



EDCO 292

Fieldwork Experience

Handbook

Updated September 2019

College of Education Mission:

The mission of the Collie L. Lurie College of Education is to prepare educators who will enhance the quality of education for all students in our culturally diverse, technologically complex world.

Department of Counselor Education Mission:

The mission of the Department of Counselor Education is to prepare guidance and counseling professionals who will enhance quality and excellence for all students within an increasingly diverse, technologically complex, and global community.

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Introduction

Over the past decade, the San Jose State University Counselor Education Department has graduated over 600 students who now serve as counselors and leaders on school campuses, in colleges and at nonprofits throughout California. Each semester we have over 100 graduate students completing fieldwork across the Bay Area, in settings ranging from kindergarten classrooms to universities. As a Northern California leader in the world of educational counseling, we offer flexibility to our students as they strive to reach their goals and serve our communities.

Many of our graduate students are seeking to complete the Pupil Personnel Services (PPS) School Counseling credential and/or the Child Welfare and Attendance (CWA) authorization, which allows them to work as School Counselors in K-12 public schools in California. In addition, approximately 25% of our students are not seeking the K-12 counseling credential but instead have goals in the higher education (e.g., 2-year and 4-year colleges), government, and non-profit realms. Regardless of the student's goals, we strongly encourage them to take advantage of the fieldwork opportunities.

Fieldwork is a post-practicum experience, providing students opportunities to gain on-the-job training and apply the theoretical skills learned in the classroom. Students enrolled in *EDCO 292: Supervised Experience in Counseling* complete 200 hours of counseling fieldwork experience per semester in schools, colleges, or agencies.

At each site, students should obtain a comprehensive professional experience including direct individual and group counseling, program coordination, and program development activities. The main goal of this course is the integration and application of knowledge and skills gained in a supportive, experiential, and multicultural setting.

Course Objective

EDCO 292 provides an opportunity for fieldwork experience where students can integrate their counseling knowledge and apply their skills in a challenging, concrete, and hands-on environment.

Handbook Structure

The handbook is designed to support EDCO graduate students, University Instructors, and Field Site Supervisors and provide clarity regarding the Fieldwork Experience. The first section (pages 4 - 18) of the handbook is directed toward the EDCO 292 Student. The second section of the book (pages 19 - 25) provides specific information for the Field Site Supervisor.

INFORMATION FOR EDCO 292 STUDENTS

Prerequisites for the Course

In order to prepare to practice professional counseling through fieldwork experience, students must have met the following prerequisites.

1. Complete the following core courses which provide a foundation in counseling upon which the fieldwork experience can expand:
 - EDCO 215: Introduction to Counseling and Guidance
 - EDCO 218: Counseling Process and Techniques
 - EDCO 232: Law and Ethics for Counselors (including Mandated Reporter Training)
 - EDCO 248: Dynamics of Behavior and Development
 - EDCO 227: School-Family-Community Collaboration (only required for those seeking a PPS credential; can be taken concurrently in first semester)
2. Attend Orientation A, which is offered multiple times each semester and available online. This orientation reviews the required paperwork listed below and the process for completing requirements.
3. The required documentation reviewed at Orientation A includes the following items if you are seeking your PPS Credential:
 - **Certificate of Clearance from California Teaching Credential (CTC)** – Provide a copy of the certificate of clearance. (Note: This is a multi-step process that requires fee payment and fingerprinting and will take a couple weeks.)
<http://www.sisu.edu/education/credentials/general-info/index.html>
 - **Mandated Reporter** – Print a copy of your certificate, upon completion of the mandated reporter training. <http://educators.mandatedreporterca.com/default.htm>
 - **CBEST Exam** – Provide documentation that you have either completed or enrolled for an upcoming CBEST exam OR that you meet the Basic Skills Requirement. Please review the list of Options below to see if you have already met the requirement.

Options for Meeting the Basic Skills Exam	Math	English
Pass the CSU Early Assessment Program / EAP	"College Ready" or "Exempt"	
Pass the CSU Placement Examinations / ELM & EPT	50 or higher	151 or higher
Achieve Qualifying Score on the SAT	550 or higher	500 or higher
Achieve Qualifying Score on the ACT	23 or higher	22 or higher
College Board Advanced Placement (AP) Examinations*	3 or higher	3 or higher
Pass a Basic Skills Examination from Another State	Pass	Pass

*Math - AP Calculus AB, Calculus BC or Statistics; English: AP English Language and Composition or English Literature and Composition.

- **TB Clearance** - A copy of documentation that you have a clear TB exam from within the last three years. (This documentation is shredded immediately after review.)
- **Resume** – An updated copy of your resume.

- **Verify** that your potential field site, district or organization has a Memorandum of Understanding (MOU) <https://app.calstates4.com/sjsu/sites> (If they do not, reach out to Graduate Fieldwork Coordinator, Amy Gutierrez amy.gutierrez@sjsu.edu to initiate the process.)

If you are not seeking the PPS Credential, you must provide the following items:

- **Professional Liability Insurance.** Provide a copy of the proof of professional liability insurance. This can be obtained via membership in professional organizations, such as
 - American Counseling Association (ACA): <http://www.counseling.org/membership/aca-and-you/students> (Student membership fee \$96.00)
 - American School Counseling Association (ASCA): <https://www.schoolcounselor.org/school-counselors-members/member-benefits-info/membership-types> (Student membership fee \$69.00)
- **Mandated Reporter** – Print a copy of your certificate, upon completion of the mandated reporter training. <http://educators.mandatedreporterca.com/default.htm>
- **Resume – An updated copy of your resume.**
- **Verify** that your potential field site, district or organization has a Memorandum of Understanding (MOU) <https://app.calstates4.com/sjsu/sites> (If they do not, reach out to Amy Gutierrez amy.gutierrez@sjsu.edu to initiate the process.)

4. Attend Orientation B, which occurs the first Friday of the semester. During the two-hour session, this initial paperwork is submitted and students set goals for their first semester of fieldwork.

Credential Requirements

Pupil Personnel Services (PPS) School Counseling Credential

If you are seeking your PPS School Counseling credential, you will complete a minimum of 200 clock hours on-the-job (an average of 13 hours per week) for each three units of credit. Some sites are on a different schedule than SJSU (e.g., K-12 grade schools that complete their year in mid June) and may expect you to continue in the field assignment until they finish. The 200 hours includes the time you spend at the internship setting as well as your preparation time.

Students pursuing the Pupil Personnel Services (PPS) School Counseling Credential must complete 600 clock hours of experience that include the following:

1. A minimum of 400 clock hours in a K-12 public school setting in direct contact with students
2. A minimum of 200 clock hours in each of two out of three school levels (elementary school, middle school, & high school)
3. A minimum of 100 clock hours with at least 10 pupils of a different racial/ethnic/cultural background than that of your own, either individually or in a group
4. A minimum of 25 clock hours conducting group counseling and guidance activities in a school setting

Up to 200 clock hours can be completed in a setting other than a school if you work with school age (K-12) youth and are supervised by a person with a PPS Credential.

Child Welfare and Attendance (CWA) Authorization

EDCO graduate students seeking the CWA Authorization must complete the initial requirements for obtaining a PPS School Counseling credential.

In addition, during a fourth section of 292, they must complete the following (all to be supervised by a PPS credential holder):

150 - 200 fieldwork hours

90 hours in a school setting in direct contact with students.

30 hours in an interdisciplinary setting outside the field of education, such as law enforcement, juvenile justice, child health and welfare, mental health, social services, child protective services, and community-based organizations

PPS Internship Credential

The PPS Internship Credential is awarded by the Commission on Teacher Credentialing (CTC) and may be required by school districts offering paid counseling positions to candidates who have not completed their PPS Credential coursework. This credential is similar in concept to an emergency teaching credential, allowing one to serve in the full capacity as a counselor and to be paid as a counselor. To be eligible for the PPS Internship Credential, students must have completed at least 9 EDCO graduate units with a 3.0 GPA or higher, passed the CBEST (or met equivalency), be offered a position by a school district, and enroll in EDCO 292 every semester while working under the PPS Internship Credential.

Selecting a Field Site

Since the EDCO department welcomes students from a wide range of geographic areas and with diverse goals, we provide some flexibility in securing a field site. We have set up relationships with many school districts aligned with the ASCA National Standards through Santa Clara and Santa Cruz counties to ease the process of finding appropriate sites.

An ideal field setting should provide you experience as follows:

1. Fieldwork activity includes all possible activities that a regularly employed counseling/guidance staff member would perform (unless precluded by law). In this setting the student will act and be treated professionally.
2. Fieldwork includes goals and objectives that promote your growth and development, skills of individual counseling, group work, consultation services, assessment, and ability to work with diversity populations.
3. For the PPS School Counseling credential, the school setting must provide you with a qualified supervisor (with two years counseling experience) who holds a PPS credential.
4. If you are seeking your PPS credential, the department highly recommends you seek out sites that are striving to follow the ASCA National Model for their counseling curriculum and plan.
5. All sites, organizations, or districts must agree to enter into a formal agreement (Memorandum of Understanding – MOU) with San Jose State University. (Note: To view the list of already approved partner sites click on this link: <http://www.sjsu.edu/counselored/field-work-program/approved-partner-sites/index.html> If SJSU does not have an existing valid agreement with the institution or school district of your interest, you may contact the Fieldwork Coordinator to request that an agreement be initiated.)

Students interested in fieldwork should begin searching for a site in **November** for a January placement and in **April** for an August placement.

Steps toward securing a site:

- Attend the *EDCO Fieldwork Opportunities Panel and Fair*, which happens in November and April. Typically 8 – 12 field sites are represented at these fairs and provide examples of what site supervisors are seeking in potential candidates. While there, you can ask additional questions to ensure the site is a match for your desired goals.
- Look at available postings. These are posted hard copy in the hallway, by Sweeney Hall 419. They are also available through the EDCO website.
- Network, network, network. Network with current EDCO students, with EDCO alumni, and with counseling professions. The department also highly recommends you attend other conferences and workshops, allowing you to connect with professionals in the field.
- Follow the process outlined by the site to secure a position for the semester. We highly recommend you interview with the site, as this helps insure a positive match. In preparation for the interview, you will want to be familiar with this handbook and begin thinking about your goals/objectives for your fieldwork.

If you live outside Santa Clara or Santa Cruz counties, you may need to reach out directly to potential field sites. In that case, you may modify the following template letter, cc'ing Graduate Fieldwork Coordinator, Amy Gutierrez, on the message. The one-page summary referenced in this letter is available on the Counselor Education Department website.

Dear _____,

My name is _____ and I am a graduate student in San Jose State University's Counselor Education program. Our program graduates approximately 75 new counselors each year who then accept roles in elementary schools, middle schools, high schools, and colleges throughout the Bay Area.

I am a second semester student who is seeking an opportunity to gain experience counseling _____ and I am reaching out to see if you would be willing to serve as my field site supervisor (and mentor counselor) this semester.

The main requirements of the role are:

- * I must complete **200 total hours** at the placement site. This averages about 12-15 hours per week over the course of the semester.
- * We will come to an agreement on goals for the semester.
- * My site supervisor must hold a valid school counseling credential and provide at least 1 hour per week of individual supervision.
- * The school site (or district) must enter into a formal agreement with San Jose State University.

Please let me or Amy Gutierrez (Graduate Fieldwork Coordinator cc'd on this message) know if you have any questions or if I can provide any further information to you at this time. I have attached a one-page summary of the role and a separate document listing types of activities I could perform during the fieldwork placement. I have also included a copy of my resume so you gain a deeper context of my background and experience.

Thank you for your time and consideration! I look forward to hearing from you!

All the best,
Your Name

Fieldwork at Your Current Place of Employment

Many of our students are already employed at an educational institution and seek to complete fieldwork hours at that site. We are supportive of this option; however, we encourage you to ensure that you are being exposed to a wider range of activities and duties than would be performed during your normal job duties. You will want to speak further to either the Fieldwork Coordinator or your University Instructor to ensure you are continuing to learn and grow from the experience.

To ensure you are gaining a wide variety of experiences, you can only earn EDCO 292 credit for two semesters in any single organization. After spending two semesters in one organization, you will need to seek a separate field site for any additional semesters of EDCO 292.

Developing Your Goals and Objectives

Each semester, you and your Site Supervisor will work closely to develop goals that are mutually beneficial. These goals would ideally provide experiences to support your larger career goals and interests.

For nine different examples of goals written for all counseling levels, from elementary school to college, please check out the EDCO website.

<http://www.sjsu.edu/counselored/docs/Sample%20Goals%20and%20Objectives.pdf>

Here is one sample goal, objective, and related activity that is applicable for a variety of age levels:

Goal: My goal for this semester is to gain more skills as a professional school counselor, specifically focusing on the socio-emotional aspects and my facilitation and presentation skills.

Objective #1: Gain experience with socio-emotional counseling

Related Activities:

- Will observe other counselor when she conducts mediations and creates safety plans.
- Will lead safety plans with her supervision.
- Will continue to check-in regularly with students who need support

Objective #2: Gain experience with parent communication

Related Activities:

- Will observe both the Director of Parent Involvement and counselor
- Plan meeting with parents of students who are failing more than two classes

Objective #3: Enhance public speaking skills

Related Activities:

- Will collaborate with supervising teacher in preparation for upcoming presentation
- Will present to classes regarding career options
- Will videotape my presentation and debrief with my site supervisor

Professional Association Affiliation

There are several professional associations you may consider joining, which will help you form your professional identity. As a member of these associations, you will receive a subscription to their newspapers, journals, magazines, and/or newsletters and they will keep you informed of the most recent legislative changes, national or state reforms, best practices and models in the counseling profession, and national and state conferences. The following are some recommended professional organizations:

American Counseling Association

<http://www.counseling.org/>

American School Counselor Association

<http://schoolcounselor.org/>

California Association of School Counselors

<http://www.schoolcounselor-ca.org/>

California Career Development Association

<http://www.ccdaweb.org>

National Career Development Association

http://ncda.org/aws/NCDA/pt/sp/home_page

Professional Liability Insurance

As a student in the Counselor Education Program, you have chosen to enter a profession that may involve interaction with people in sensitive emotionally charged circumstances that may lead to an expensive lawsuit even when allegations are unjustified. To financially protect you from this experience, you are required to have some sort of professional liability insurance coverage while enrolled in *EDCO 292: Supervised Experience in Counseling*.

If you are employed by the organization in which you are doing your fieldwork, you may be covered by their professional liability insurance. In addition, if you are seeking the PPS Credential, you are covered by insurance offered through the University because you are in a credential agreement. Students seeking only the MA are not covered and must plan to purchase it through affiliation with a professional organization.

If you do not already have professional liability insurance, you may purchase it by becoming a student member of a professional association such as the American Counseling Association (ACA) or the California Association for Counseling and Development (CACD) or the American School Counselor Association (ASCA).

Policies and Information

Grievance Process

While our hope is that every field site location is an ideal one for your learning opportunity, if you should find that you are not getting the support you need or the site is not following the contract of agreed goals, please reach out to your University Instructor to discuss the situation. Through that discussion, appropriate next steps will be taken, which may include:

- Brainstorming how to ensure you receive the needed support
- Coaching you through how to discuss the situation with the supervisor
- A meeting between you, the University Instructor, and your Site Supervisor

If, after multiple discussions, it is still determined that the site is not a good match, the University Instructor will provide guidance regarding terminating the contract and finding a new site to complete your fieldwork hours.

Students with Disabilities

Students with disabilities are encouraged to make known any special accommodation needs to their Field Site Supervisor and to their University Instructor. The University Instructor will work with the SJSU Accessible Education Center to ensure that reasonable accommodations are readily available to the student.

Sexual Harassment

San José State University is committed to maintaining a safe education and working environment free of Discrimination, Harassment, and Sexual Violence and does so by following the procedures from Executive Orders 1095, 1096, 1097, and 1098.

When an incident is reported to the University, the University will take appropriate action to address the incident, which may include an investigation, interim remedial actions, or administrative actions.

Any incident should be immediately reported to the University Instructor and Fieldwork Coordinator. A confidential report of the incident will be made to the Department Chair and the Dean.

Transportation of Clients

A student is responsible for her/his own transportation to and from the Field Site. The Department of Counselor Education does not reimburse students for EDCO 292 course related travel expenses.

Any field site that requires PPSC/MA candidates to transport clients must carry “non-owned automobile” insurance. PPSC/MA candidates transporting field-site clients, in field-site vehicles or

PPSC/MA candidates' own vehicles, 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.

Self-Care

Completing fieldwork can be a demanding time for graduate students who are working part-time or full-time, and with family obligations. Here are some self-care tips for you to practice as a fieldwork candidate:

- Set aside some quiet time for yourself each week.
- Ask for help when you need it.
- Identify peers and friends that can serve as a sounding board for you.
- Understand that making mistakes is part of the learning process; don't be hard on yourself.
- Utilize the on-campus counseling services.
- Build a support network and keep lines of communication open with those persons.
- Employ time-management strategies such as making lists, prioritizing, and delegating.
- Laugh with your students. Make the time spent together enjoyable and memorable.
- Acknowledge your hard work and celebrate the small successes along the way.

Evaluation

The *EDCO 292: Supervised Experience in Counseling* is a credit/no credit course. To receive credit for the course, you must satisfactorily complete the following:

_____ Complete 200 Hours of Fieldwork Experience

Through the semester you must complete 200 hours of fieldwork. The activities performed during the 200 hours will be documented in your Weekly Activity Log, along with specific information regarding how those hours were categorized.

_____ Attend EDCO 292 Class Sessions

Each semester, the EDCO 292 University Instructors hold three class sessions. These are strategically timed at pivotal times so fieldwork candidates can provide updates regarding their experiences and receive support and feedback. In addition, the University Instructor and/or Department provides ongoing training relevant to the needs of the fieldwork students.

These three meetings are required for all EDCO 292 students. However, if a life circumstance does not allow you to attend one of the sessions, you need to communicate that as soon as possible with your University Instructor. The University Instructor will assign an alternative professional development activity (i.e., attendance at a workshop or conference) along with an essay summarizing the key points of the session and reflecting on how the training will impact and improve your work as a counselor. In addition, the University Instructor may require an alternate meeting time to discuss progress toward your semester goals.

_____ Work Toward Objectives as Outlined by Course Contract

At the start of the semester, you will work with your University Instructor and your Site Supervisor to create goals and objectives, outlining these in the course contract signed by you, your Site Supervisor, and your University Instructor. These goals and the list of activities should serve as your framework for the semester.

During the EDCO 292 class meetings, you will report on your progress toward the objectives. In addition, during the site visit, if you, your site supervisor, and University Instructor agree, the goals and objectives can be shifted to better represent your growth and discovery through the semester and the needs of the organization. We recognize that the reality of a role or unforeseen circumstances may side track a good goal and provide flexibility to make modifications and changes.

_____ Complete and Submit All Required Forms

There are several forms used in this course. Completion of these forms is part of the course requirements and it is your responsibility to complete and return them to your University Instructor based on the scheduled deadlines. All of these forms are available on the EDCO website at <http://www.sjsu.edu/counselored/resources/forms/index.html>.

Two Forms Due at the Beginning of the Semester:

Submit the following two forms signed to your University Instructor by the end of the fourth week of the semester.

1. The Course Contract Form

Use this form to jointly establish specific goals, objectives, and activities with your site supervisor and University Instructor. The form requires an agreement, by: 1) Fieldwork student, 2) Field-site supervisor, and 3) University Instructor. Implementation of this plan requires clearance and permission from authorities at the fieldwork site as well as SJSU.

2. The Field Site Description Form

Use this form to provide a written description of the fieldwork site including its features and services.

Three Forms Due at the End of the Semester:

Submit the following forms signed to your University Instructor by **the second Friday** in May (for Spring semester) or **second Friday** in December (for Fall semester):

1. The Weekly Counseling Activity Record Form

Use this form to keep a weekly record of hours and counseling activities. Return it to your University Instructor at the end of the semester.

If you want assistance regarding categorizing hours as direct or indirect, please reference Appendix A. For assistance on categorizing activities as either Academic, Social/Emotional, or College/Career, please reference Appendix B.

2. Field-Work Experience Summary Form

Use this form to summarize your overall fieldwork experience and reflect on your growth throughout the semester.

3. Field-Site Supervisor Evaluation Experience Form (M.A. & PPSC)

There are two evaluation forms used for the final evaluation of your fieldwork performance in *EDCO 292: Supervised Experience in Counseling*. One is for M.A. candidates and the other one is for PPS credential candidates. Provide a copy to your field-site supervisor at the beginning of your fieldwork placement and be sure to use it as a guide for supervision. Return the completed and signed (by your Field Site Supervisor) form to your University Instructor at the end of the semester.

- **Field Site Supervisor Evaluation Form (M.A. ONLY)**
- **Field Site Supervisor Evaluation Form (PPS ONLY)**

COUNSELOR EDUCATION (EDCO) FIELDWORK FAQ's

Q1. Who is required to undertake fieldwork?

A1. Fieldwork is required for Counselor Education students pursuing the PPSC, LPCC, CWA or all three. It is also a recommended option for MA-only students. It is performed while enrolled in EDCO 292: *Supervised Experience in Counseling*, a 3-unit, credit/no credit semester-long course that requires 200 hours of supervised fieldwork.

Q2. How do I find a placement for fieldwork?

A2. Fieldwork is a precursor to employment, and therefore you are asked to approach finding placement very much like finding a job. Update your resume and follow the specified process for applying to each opportunity. The Department of Counselor Education assists in placement by inviting representatives from districts and agencies to present available fieldwork placements at its information sessions. The EDCO website provides placement descriptions and contact information from potential sites as well.

Q3. How many hours per week do I need to commit to fieldwork?

A3. 200 hours of fieldwork per semester are required for each 3-unit course. This works out to 12.5 hours per week over a 16-week semester. However, site supervisors may prefer a 15 hours per week commitment. You will also need to account for University and school holidays and paperwork deadlines. It is best to set and confirm your fieldwork schedule directly with your site supervisor.

Q4. What happens if I am unable to complete my 200 hours within a single semester?

A4. You will be given an Incomplete. Once all hours and paperwork are completed and submitted, your University Instructor will submit a Change of Grade to replace the Incomplete with a credit (CR) or no credit (NC) for the course.

Q5. How many hours of fieldwork are required for the MA?

A5. EDCO 292 (200 hours) is an optional course for Master's-only students. However, it is strongly recommended so students can gain practical experience and enhance their learning.

Q6. How does one complete the 600 hours of fieldwork required for the Pupil Personnel Services Credential (PPSC)?

A6. Students working towards the PPSC must complete a minimum of 600 fieldwork hours. Of this, 400 hours must be completed within K-12 public school settings, with 200 hours at each of two different levels (e.g., 200 hours in middle school and 200 hours in high school, or 200 hours in elementary and 200 hours in high school). All K-12 public school fieldwork experience must be supervised by an on-site supervisor who has held a valid PPS credential for at least two years. The remaining 200 hours can be completed in any educational setting that has an agreement with the Department of Counselor Education, involves counseling or counseling-related experience, and has an on-site supervisor who holds a Master’s degree in Counselor Education or a related discipline.

Q7. Can I complete 400 hours at the same fieldwork site?

A7. Yes, though site supervisors may require a one-year commitment to do so. If you are pursuing your PPSC and complete 400 hours at one fieldwork site and/or school level, your last 200 hours must be completed at a different K-12 school level.

Q8. Do MA-only candidates need to purchase professional liability insurance if already employed in the institution where fieldwork hours are being obtained?

A8. PPSC students are covered by a University insurance policy; MA-only students are not. If you are a MA-only student conducting your fieldwork at your place of employment and are covered under your employer’s liability insurance, you will need to obtain a hard copy letter from your HR department confirming you have coverage. Submit this letter to the Department of Counselor Education as proof of liability insurance.

If you are a MA-only student not covered under an employer, you will need to submit an alternate proof of professional liability insurance. Most students fulfill this by joining a professional organization such as the American Counseling Association.

Q9. If I am pursuing only the Master's Degree (no PPSC), do I have to be enrolled in EDCO 227 before I can sign-up for fieldwork in a college/university setting?

A9. Students who are working towards the Master's degree (and not the PPSC) are not required to take EDCO 227 because its specific focus is on K-12 populations and issues.

Q10. What specific courses need to be completed before taking EDCO 292?

A10. You must complete EDCO 215, 218, 232 and 248 prior to enrolling in EDCO 292. If you are working towards the PPSC, completion or concurrent enrollment in EDCO 227 is also required and may be taken concurrently with your first EDCO 292 if not completed prior.

Q11. What other requirements need to be completed before taking one's first EDCO 292?

A11. Students must attend both an Orientation A where all of the steps of initial requirements will be outlined. The documentation will then be due at Orientation B. Required documentation will be reviewed in depth at the Orientation and will include the following pieces:

All EDCO 292 Students:

- 1.) Completion of EDCO 215, 218, 232, and 248
- 2.) Submission of a resume
- 2.) C-BEST results (PPSC candidates may present proof of registration)
- 3.) Proof of Professional Liability insurance (for MA-only candidates; PPSC candidates are covered);
- 4.) Proof of mandated reporter training;
- 5.) Fingerprinting (PPSC candidates must present Certificate of Clearance from CTC); and
- 6.) TB Risk Assessment or Proof of negative TB test performed within the last 3 years; for more information see: <https://www.cdph.ca.gov/programs/tb/Documents/TBCB-CA-School-Staff-Volunteer-TB-Risk-Assessment.pdf>

Q12. Are there any fieldwork sites that offer paid options?

A12. The majority of sites do not provide any stipend or monetary compensation. However, some fieldwork sites do offer stipends, and others vary from semester to semester.

Q13. If I take two sections of EDCO 292 in a single semester, with which University Instructor do I attend meetings? Also, do I submit a separate set of paperwork to each of the two University Instructors?

A13. You can alternate meeting attendance between the two University Instructors. Make sure to inform each University Instructor in writing of the fieldwork meetings you are attending and with whom. You must submit a complete set of paperwork to every University Instructor you are enrolled with.

Q14. How long are the mandatory EDCO 292 meetings?

A14. Meetings are approximately 2 hours long and run from 4:00 to 6:00pm. Students are required to attend the entire session for each of 3 scheduled meetings.

Q15. What happens if I miss a mandatory meeting?

A15. The 3 scheduled mandatory meetings are an essential and required component of fieldwork supervision. If an unanticipated situation arises and you are unable to attend a given meeting, you will be required to complete an alternate assignment. Please make sure to inform your University Instructor(s) in advance of any absence and the reason for that absence, and clarify the work required by the alternate assignment.

Q16. How often will the University Instructor visit at the fieldwork site?

A16. Your University Instructor will visit the fieldwork site at least once each semester. This visit may be in person, via teleconferencing, or through other conferencing means.

Q17. What takes place during a fieldwork site visit?

A17. Your University Instructor will meet with you and your site supervisor to review evaluation criteria and check in on goals. Discussion may include progress of the fieldwork, specific experiences, the nature of counseling tasks, how to benefit, and areas of strength and future growth, among other topics. Any specific concerns you may have will be addressed at this time by your University Instructor to ensure your fieldwork experience is productive and enjoyable.

Q18. What happens if my field site is not following the guidelines outlined and the learning experience is not positive?

A18. Inform your University Instructor regarding the specifics of what is happening (or not happening) at your field site. Through discussion, the University Instructor will determine appropriate next steps to be taken, which will likely include a discussion with your field site supervisor.

INFORMATION FOR SITE SUPERVISORS

Thank you for your interest and willingness to support our students in their goal of becoming a counselor. The next few pages provide an overview and context to your role, including answering some Frequently Asked Questions. In addition, for more information, you can review the first portion of the handbook which provides more details on the course.

If you have additional questions, please reach out to the Graduate Fieldwork Coordinator, Amy Gutierrez at amy.gutierrez@sjsu.edu.

Since we support both students who are seeking their Pupil Personnel Services (PPS) Credential and those who do not want to work in the K-12 arena, we have varied guidelines.

Overview for K-12 Field Site Supervisors

Each fieldwork candidate seeking a PPS School Counseling credential must complete a total of 600 fieldwork hours within at least two different school levels. Of the 600 total hours, 150 must be with students of diverse backgrounds.

Our hope is that, over the course of the fieldwork experience within various schools/organizations, the fieldwork candidate gains exposure and experience in all of the domains of counseling, including activities such as:

- Develop, plan, implement, and evaluate a school counseling and guidance program that includes academic, career, personal, and social development
- Advocate for the high academic achievement and social development of all students
- Provide school wide prevention and intervention strategies and counseling services
- Provide consultation, training, and staff development to teachers and parents regarding students' needs

Prerequisites for Fieldwork Experience

While each of our graduate students joins us with a variety of professional experiences and individual goals, we try to ensure that all candidates receive a solid foundation in counseling prior to beginning their fieldwork. It is expected that students will have completed the following courses and steps before beginning their fieldwork:

- EDCO 215: Introduction to Counseling and Guidance
- EDCO 218: Counseling Process and Techniques
- EDCO 232: Law and Ethics in Counseling (including Mandated Reporter Training)
- EDCO 248: Dynamics of Behavior and Development
- EDCO 227: School-Family-Community Collaboration (can be taken concurrently in first semester)
- Registration with California Teaching Credential (i.e., fingerprinting) and TB Clearance

Requirements During the Semester

For each EDCO 292: *Supervised Experience in Counseling* course, typically completed over the course of one semester, the fieldwork candidate should:

- Complete 200 fieldwork hours (approximately 13 hours per week)
- Receive increasing levels of exposure to and experience in a variety of counseling opportunities
- Treat the fieldwork as a professional learning opportunity

Expectations and Requirements for the Field Site Supervisor

- Possess a PPS Credential
- Have at least two years of experience as a credentialed counselor
- Be willing to devote at least one hour per week to meet individually with the fieldwork candidate
- At the start of the semester, confer with the fieldwork candidate regarding goals and objectives that both support the institution and support his/her growth in the field
- During the semester, mentor and train the candidate, preparing him/her for a career in the field
- At the end of the semester, complete an evaluation of the candidate's growth

Overview for Field Site Supervisors in Non-Profits and Higher Education

We recognize the vital and important role fieldwork plays for all of our students. Our hope is that, over the course of the fieldwork experience within various colleges/organizations, the fieldwork candidate gains exposure and experience in counseling, including activities such as:

- Advise and counsel students regarding their career and educational options
- Facilitate group counseling sessions
- Provide consultation and training to students
- Other activities that meet the student's specific post-graduate goals

Prerequisites for Fieldwork Experience

While each of our graduate students joins us with a variety of professional experiences and individual goals, we try to ensure that all candidates receive a solid foundation in counseling prior to beginning their fieldwork. It is expected that students will have completed the following courses and steps before beginning their fieldwork:

- EDCO 215: Introduction to Counseling and Guidance
- EDCO 218: Counseling Process and Techniques
- EDCO 232: Law and Ethics in Counseling (including Mandated Reporter Training)
- EDCO 248: Dynamics of Behavior and Development

Requirements During the Semester

For each EDCO 292: *Supervised Experience in Counseling* course, typically completed over the course of one semester, the fieldwork candidate should:

- Complete 200 fieldwork hours (approximately 13 hours per week)
- Receive increasing levels of exposure to and experience in a variety of counseling opportunities
- Treat the fieldwork as a professional learning opportunity

Expectations and Requirements for the Field Site Supervisor

- Have at least two years of experience as a counselor
- Possess a Masters in Counseling or a related masters, such as in Social Work
- Be willing to devote at least one hour per week to meet individually with the fieldwork candidate
- At the start of the semester, confer with the fieldwork candidate regarding goals and objectives that both support the institution and support the candidate's growth in the field
- During the semester, mentor and train the candidate, preparing him/her for a career in the field
- Meet with the University Instructor at least once during the semester, following a site observation
- At the end of the semester, complete an evaluation of the candidate's growth

Supervision Roles and Responsibilities

A successful field site experience requires the collaboration of both institutions (the Counselor Education Department and the Field Site) and their representatives, the University Instructor and the Field Site Supervisor. These organizations and experienced personnel will work together to create a learning opportunity for the fieldwork student. Both the University Instructor and Site Supervisor will work with the students to develop the objectives for the field experience and ensure they have an opportunity to learn, grow, and develop throughout the semester.

Responsibilities of the University Instructor:

1. Instructor of record. Responsible for assigning grade(s) of CR (credit), NC (no credit), or I (incomplete).
2. Ensures that satisfactory progress at the site placement is being made by the PPSC/MA candidate and provides consultation and other assistance as necessary.
3. Maintains regular communication between the PPSC/MA candidate and Site Supervisor.
4. Assists the PPSC/MA candidate in creating realistic and achievable goals and objectives.
5. Conducts a site visit.
6. Provides monthly group supervision meetings for the PPSC/MA candidates enrolled in his/her course.

Responsibility of the Department of Counselor Education

The Department of Counselor Education is responsible for the following:

1. Provide the core classes in counseling before the first fieldwork experience.
2. Inform students about the prerequisites that must be completed before starting fieldwork and to ensure that prerequisites have been satisfactorily submitted.
3. Provide opportunities for students to learn about potential fieldwork opportunities.
4. Provide a faculty member known as the University Instructor to act as a liaison between and among the program, PPSC/MA candidate, field-site supervisor, and field-site.
5. Support and assist the Field Site Supervisor to enhance the provision of an educationally focused field site placement.
6. Decide matters of grades and eligibility for graduation
7. Decide on placement assignment, termination, and/or transfer.
8. Maintain record of PPSC/MA candidates' performance.

Field Site Supervisor Responsibilities:

1. Provide the PPSC/MA candidate with an orientation to your institution and its policies.
2. Review the PPSC/MA candidate's course contract, goals, and objectives, and approve or revise them as they match your needs and expectations. A blank EDCO 292 Course Contract form can be downloaded from the website:
<http://www.sjsu.edu/counselored/resources/forms/index.html>
3. Provide the PPSC/MA candidate with opportunities to reach his/her goals and objectives

4. Provide direct supervision by meeting with the PPSC/MA candidate a minimum of 1 hour/week.
5. Provide the PPSC/MA candidate with feedback regarding his/her strengths and areas of growth.
6. Provide **the** PPSC/MA candidate with support (as needed).
7. Communicate with the University Instructor and/or the department as needed.
8. Complete an online survey to assess the quality of the PPSC/MA candidate's preparedness and to gauge whether it was a good match. (A link to the survey will be e-mailed to you in the latter half of the semester.)
9. Complete the fieldwork evaluation form at the completion of fieldwork hours. The student will provide you the form, which can be viewed in advance at <http://www.sisu.edu/counselored/resources/forms/index.html>

Field Site Responsibilities

1. Identification of a Field Site Supervisor with a master's in counseling or a related field, with two years of post-degree experience. Also, the Field-Site Supervisor must have a PPS Credential if supervising PPS Credential candidates.
2. Grant a minimum of one hour per week to the Field-Site Supervisor to supervise and mentor the PPSC/MA candidate.
3. Plan with the Field-Site Supervisor a range of field experiences suitable to the PPSC/MA candidate's needs.
4. Provide the PPSC/MA candidate with adequate work space and materials (and transportation costs for agency work).
5. Provide new learning experiences and instruction through joint conferences and appropriate field work assignments.
6. Provide opportunities for PPSC/MA candidate to work with a diverse clientele in support of the Department of Counselor Education's mission.

Frequently Asked Questions by Site Supervisors

Q1. The EDCO Student I am supervising is employed in my organization. Can the paid hours count toward the required 200 hours of fieldwork?

A1. Yes, we allow students to count employment hours toward their 200 hours per semester, provided that the work is within the scope of counseling and advising. We strongly encourage students to stretch themselves and to take on additional responsibilities or gain exposure to new situations and fill the semester with learning opportunities. A student can only count two semesters (400 hours) of paid experience toward their requirement, unless they are working in a K-12 setting under a PPS Internship credential.

Q2. Are EDCO students paid for their fieldwork?

A2. While they can be in paid positions while earning their fieldwork hours, many are also in voluntary roles. Some organizations choose to provide a stipend to the fieldwork candidates as they recognize the benefit the fieldwork candidate provides their organization.

Q3. Is the fieldwork candidate allowed to meet one-on-one with students?

A3. While the fieldwork candidate will start by shadowing you and your colleagues, the hope is that, later in the semester, the candidate (and you) will feel comfortable allowing him/her to meet individually with students if appropriate with your institution's policies.

Q4. What support does the University provide?

A4. Each fieldwork candidate has a University Supervisor who meets regularly with the student and will visit him/her at the field site. If you have any questions or concerns during the semester, the University Supervisor will support you and the fieldwork candidate.

Q5. Can I require students to have a full-year placement at my organization?

A5. Yes, some organizations do require a full-year placement. This information is stated upfront and, quite often, a stipend is provided to students completing the full-year.

Q6. Is there a list of sample activities I could have students complete?

A6. Yes, on our website, we have a list of sample activities that are particularly applicable to the K-12 setting. Some of these activities may also be appropriate for other organizations.

Q7. What if I realize a month into the commitment that the EDCO Student is not fulfilling the commitments and may not be a match for continuing at my site?

A7. We would encourage you to communicate your observations to the EDCO student during your one-hour weekly meeting. In addition, please share the concerns and observations with the University Instructor. You can discuss and monitor the situation to determine appropriate next steps. If no progress is being made or the student's actions are egregious, you can terminate the contract, in consultation with the University Instructor.

GLOSSARY

- **EDCO:** Code used by San Jose State University to denote Department of Counselor Education
- **EDCO 292:** Course number for *Supervised Experience in Counseling* course.
- **Field Site:** An entity where the fieldwork candidate has found placement. The field site can include a wide variety of options where counseling services are available, including a community college, high school, elementary school or a nonprofit organization.
- **Field Site Supervisor:** A counseling professional at a site who has agreed to supervise a counselor-in-training. This professional should have at least two years experience. If the candidate is seeking a PPS Credential, the Field Site Supervisor must also possess a PPS credential.
- **Fieldwork Candidate:** Graduate student from the Department of Counselor Education who is enrolled in the course EDCO 292: *Supervised Experience in Counseling*.
- **PPS:** The abbreviation for the Pupil Personnel Services Certification offered by the California Teaching Credential office. The PPS credential is required by K-12 School Districts throughout California.
- **University Instructor:** The Counselor Education Department instructor with whom the student is taking the EDCO 292 course and who will be providing support and supervision to the student.

Appendix A: Counseling Delivery Definitions

As a counselor, there are multiple delivery methods utilized to help your students/clients meet their goals. These delivery methods may involve either direct or indirect contact with the student or client. The chart below provides additional context and information to help you better understand and document how you are working with students and completing your EDCO 292 hours.

Delivery	Direct/ Indirect	Definition
Individual Counseling	D	Counseling service to students that are planned or unplanned to support those experiencing difficulty with relationships, personal concerns or developmental tasks.
Group Counseling	D	Counseling service delivered to a group of students who share similar difficulties in handling relationships, personal concerns, developmental tasks or academic development.
Crisis Counseling	D	Counseling that is unplanned and provides immediate prevention, intervention and follow up services to families, students or staff facing emergency situations. Counseling is short-term and may involve referral to outside sources.
Peer Facilitation	D/I	Facilitating or co-facilitating a peer program such as peer mediation, peer helpers, etc. Direct time = time spent with students
Individual/Group Student Planning (Advising)	D	Meeting with student(s) to guide them in long-term planning (goal setting) or short-term planning. Planning may include analyzing personal data (interest inventories, achievement tests, grades, etc.) to support realistic goals. Some examples might include: advising on graduation requirements, course selection, career planning, and college advising
Individual/Group Student Planning (Appraisal)	D	Meeting with students to analyze/evaluate their interests, skills, and achievement as it relates to academic, personal/social, and career development
Consultation	D	A service that provides support to students by working directly with their parents/guardians, educators, and community agencies to identify problems in order to put effective interventions into place. Follow up and data collection to support effectiveness of intervention is encouraged
Collaboration/ Interdisciplinary Curriculum Development	I	Through teaming with other professionals in the school building and community, school counselors will promote the goals of the counseling program. Stakeholder feedback will be used to shape the direction of the counseling program, make adjustments to a current program and/or initiate new activities/interventions that support student growth in the three domains

Classroom Guidance	D	Counselors work in classrooms to teach students those skills identified by the counseling program plan
School-wide Program Implementation	D	Counselors work outside of the classroom to provide instruction to students in those skills identified by the counseling program plan (i.e., career day fairs, service learning opportunities, college night, etc.)
Parent/Teacher Trainer	D	Counselors provide instruction/training to parents/teachers/staff in the skills needed to support the facilitation of the goals/objectives outlined in the school counseling plan
Task Meeting Attendance	I	Attending meetings related to academic planning; which may include school safety, vocational development, school improvement goals, etc. Some examples of activities would be SST team member, Advisory committee member, etc.
Program Management: planning & data collection/ analysis	I	Indirect planning on the part of the counselor to support the direct services provided by the counseling program. Activities in this section might include lesson planning, session planning, data collection, results recording, climate report, portfolio etc.
Supervision	I	Individual supervision provided by site supervisor or supervision provided by University instructor/professor outside of class meetings
Clinical Observation	I	Observations completed by the counselor to support data collection. Observations might include frequency counts, ABC observations, etc.
Professional Development	I	Opportunities counselors take to acquire a better understanding in areas of interest/need. Some examples would be attending professional workshops, reading of professional journals/books, and seminar attendance.

Appendix B: CTC Standards

In April 2019, the California Commission on Teacher Credentialing (CTC) adopted new Pupil Personnel Services School Counseling Program Standards and Performance Expectations . Copied below are the performance expectations pertaining to counseling in the following domains: academic, social/emotional and college/career.

SCPE 3: Student Academic Development

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

SCPE 4: Student College and Career Development

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

SCPE 5: Social/Emotional Development

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

achievement, including building rapport, showing empathy, and providing non-judgmental support to students.

3. Articulate the role of school counselors in Multi-Tiered Systems of Support (MTSS) and apply the MTSS framework to promote social and emotional learning of pupils in a non-judgmental and inclusive manner.

4. Develop cultural competency and demonstrate skill in helping pupils to respect and understand alternative points of view to accept, respect, and value differences, such as cultural diversity and family configuration patterns.

5. Articulate the intervention processes and considerations utilized in the delivery of responsive services including individual/small group/crisis response.

6. Demonstrate an ability to counsel and address mental health needs of students during times of transition, separation, heightened stress and critical change, and how to access community programs and services that assist all student needs.

7. Understand what defines a crisis, identifies the appropriate responses, and develops a variety of intervention strategies to meet the needs of the individual, group, or school community before, during, and after crisis response.

8. Articulate and demonstrate the role of the comprehensive school counseling program in the school crisis/post-crisis plan.

9. Demonstrates knowledge of trauma-informed care processes and the ability to create interventions aligned with trauma-informed care practices to support student achievement.

10. Develop, implement, and monitor prevention, education, and intervention programs, such as: cyber-bullying, restorative practices, self-harm, social media literacy, Alcohol, Tobacco and Other Drugs (ATOD), suicide, school truancy, sex trafficking, retention rates, pregnancy, LGBTQ+ awareness and empowerment.

11. Demonstrates knowledge of and skills in developing, organizing, presenting, and evaluating preventative and proactive in-service education programs for school staff.

12. Demonstrate the ability to promote school connectedness and understand the benefits of enrichment and extracurricular engagement, such as school clubs, sports, and other extracurricular activities.

13. Attend continuing education sessions for professional development on topics related to crisis, trauma, and mental health services provided to students in the PreK-12 school system.

14. Demonstrate the ability to provide an initial assessment of a student's mental health needs and make the appropriate referrals within and external to the school site.

15. Articulate and demonstrate the school counselor's responsibility to develop and lead comprehensive student support system in collaboration with teachers, administration, other PPS professionals, and community partners/agencies.