly review student’s case records;
- 5) Consult with University Supervisor to share information and records concerning the student’s progress;
- 6) Timely complete “Evaluation Form” on each student. It is anticipated that the Field Supervisor will provide the student with ongoing feedback which will enable the student to know his/her performance status at all times. Consequently, the semester evaluations should be a recapitulation of knowledge already shared between the Field Supervisor and student. Furthermore, evaluation operationalizes the Department’s policy on fitness for the profession as a significant factor in assessing the student’s performance;
- 7) Recommendation of the final grade: Credit (CR) or No Credit (NC).

Responsibility of the University Supervisor

A University Supervisor enhances the student's learning through his/her functional responsibility as mediator, advocate, and consultant between the student and Field Supervisor. In addition, the University Supervisor engages the student in self-assessment and educational planning with respect to his/her site placement.

The University Supervisor is the official professor of record for the University and serves as a consultant to the Field Supervisor. The University Supervisor works with the Field Supervisor to ensure maximum productive learning opportunities for the student. S/he visits the site as needed, more than once if indicated. During a site visit, the University Supervisor meets with the student and may also meet with the Field Supervisor, review records, and/or other materials produced by the student. The three may meet to evaluate the student's progress and for the resolution of differences or to clarify expectations.

Though it is the Field Supervisor's responsibility to evaluate the student's performance and recommend the grade, the final grade is assigned by the University Supervisor. Special situations will be presented to the Field Supervision Coordinator or Department Chair.

The University Supervisor is responsible for providing ongoing feedback to the Field Supervision Coordinator concerning the quality of the site placement and the student's performance in the field, and for monitoring and updating the student's file.

The University Supervisor acts as a consultant to the sites in matters relating to the curriculum or concerns about the student's education and progress in the field. The Field Supervisor should contact the University Supervisor for assistance in addressing problematic areas, for information regarding curricular expectations, and for help with the site placement contract and/or student evaluation.

Change of Placement Requests

A change in field placement assignment may occur if there is an irresolvable issue and will involve the student, Field Supervisor, and University Supervisor.

Procedure to Assess a Student's Request

- 1) The University Supervisor must be informed immediately if an issue develops that may potentially affect a student's continued placement.
- 2) The student, Field Supervisor, and University Supervisor will have a conference to resolve the issue.
- 3) If the issue is unable to be resolved, an alternative plan will be developed and implemented or the placement will be terminated.

Procedure to Assess a Field Supervisor's Request

- 1) The University Supervisor is notified immediately by the Field Supervisor if an issue develops that may jeopardize the student's continued placement.
- 2) The student, Field Supervisor, and University Supervisor will have a conference. If placement is in jeopardy due to a student's behavior, the Field Supervisor will facilitate the process by developing specific behavioral expectations which the student must meet if the placement is to be continued. A 2-3 week period of time will be specified during which the student must meet the expectations. A formal and written letter will document the expectations and possible consequences.
- 3) A follow-up conference is held with the student, Field Supervisor, and University Supervisor. The plans from the previous conference will be evaluated. If the student has met the expectations, the placement will continue. If not, alternative plans/expectations may be formulated, or the placement may be terminated.

Evaluation of the Candidate

At the end of each semester, the candidate is formally evaluated and assigned a final grade for the field experience.

Field Supervisor

It is the responsibility of the Field Supervisor to complete the evaluation form for each student supervised.

Forms

Field Supervisors will contribute to the development of the objectives as outlined on the Course Contract Form, complete the Weekly Counseling Activity Record Form, and final Evaluation Form. In addition to these three forms, student must also provide proof of Professional Liability Insurance and complete the Site Description and Analysis Form and Fieldwork Experience Summary Form.

Due Dates

Please refer to Supervised Experience in Counseling Handbook for due dates or contact the Department.

University Supervisor

The University Supervisor will assign the final grade based upon their own observations and recommendations from the Field Supervisor.

Forms

It is the responsibility of the student to complete and turn-in all of the necessary forms by the listed due dates. It is the University Supervisor's discretion to assign an "Incomplete" (I) if all of the forms are not completed and turned-in by the listed due dates.

Due dates

Please refer to Supervised Experience in Counseling Handbook for due dates or contact the Department.

Contact Information

Department of Counselor Education

Sweeney Hall (SH) 401
(408) 924-3634
(408) 924-4137—fax

University Supervisors

Lewis Aptekar
SH 417
(408) 924-3662
lewis.aptekar@sjsu.edu

Tom Mraz
SH 419
(408) 924-3511
mrztk@aol.com

Andrew Hughey
SH 400
(408) 924-3636
Arhughey@aol.com

Xiaolu Hu
SH 404
(408) 924-3668
xiaolu.hu@sjsu.edu

Catlin Williams
SH 419
(408) 924-3511
cpwms@aol.com

Shawn Ogimachi
SH 420
(408) 924-3621
shogimach@cabrillo.edu

Lisa Oliver
SH 420
(408) 924-3767
lisa.oliver@sjsu.edu

Dolores Mena
SH 418
(408) 924-3627
dolores.mena@sjsu.edu

Steve Berta
SH 416
(408) 924-3668
swbruz@hotmail.com

Murry Schekman
SH 404
(408)-924-3634
murry2@pacbell.net

Field Experience Coordinator
Lorri Capizzi
SH 442
(408) 924- 3829
Lorri.capizzi@sjsu.edu

Field Experience Policies

The Department of Counselor Education, in the College of Education, abides by all San Jose State University policies and procedures that may effect the matriculation of students. Information is available to students in the University catalogue and in each semester's Schedule of Classes. The Code of Ethics of the American Counseling Association is observed in all aspects of field education and guides the practice of students in their field placements. The following policies and procedures apply directly to the field experience.

Academic Policies and Procedures

Graduate work assumes a broad base of knowledge and training in counselor education. It requires an increased responsibility for many aspects of a student's own learning. The scholarly and analytical written work is concerned with critical thinking, proper documentation, understanding of diversity and multicultural issues, and the appropriate application of counseling methods and skills.

The Master's Degree in Counselor Education and the PPS Credential are not awarded solely on the basis of credits earned but requires evidence of competence both in theory and practice. At their discretion, faculty members may require courses or field practicum, or both beyond the minimum requirements.

Fitness for the Profession Policy

Criteria are used to evaluate a student's performance, attitudes, and values while in the Counselor Education program (See Appendix A: Characteristics and Skills Used to Evaluate "Fitness for the Profession").

Mandated Reporting

Students are expected to become familiar with the legal mandates and professional responsibility for reporting Child Abuse and Neglect, Elder Abuse and Neglect, and Duty to Warn mandates when an individual may threaten harm to self or to others. Meeting

such legal mandates is a professional responsibility and failure to take action may result in questionable professional conduct which may affect the final grade in field practicum.

Field Experience Grading Policy

Field Experiences are graded Credit/No Credit (CR/NC). A student may receive a grade of credit, no credit, or credit incomplete.

A grade of "Credit" (CR) in a graduate level course indicates satisfactory progress toward professional practice.

A grade of "Incomplete" (I) may be assigned only if the student, for reasons beyond his/her control, is not able to complete the course or collect the total amount of specified hours by the end of the term, but has satisfactorily completed three-fourths of the course and can be expected to finish without the need to re-enroll. Exceptions are made for those students who enter placement late in the semester due to school schedules that do not coincide with the University's semesters. Also, students who have been granted an extended field experience option receive the grade of "Incomplete" only if the following requisites are completed before the next field experience course begins:

- a. approval from Field Supervisor;
- b. approval from University Supervisor;
- c. approval from Field Supervision Coordinator or Department Chair.

The consequences of not finishing the work required to clear the "Incomplete" results in a "No Credit" (NC) posted by the University Supervisor.

A grade of "No Credit" (NC) indicates that a student did not complete the minimum hours required at the field placement for that given semester and has no intention of completing the minimum required hours.

Notification of Academic Concerns

In order to assist a student who may be in jeopardy of receiving a grade of "No Credit," the Field Supervisor and University Supervisor will identify the student whose work is not progressing satisfactorily or is delayed in any of the requirements. The student will be contacted by both their Field and University Supervisors. If necessary, the Graduate Advisor, Field Supervision Coordinator, and/or Department Chair will be notified. A Field Supervisor may initiate contact with the University Supervisor in order to discuss any possible concerns with the student's progress.

Placement

The Department of Counselor Education maintains the right and responsibility of approving the field placement for each student and for each semester of placement. The student is expected to follow the placement process in a professional manner.

Students with Disabilities

Students with disabilities are encouraged to make known any special accommodation needs to their Field and University Supervisors. The University Supervisor will then work with SJSU's Disability Resource Center in order to ensure that reasonable accommodations are made readily available to the student at the field site.

Sexual Harassment

It is the policy of the California State University that each campus and the Office of the Chancellor maintain a working and learning environment free from sexual harassment for its students, employees, and those who apply for student or employee status (EO 345). This policy applies to students in field placements. Any incident should be immediately reported to the University Supervisor and Field Supervision Coordinator. The University Supervisor and Field Supervision Coordinator will immediately and confidentially report the incident to the Department Chair and the Dean. The student will be assisted in an appropriate referral to the SJSU Office of Equal Employment Opportunity and Affirmative Action or to the appropriate office designated by the University to accept such reports.

Transportation of Clients

A student is responsible for his/her own transportation to and from the field experience site either in his/her own car and/or through public transportation. The Department of Counselor Education does not reimburse students for field experience travel expenses. Any field placement site that requires students to transport client must carry "non-owned automobile" coverage. Students transporting field placement site clients, in field site vehicles or in a student's own vehicle, are advised to check agency policies pertaining to this practice as well as to ascertain the extent of their own automobile liability insurance. The University provides no liability in such instances.

Holidays and Vacations

Unless otherwise noted, students in field placement sites are expected to observe the personnel practices established by the field placement site for its staff. Students are not expected to report to the field placement site on University holidays. Students are expected to make-up time lost for field site holidays that do not coincide with those of the University.

The Department supports student efforts to meet specific client, group or other professional work commitments. The accumulation of hours for Field Experience and EDCO 292 must be taken concurrently.

Equal Opportunity

San Jose State University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, marital status, pregnancy, age, disability, disable veteran, or Vietnam Veteran status. This policy applies to all SJSU students, faculty, and staff programs and activities. Questions regarding this policy should be directed to the Director of the Office of Equal Opportunity, Administration Building, Room #112, (408) 924-1115.

Appendix A: Characteristics and Skills Used to Evaluate “Fitness for the Profession”

Interpersonal Skills	Analytic Skills	Attitudes and Values
Ability to present self clearly and concisely.	Ability to evaluate, modify and explain practice decisions.	Ability to self-direct and assume responsibility for one's own learning.
Ability to make appropriate, focused, and relevant responses.	Ability to conceptualize, discern significance of interrelationships, and draw generalizations.	Ability and willingness to evaluate own professional goals, strengths, and limitations.
Ability to differentiate personal and professional relationships (professional or purposeful communication, and affect).	Ability to apply relevant information from general to specific and specific to general.	Ability and willingness to risk self in new experiences and group experiences.
Ability to form and sustain collaborative relationships.	Ability to present ideas clearly and concisely both verbally and in writing.	Ability to demonstrate respect for different cultures, ethnicities, and lifestyles.
Ability to assess one's own impact on others.	Ability to articulate and discern the possible result of one's impact on others.	Ability to maintain ethical practice, professional ethics, confidentiality, honesty of communication, timely documentation, and following through on obligations and contract.
Ability to take responsibility for one's own decisions.	Ability to explain clinical relevance of decisions made and possible impact on client.	Ability to maintain flexibility and incorporate ideas.
Ability to hear and consider viewpoints different from one's own.	Ability to incorporate and modify one's practice.	Ability to respect and value differences.