



UNIVERSITY OF
SAN FRANCISCO

School of Education

Masters Degree in Counseling Psychology

Concentration in
School Counseling with
California Pupil Personnel Services Credential

SCHOOL COUNSELING PROGRAM (SCP) MANUAL

University of San Francisco
School of Education
2350 Turk Street
San Francisco CA 94117

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WELCOME

The handbook is designed to provide every School Counseling Program (SCP) student with an organized reference to the procedures and guidelines we all follow. This handbook is also used in conjunction with the School of Education policies. <https://myusf.usfca.edu/education/students> Every effort has been made to present information that is current and of greatest relevance and use to students.

Comments and suggestions are welcome and should be addressed to Juliana Lau, the School Counseling Program Assistant: jlau5@usfca.edu.

UNIVERSITY OF SAN FRANCISCO (USF) VISION, MISSION, AND CORE VALUES

VISION

The University of San Francisco will be internationally recognized as a premier Jesuit Catholic, urban University with a global perspective that educates leaders who will fashion a more humane and just world.

MISSION

The core mission of the University is to promote learning in the Jesuit Catholic tradition. The University offers undergraduate, graduate and professional students the knowledge and skills needed to succeed as persons and professionals, and the values and sensitivity necessary to be men and women for others.

The University will distinguish itself as a diverse, socially responsible learning community of high quality scholarship and academic rigor sustained by a faith that does justice. The University will draw from the cultural, intellectual and economic resources of the San Francisco Bay Area and its location on the Pacific Rim to enrich and strengthen its educational programs.

CORE VALUES

The University's core values include a belief in and a commitment to advancing:

- the Jesuit Catholic tradition that views faith and reason as complementary resources in the search for truth and authentic human development, and that welcomes persons of all faiths or no religious beliefs as fully contributing partners to the University;
- the freedom and the responsibility to pursue truth and follow evidence to its conclusion;
- learning as a humanizing, social activity rather than a competitive exercise;
- a common good that transcends the interests of particular individuals or groups; and reasoned discourse rather than coercion as the norm for decision making;
- diversity of perspectives, experiences and traditions as essential components of a quality education in our global context;
- excellence as the standard for teaching, scholarship, creative expression and service to the University community;
- social responsibility in fulfilling the University's mission to create, communicate and apply knowledge to a world shared by all people and held in trust for future generations;

- the moral dimension of every significant human choice: taking seriously how and who we choose to be in the world;
- the full, integral development of each person and all persons, with the belief that no individual or group may rightfully prosper at the expense of others;
- a culture of service that respects and promotes the dignity of every person.

SCHOOL OF EDUCATION (SOE)

VISION

The School of Education celebrates four decades of involved teachers, devoted leaders and caring counselors. Our faculty and students are scholars and social justice advocates engaged within the diverse San Francisco Bay Area and beyond. With over twenty master's and doctoral programs, including programs at our branch campuses and online, we welcome students who seek to make an impact and who are committed to serving those most in need.

MISSION AND GOALS

The School of Education offers credential and graduate programs designed to meet the needs of aspiring and practicing educators, counselors, and leaders. Marked by its urban setting, the School reaches out and contributes to the several communities we serve.

By valuing the individual, the School provides a caring, interactive, and academically challenging climate through:

- Instilling a passion for knowledge, wisdom, and justice
- Fostering a desire to celebrate a modern, multicultural world
- Building a commitment to creativity and compassion
- Heightening ethical standards
- Developing the intellect
- Enhancing professional skills

To these ends, we foster a community marked by the commitment of the Jesuit Catholic urban university to issues of justice and intellectual rigor. We maintain a community that supports faculty, students, staff, alumni, and friends in accomplishing their lifelong learning goals.

SCHOOL COUNSELING PROGRAM (SCP)

MISSION STATEMENT

The School Counseling Program at the School of Education at the University of San Francisco prepares graduate students to work in urban, diverse schools with the goal of improving the human condition through counseling, education, compassion and collaborative partnerships. Consistent with the Jesuit tradition, our goal is to train school counselors to become social justice agents of change by promoting equitable conditions inside and outside of schools. The curriculum in the School Counseling Program focuses on educating students to think and respond systemically and

ecologically by creating and implementing individual, group, and programmatic changes. We pursue our mission through academic excellence, real life experiences, and partnerships with multicultural families, schools, and communities.

DEFINITION OF BASIC TERMS

Below is a list of terms and definitions frequently used throughout this manual. See Appendix A for a comprehensive listing of terms that are frequently used throughout the SCP.

Candidate: Graduate students accepted and enrolled in the school counseling program are considered “candidates” for the Pupil Personnel Services Credential in School Counseling for the state of California.

Fieldwork Site Supervisors: Professional school counselors who provide on-site supervision of trainees at their fieldwork placements. Often referred to as “Site Supervisors” or “Mentor Counselors”

Traineeship I: Traineeship I, sometimes also referred to as practicum in this handbook, is a fieldwork experience that takes place in K-12 public schools. The experience allows students to observe and document how professional school counselors perform their job responsibilities. During traineeship I (second semester of the program), counselors-in-training participate, **to a limited extent**, in performing tasks under direct supervision of their assigned Fieldwork Site Supervisor. The Traineeship I course is taken while concurrently at the traineeship site during the second semester of the program. Traineeship I will be offered in the Fall of 2020.

Traineeships II, III, and IV: Like traineeship I, subsequent traineeships are a fieldwork experience that takes place in a K-12 public school. A major difference between traineeship I and all subsequent traineeship experiences is that traineeship II-IV (semesters 3-5 of the program) have a heightened degree of expected involvement on part of the trainee with regards to hands-on school counseling activities. Concurrently, students enroll in a Traineeship course which outlines the expectations and requirements of the traineeship. Traineeships II-IV are in three distinct semesters: spring 2021, fall 2021, and spring 2022.

Trainee: Students participating in fieldwork experiences (traineeships I, II, III, and IV) are considered trainees. “Trainee,” “counselor-in-training,” and “candidate” are often used interchangeably.

PROGRAM OVERVIEW

The University of San Francisco offers a Master of Arts in Counseling Psychology, Concentration in School Counseling. This 2-year, 49-unit program meets all preconditions, standards, and requirements by the California State Commission on Teacher Credentialing (CCTC) for those seeking a career in School Counseling in K - 12 schools. Graduates of the program obtain a Master of Arts degree (M.A.) and are eligible for the Pupil Personnel Services (PPS) Credential in School

Counseling. All students are conditionally admitted and expected to demonstrate the academic performance and dispositions appropriate to the work of a counselor.

The School Counseling Program emphasizes the enhancement of multicultural youth identity development and empowerment, application of theory, and a commitment to the quality schools that foster learning conditions that maximize intellectual development and creativity, respectful relationships, self-directed learning and positive cultural identities.

Classes meet on alternate weekends -- Friday evenings (5:30-9:45) and all day on Saturday (8:00-5:15) -- nine weekends per semester for Fall and Spring. Given the global pandemic, Fall 2020 classes are slated to be online, but still adhering to the teaching weekend schedule. Historically, Fall semester Traineeship I classes meet four times per semester on alternate Fridays from the Teaching Weekend Schedule. This will be adjusted to accommodate the online learning that will take place this year, so it may not be Friday evenings. In order to ensure that students graduate in a two-year time frame, the program offers courses in the fall, spring, winter/intersession, and summer semesters. Specific dates and times will be emailed directly to students and posted online. Students begin their work in schools during their first Fall semester in the Traineeship I class, and in subsequent traineeship classes that stretch over three semesters. Students complete all of their fieldwork requirements in four semesters. The fieldwork classes each semester are conducted under the supervision of an experienced University Fieldwork Instructor.

After their first semester in the program, students have the option of enrolling in a 60-credit Dual Concentration Program in School Counseling and Professional Clinical Counseling. This Dual Concentration Program follows the same requirements of the 49-credit program in School Counseling and additional 11 credits. More information about this option is provided on a later section of this program manual. There will be informational meetings scheduled in the Fall and Spring semesters to offer information about this program and the process of registration.

FULL-TIME FACULTY

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STUDENT ADVISING

Students are required to schedule **at least one meeting each fall and spring semester** with their advisor while enrolled in the program. Advisors will generally reach out to their advisees to schedule a time to meet, however, **it is also the student's responsibility to arrange meetings with their advisors as needed throughout the program.** If, for whatever reason, you do not get a response from your advisor, you should inform the Counseling Psychology Department Chair who will help facilitate a meeting. Students should have met with their advisors at least four times total prior to graduation.

Faculty Advisors

Leyla Pérez-Gualdrón, lperezgualdron@usfca.edu, 415-422-6868
 Angela Tang, atang15@usfca.edu, 415-422-4929
 Christine Yeh, cjyeh@usfca.edu, 415-422-6868

Sample issues to address with advisors:

- General concerns about the Program
- Concerns about a specific course that cannot be resolved after meeting with the individual instructor
- Discussion about the School Counseling Program curriculum
- Status in Program
- Concerns about your fieldwork site or Fieldwork Site Supervisor relationship that cannot be resolved after meeting with Fieldwork Site Supervisor and/or University Fieldwork Instructor
- Leave of absence
- Timeline for completing the Program
- Questions about the profession, working in a school, navigating school politics, etc.

There may be times when questions, comments, and/or concerns arise that may be best presented to someone other than a formal advisor. In those cases, please contact one of the following individuals:

Fieldwork Coordinator

Dr. Angela Tang, atang15@usfca.edu

- Issues related to your fieldwork placement that cannot be resolved after meeting with your University Fieldwork Instructor
- Assistance with placement search, documents, requirements, etc.

University Fieldwork Instructors

(Check syllabus for University Fieldwork Instructor assigned to your fieldwork course)

- Concerns related directly to the practicum and fieldwork experience (Fieldwork Site Supervisor, portfolio requirements)
- Questions about the field, working in a school, job search
- Concerns or comments about Fieldwork supervision

Licensed Professional Clinical Counseling (PCC) Coordinator

Estella Pabonan, epabonan@usfca.edu; 415-422-5686

- Questions related to requirements for the PCC licensure
- Questions related to PCC coursework
- Questions related to class registration

Credential Analyst

Helen Huynh, hhuynh3@usfca.edu; 415-422-2117

- Questions related to PPS credential
- Questions related to the California Commission on Teacher Credentialing (CCTC), (e.g., fingerprinting, clearance, etc.)

Program Assistant

Juliana Lau, jlau5@usfca.edu; 415-422-6868

- Course locations, dates, times, and materials
- Faculty office hours/appointments
- Course schedules

Concerns that cannot be resolved after meeting first with the instructor, then coordinator (Program and/or Fieldwork), will be directed to the Department Chair, Associate Dean, and Dean, respectively.

USF EXPECTATIONS FOR ETHICAL PROFESSIONAL BEHAVIOR**USF OFFICIAL STUDENT CODE OF CONDUCT**

Available on the web: <http://myusf.usfca.edu/fogcutter/student-conduct>

USF ACADEMIC INTEGRITY AND HONOR CODE

As a Jesuit institution committed to *cura personalis* — the care and education of the whole person —

USF has an obligation to embody and foster the values of honesty and integrity. All members of the USF academic community are responsible for maintaining the standards of honesty and integrity. Please refer and follow the [University of San Francisco Honor Code](https://myusf.usfca.edu/academic-integrity/honor-code) <https://myusf.usfca.edu/academic-integrity/honor-code>, which applies to all students in the School Counseling Program.

SCP EXPECTATIONS FOR ETHICAL PROFESSIONAL BEHAVIOR

Ethical, competent, and caring professional behavior is at the heart of the helping professions serving children and youth in schools. Professional behavioral expectations begin with instruction and carries through to successful practice as credentialed School Counselors. The School Counseling Program behavioral expectations are divided into two categories: one, a global **SCP Statement of Understanding**, and two, **Professional Disposition Expectations** that describe important ways counselors-in-training demonstrate their emerging professional behavior. These understandings and expectations will be applied to academic performance evaluation, faculty recommendations for students, and TRAINEE evaluation for credentialing.

SCP STATEMENT OF UNDERSTANDING

The school counseling profession requires a high level of personal integrity, self-awareness, and personal maturity. Demonstrating professionalism in classroom behavior, as well as being present, engaged, and challenging oneself in classroom activities, is expected at all times as a graduate student. The professionalism learned and demonstrated in the classroom is expected to be translated into ethical, competent, and caring practice in the schools.

PROFESSIONAL DISPOSITION EXPECTATIONS

1. Integrity

Student is honest and ethical in dealing with people and situations. In addition, they are consistent and sincere. They understand, and abide by, ethical codes of conduct for the profession.

2. Empathy

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

3. Commitment to Social Justice and Democracy

Student has a commitment to respect and value cultural diversity and individual differences. They are committed to supporting those who seek services without discrimination or prejudice. Student demonstrates multicultural competence in working with and for individuals of diverse backgrounds and lifestyles in and out of classroom environments (e.g., fieldwork, community engagement activities, etc.).

4. Flexibility and Resourcefulness

Student is **not** rigidly bound to one way of viewing the world or any situation. They are able to adapt to changing conditions of a situation. They also are able to be resourceful in finding or generating innovative solutions, given limited resources.

5. *Tolerance for Ambiguity*

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

6. *Accepting Feedback*

The student is able to hear feedback without defensiveness. They make mistakes and incorporate suggestions from fieldwork site supervisors and instructors to correct or improve performance.

7. *Awareness of one's impact upon others*

The student is aware of the impact of physical presence and verbal/ non-verbal communications upon others.

8. *Active engagement in personal and professional growth*

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

9. *Collaboration, support, leadership*

The student is able to be a supporter as well as a leader in collaborative teamwork.

10. *Appropriate risk taking and acceptance of learning challenges*

The student demonstrates willingness to take appropriate risks and accept the challenges of new learning.

11. *Ability to interact with others without inappropriate intrusion of personal ego needs*

The student recognizes their social emotional needs and does not let these needs interfere with professional work with clients, professionals, or other students.

12. *Understanding of cultural and diversity factors as they impact counseling and human interactions*

The student seeks to understand the clinical/professional implications of differences in race, culture, gender, language, sexual orientation, and physical-, mental- & emotional challenges.

ADDRESSING PROFESSORS

Some professors, staff, and administrators prefer to be addressed by a first name. However, unless invited to do so, it is more appropriate to use “Dr. or Mr./Ms. (last name)” or “Professor (last name).” Ask or wait until they acknowledge how they prefer to be addressed.

PROFESSIONAL COMMUNICATION

Whether it is an email, a phone call, a text or a classroom discussion, when communicating with others, please do so as a professional. This simply means to use courteous language and show

respect for the ideas and values of others. Students will be evaluated according to professional dispositions they display in and out of the classroom environment.

RESPECTING TIME

Be sensitive and respectful of others' time. If you sign up to attend an event or make an appointment to meet with a classmate, a professor or a staff member, please honor that commitment or notify the person beforehand that you are unable to attend.

CELLPHONES, LAPTOPS, AND TABLETS

As such, during class, please either turn off your cell phone or place them on silent. No exceptions without instructor permission. Laptops and tablets may be used only for class-related work. Students are given multiple breaks in every class so there is ample time to make phone calls and access the internet during breaks.

PROFESSIONAL DRESS AND PRESENTATION

Appropriate attire in class and at your school sites provides an atmosphere of professionalism. Please be mindful of how your personal presentation impacts your presence and relationship with others. Counselors-in-training represent USF, the school counseling program in the community, and themselves as professionals, so please be sure to present yourself in a professional manner. You may confer with a University faculty member if you have any questions/comments about this.

SCHOOL COUNSELING ATTENDANCE

Attendance policies are dictated by the requirements of California law for state credential programs (CTC). Punctual attendance for all courses and fieldwork placements is assumed. In the case of illness or emergency, students are responsible for contacting the course instructor and completing work missed due to absence.

Students who are absent for more than the following amount of time will not receive credit for a course:

- **1-unit course = 2 hours**
- **2-unit course = 4 hours**
- **3-unit course = 6.25 hours**

Four (4) instances of incomplete attendance for any given class period (arriving late or leaving early) constitutes 2 hours of absence. Students who exceed the maximum amount of absence time allowed will be required to withdraw from a course, re-enroll and pay course tuition again in a subsequent semester.

INCOMPLETE GRADES

"Incomplete" denotes that an examination or required assignment has been postponed for a **serious reason** after consultation with the instructor. Incomplete grades are considered only when the student has completed **the majority** of the required work for a course. Students who have not contacted a faculty member regarding completion of course requirements are subject to a failing

grade. Students given approval to postpone course requirements must complete them on the date specified by the instructor. Students and instructors must agree to the following:

- Work still required
- A completion deadline
- Grade assigned to the work if completion deadline met
- Grade assigned to the work if completion deadline not met

If the notation is still incomplete at the close of the following semester, it is converted to a failing grade (F).

STUDENT REVIEWS

Every student comes in the School of Education on a conditional admission status. Once classes have concluded for the summer, the School Counseling Program will review student performance in class, assess dispositions, and consult with the summer faculty on adherence to program standards. Once this review is complete, students will receive notification as to whether they are on track.

Once the Fall grades have posted, the School Counseling Program will again review student performance in class, assess dispositions, consult with Fall semester faculty, and review fieldwork performance.

After the first Fall semester, School Counseling Program faculty will continue to monitor progress for all students. If there are any concerns with the above data points, your advisor and/or program coordinator will be in contact with you.

The purposes of the student review are to (1) track student progress, (2) inform students about their progress in the program, and (3) take appropriate action if there is concern about a student's progress.

STUDENT REVIEW MEETING PROCESS:

AT THE CONCLUSION OF EACH REVIEW:

1. The School Counseling Program will make a recommendation from the following options:
 - (a) student should continue in the program;
 - (b) student should be reviewed after another semester;
 - (c) student should be offered remedial assistance;
 - (d) student should be discouraged from continuing in the program, in which situation a process should be initiated to determine whether the student should be withdrawn from the program.

The above information will be communicated to the student before the beginning of the subsequent term.

2. The School Counseling Program and student will discuss and make a decision for remediation plan if that is the determination. Clear documentation of this process will be followed.

The School of Education Dean, Associate Dean, and the Counseling Psychology Department Chair will be notified of students who have been recommended for remediation or withdrawal from the program. Successful completion of the program of study in the School Counseling Program (SCP) is based on the demonstration of effectiveness in academic, professional, and personal areas as they relate to a student's professional objectives. SCP faculty members have a professional responsibility to evaluate the academic, professional, and personal development of students in the academic programs to offer feedback and promote their development and growth.

The Student Review and Retention process enables SCP faculty to share and evaluate information about student progress in the program. Student review is an ongoing and continuous process. Any faculty member may raise questions about a particular student's performance and progress during regularly-scheduled program or department faculty meetings.

Probation and Remediation. The student will be placed on probation, and a remediation plan will be developed by the student and the advisor. This plan will be in writing and will be signed by both the student and the advisor. A copy of the plan will be provided to the student and a copy will be placed in the student's CPSY file.

Probation and Remediation Steps. If the department faculty determine that the student can benefit from a period of remediation, the following steps will be taken:

1. The School Counseling Program will notify the student, in writing, that the student is on probation within the program. Additionally, the student will be requested to make an appointment with the advisor to discuss the procedures that will be used regarding the probation. School Counseling Program coordinator and/or Department chair may also be present at this meeting for additional support.
2. The student and the student's advisor develop a plan for remediation. This plan will (a) define the areas of concern to be addressed; school counseling program dispositions are also used as guidelines, (b) identify the expected behavior patterns and/or dispositional goals, (c) specify possible methods that could be used to reach these goals, which may include personal counseling, self-structured practica and/or fieldwork, behavioral change, and/or additional academic course work and supports, (d) delineate specific goals and how goal attainments will be demonstrated, and (e) designate a date for goal attainment or reevaluation.
3. A copy of the approved plan will be provided to the student and a copy will be retained in the student's file in the CPSY office. Both copies of the plan will be signed and dated by the student and the student's advisor. The plan will be provided to the SCP Program Coordinator and CPSY Department Chair. The School of Education Associate Dean will also be notified of the probation plans/status.
4. At or near the date for re-evaluation, the student's progress, or lack of it, will be reviewed by the department faculty. The review will include a review of the faculty evaluations and any documentation provided to the advisor by the student.

5. The faculty has three options of recommendation:
 - a. **Continuation in the program:** the specified concerns no longer present a significant problem and the student is allowed to continue in the program.
 - b. **Continued probation and remediation:** if progress is documented on the first evaluation, an updated behavioral plan is prepared, and a date is set for another reevaluation at the department faculty's discretion.
 - c. **Withdrawal from the program:** if the student has failed to attain the behavioral goals and there is no expectation that they could reasonably attain them in the near future.
6. The student will be notified in writing by the School Counseling Program of the reevaluation decision and it will be requested that the student make an appointment with the advisor for feedback concerning the decision.
7. The student will be requested to sign and date two copies of the reevaluation decision. One copy will be retained by the student and one copy will be placed in the student's permanent file in the CPSY office.
8. Depending upon the reevaluation decision by the department faculty (as outlined in 5 a, b, and c. above), the student and the advisor will review the options available to the student.
9. If withdrawal from the program is recommended by the faculty, the School Counseling will send a written notification to the student. A meeting with the student, SCP faculty and a School of Education Dean will be scheduled to discuss the concerns presented. If withdrawal from the program is recommended, the student can (within 30 days) (a) prepare and present to the faculty a written response to the notification, and (b) request, in writing, a faculty review of the termination recommendation, if the student chooses.
10. Upon receipt of a written request from the student regarding the termination recommendation during the 30-day period described in step A (10), the School Counseling Program faculty, the Counseling Psychology Department Chair, and the Dean's office will review the request.
11. Written notification of the decision will be provided to the student by the School Counseling Program.

If the student is not satisfied with the department faculty's decision, they will follow procedures to issue a complaint as outlined by the USF procedures

<https://myusf.usfca.edu/student-life/complaint-resolution-procedures>

B. Removal/Withdrawal from Program. If a student's unacceptable professional and personal behaviors are deemed severe enough by the program faculty, the department chair will forward an immediate withdrawal recommendation to the student.

1. The student will be given 30 days, within the regular academic year, in which to (a) prepare and present to the faculty a written response to the notification, and (b) request, in writing, a faculty review of the termination recommendation, if the student chooses.
2. Upon receipt of a written request from the student regarding the termination recommendation during the 30-day period described in step B(1), a faculty meeting will be held to review the student request.

3. Following the review of the request, the program faculty will meet to (a) review the student's progress in the program, (b) review the student's behaviors as related to expected professional and personal behaviors, and (c) render a decision as to whether the recommendation for withdrawal from the program is to be upheld.
4. Written notification of the decision will be provided to the student by the School Counseling Program faculty.
5. If the program withdrawal decision is upheld, the department chair will forward a formal withdrawal recommendation to the Associate Dean of the School of Education.

REMOVAL/WITHDRAWAL POLICY

Removal of a student from the program is a significant event for both the student and the program faculty and represents the conclusion of the faculty that the student has not demonstrated an adequate level of competency in either academic or clinical skills, or in other critical areas of ethical and professional conduct, including but not limited to, professional dispositions. Program initiation of action toward the removal of a student is generally the final outcome when several informal and formal communications with the student regarding their unsatisfactory progress through the program have resulted in no improvement. When appropriate, special efforts at helping the student meet program requirements and training objectives are initiated. The final program decision regarding whether or not a student should be terminated from the program, or under what conditions a student making unsatisfactory progress will be allowed to continue, is a decision that rests with the program faculty, and within the parameters set by the University of San Francisco.

REASONS FOR WITHDRAWAL FROM THE PROGRAM

A student's advancement through their academic program from one year to the next is contingent upon satisfactory progress each semester. Student advancement in the program is intended to assure that each student maintains adequate progress in gaining knowledge, skills, competencies, and behaviors required for graduation and professional practice. Students are reviewed by program faculty once each academic year; however, faculty retain the right and responsibility to review any student circumstances or personal performances that may negatively affect the student's completion of the program, competencies for individual professional practice, or that may threaten student/client welfare. The following are offered as examples of circumstances or performances that may be the basis for program withdrawal:

- Failure to maintain minimum academic standards
- Unsatisfactory performance in fieldwork experiences
- Academic misconduct or dishonesty
- Criminal conviction of misconduct that affects ability to practice or be certified
- Failure to comply with established University or program timetables and requirements
- Unethical practices and/or unprofessional conduct
- Behavioral impairment that obstructs the training process and/or threatens client welfare

The following subsections are offered to clarify the aforementioned listed bases for student withdrawal.

FAILURE TO MAINTAIN MINIMUM ACADEMIC STANDARDS

Students are required to maintain a 3.0 GPA in their overall graduate work. Students are placed on academic probation whenever their cumulative graduate GPA falls below 3.0 (on a 4.0 scale). Normally, students receive a letter informing them of their probationary status; however, students are expected to be aware that they must maintain a 3.0 GPA during their graduate studies and, should they drop below a 3.0, they have one semester to bring up their GPA. Students should be aware that all + and - grades are averaged on a fractional basis except for an A+, which is averaged as 4.0. Students on probation have one semester to raise their GPA to 3.0 and return to regular status. A student failing to meet this requirement will not be permitted to re-enroll unless recommended by the department and approved by the Dean of the School of Education. No incomplete grades may accrue during a probationary semester, and any incomplete grades assigned prior to the probationary period must be completed by the end of the probationary semester of the student remediation plan.

Grades of A+ to A- and B+ to B- are considered passing, whereas grades lower than B- are considered failing grades. Students must retake all courses (up to two) in which they earned a C or less.

UNSATISFACTORY PERFORMANCE IN FIELDWORK EXPERIENCES

Upon the recommendation of the student's Fieldwork Site Supervisor at their fieldwork site, the University Fieldwork Instructor, in conjunction with the USF Fieldwork Coordinator and, after a performance review by the program faculty, a student who is judged to have failed to meet the program's expectations for the quantity or quality of fieldwork work or supervision during any counseling practicum or fieldwork, may be recommended to the department faculty for review for removal as outlined in the Student Review and Retention Plan.

ACADEMIC MISCONDUCT OR DISHONESTY

Academic misconduct or dishonesty by a student includes, but is not limited to, disruption of classes, giving or receiving of unauthorized aid on examinations, or in the preparation of notebooks, themes, reports, or other assignments, or, knowingly misrepresenting the source of any academic work, falsification of research results, plagiarizing another person's work, violation of regulations or ethical codes for the treatment of human subjects, or otherwise acting dishonestly in research.

An instructor may, with due notice to the student, treat as unsatisfactory any student work that is a product of academic misconduct or dishonesty. If an instructor deems other judiciary action for academic misconduct or dishonesty by a student to be advisable, or if a student wishes to protest a grade based on work judged by an instructor to be a product of academic misconduct or dishonesty, the case shall be reported to the Chair of the CPSY Department. A report will also be submitted to the USF Academic Integrity Committee. If suitable solutions are not reached, the case shall be reported to the Dean of the School of Education.

CRIMINAL CONVICTION OF MISCONDUCT THAT AFFECTS ABILITY TO PRACTICE OR BE LICENSED

A student whose conduct, within or outside of the program, has resulted in the conviction of a crime that would preclude licensing or certification in California as a school counselor or licensed professional counselor may be withdrawn from the program.

FAILURE TO COMPLY WITH ESTABLISHED UNIVERSITY OR PROGRAM TIMETABLES AND REQUIREMENTS

Leaves of absence may be granted because of illness or other emergency. Ordinarily a leave of absence is granted for one (1) year, with the possibility of extension upon request. After an extended absence, however, a student loses matriculation status and, in order to continue, must apply for readmission to the program.

UNETHICAL PRACTICES AND/OR UNPROFESSIONAL CONDUCT

Faculty and students are referred to the ethical code and principles of the student's program (ACA Code of Ethics, ASCA Code of Ethics). Dual relationship issues, for example, are considered serious matters by the faculty; close monitoring is suggested.

BEHAVIORAL IMPAIRMENTS THAT OBSTRUCT THE TRAINING PROCESS AND/OR THREATEN CLIENT WELFARE

Student conduct which, in the opinion of the faculty and/or the student's Fieldwork Site Supervisors, is the result of behavioral impairment and which obstructs, interferes with, or threatens the training of fellow students or welfare of clients, students, faculty or supervisors may result in student withdrawal from the program or referral for remediation. In the case of referral for remediation, the student may be asked or required to withdraw from classes and may be placed on a leave of absence from the program until such time as the student is able to demonstrate to the satisfaction of the faculty that she/he/they is able to return to the program without impairment. Students may, as part of their remediation, be asked to consult other professionals and engage in consultation or psychological treatment.

Examples of impairment having the potential for student withdrawal or referral include, but are not limited to: substance abuse, dual relationships with clients or students/supervisees for whom the student is responsible; lying or misrepresenting oneself to clients, faculty or supervisors; failure to refer or practicing outside of one's area of competence without appropriate supervision; chronic lateness and/or absence from academic and clinical responsibilities; behavior that interferes with or jeopardizes the well-being of clients, students, faculty, or supervisors; unsupervised practice; and infractions of university rules for student conduct.

PROBLEM SOLVING PROCEDURES FOR NON-HARASSMENT DISPUTES AND CONFLICTS

Students, faculty and staff comprise a diverse group whose personalities, experiences, activities, and personal goals vary widely. Most conflicts and issues that arise in this environment can be resolved without invoking formal grievance procedures; as such, we suggest an informal adult-adult resolution protocol.

STUDENT-FACULTY ISSUE

Step 1: Students should register the concern directly with the faculty and make every effort to resolve the issue. Prior to meeting, the student should be clear about the concern (s), gather supporting data and be ready to discuss specific alternatives for improvement that, for the student, would contribute to a constructive class experience. In speaking with the instructor, the issue may be resolved. The instructor may require some time to consult, reflect, or review materials, and as a result, it will be the instructor's responsibility to contact the student (by phone and/or in writing) within 5 working days after the initial meeting.

Step 2: If, after Step 1, the concern has not been resolved, the student should directly contact their advisor. The advisor will contact the instructor in question. Within 5 working days, the advisor will contact the student to share their findings.

Step 3: If, after step 2, the concern still has not been resolved, the student should directly contact the Program Coordinator. This person will attempt to resolve the concern(s) and provide a response within 5 working days from the time the concerns were brought to his/her/their attention. If the concerns still remain unresolved, the student should next involve the Department Chair.

Step 4: If, after step 3, the concern still has not been resolved, the student should directly contact the Department Chair. This person will attempt to resolve the concern(s) and provide a response within 5 working days from the time the concerns were brought to her/his/their attention.

If the concern remains unresolved, the student should next involve the appropriate Associate Dean by putting the concerns and history in writing and delivering the written materials to the Associate Dean. The Associate Dean will make every attempt to respond to the student within 5 working days, not to exceed 15 working days from the time the issue was brought to their attention.

FACULTY-STUDENT ISSUE

Step 1: Follow above Step 1 and meet with student.

Step 2: If issue(s) still unresolved, involve a faculty colleague.

Step 3: If still unresolved, involve Department Chairperson or Program Coordinator.

Step 4: If still unresolved, see above, and follow written notification to Associate Dean.

STUDENT-STUDENT ISSUE

Step 1: Follow above Step 1 and meet with other student (may skip this step)

Step 2: If issue(s) still unresolved, involve an advisor.

Step 3: If issue(s) still unresolved, involve faculty member.

Step 4: If still unresolved, involve Department Chairperson or Program Coordinator.

Step 5: If still unresolved, see above, and follow written notification to Associate Dean.

To reiterate, graduate school can be a stressful place to be. There will be times when you are frustrated or upset about a person or an issue. If it is an issue with a person such as a classmate, a professor or staff member, it is often best to deal directly with that person. If you are not

comfortable doing this, please ask for the assistance of your Advisor. Use the chain of responsibility. If you have not been able to resolve the issue directly, or with an advisor, you should then go to the Program Coordinator, then the Department Chair, then Associate Dean. In the event you have a more serious issue that is not addressed through constructive dialogue at these levels, you may call the Office of the Dean of Students at 415.422.5330

SCHOOL COUNSELING PROGRAM CURRICULUM

The base level School Counseling Program consists of 49 units of course credit. However, after their first semester in the program, students have the option of enrolling in a 60-credit Dual Concentration Program in School Counseling and Professional Clinical Counseling. This Dual Concentration Program follows the same requirements of the 49-credit program in School Counseling with an additional 11 units of course credit. More information about this option is provided in a later section of this program manual. There will be informational meetings scheduled in the Fall and Spring semesters to offer information about this program and the process of registration.

STUDENT COHORTS

The program uses a cohort system. A cohort is a group of counselors-in-training (trainees) who enter, move through, and graduate from the program with the same group they entered with, and graduate at the same time. Cohorts foster learning communities where counselors-in-training take core courses together and support each other.

ORIENTATION AND COURSE REGISTRATION

Students must attend a mandatory orientation prior to the beginning of the first Summer semester.

1. Program New Student Orientation
2. Fieldwork Orientation

This mandatory orientation date and schedule is shared with students via email once they are admitted into the program.

All new students will register before each semester begins. Students will receive specific class information via email at that time (instructor, classrooms, schedules). Students should bring their USFconnect login and password to the initial orientation. If students have not received their USFconnect login and password, or if they have trouble accessing their USFconnect account, contact the USF ITS Help Desk at [415-422-6668](tel:415-422-6668) or itshelp@usfca.edu.

2 YEARS (49-UNIT COURSE SEQUENCE): SINGLE CONCENTRATION IN SCHOOL COUNSELING

Year One (25 Units)

Summer 1 (6 credits)

CPSY 600 Foundations of School Counseling (3)

CPSY 618 Law and Ethics (3)

Fall 1 (10 credits)

CPSY 607 Counseling Theory and Practice (3)

CPSY 612 Lifespan Development Counseling (3)

CPSY 606 Cross Cultural Counseling (3)

CPSY 620 PPS Traineeship I (1)

Spring 1 (9 credits)

CPSY 613 Group Counseling (3)

CPSY 624 Qualitative and Quantitative Research Methods (3)

CPSY 621 PPS Traineeship II (3)

YEAR TWO (24 UNITS)

Summer 2 (6 credits)

CPSY 615 Assessment and the Counselor (3)

CPSY 623 Trauma and Crisis Counseling in Urban and Multicultural Contexts (3)

Fall 2 (9 credits)

CPSY 609 Academic Counseling (3)

CPSY 614 Career Counseling (3)

CPSY 622 PPS Traineeship III (3)

Spring 2 (9 credits)

CPSY 639 Individual and Family Psychopathology (3)

CPSY 617 Consulting with Parents, Teachers, and Schools (3)

CPSY 627 Traineeship IV (3)

2 YEARS (60-UNIT COURSE SEQUENCE): DUAL CONCENTRATION PROGRAM IN SCHOOL COUNSELING AND PROFESSIONAL CLINICAL COUNSELING

YEAR ONE (30 UNITS)

Summer 1 (6 credits)

CPSY 600 Foundations of School Counseling (3)

CPSY 618 Law and Ethics (3)

Fall 1 (10 credits)

CPSY 607 Counseling Theory and Practice (3)

CPSY 612 Lifespan Development Counseling (3)

CPSY 606 Cross Cultural Counseling (3)

CPSY 620 PPS Traineeship I (1)

Winter 1 (2 credits)

*CPSY 635 Human Sexuality (1)**

CPSY 644 Child, Elder and Adult Abuse (Online course) (1)*

Spring 1 (12 credits)

CPSY 613 Group Counseling (3)

CPSY 624 Qualitative and Quantitative Research Methods (3)

CPSY 621 PPS Traineeship II (3)
*CPSY 665 Substance Abuse and Addictions Counseling** (3)

YEAR TWO (30 UNITS)

Summer 2 (9 credits)

CPSY 615 Assessment and the Counselor (3)
 CPSY 623 Trauma and Crisis Counseling in Urban and Multicultural Contexts (3)
*CPSY 687 Family Systems Therapy** (3)

Fall 2 (12 credits)

CPSY 609 Academic Counseling (3)
 CPSY 614 Career Counseling (3)
 CPSY 622 PPS Traineeship III (3)
*CPSY 683 Clinical Psychopharmacology** (3)

Winter 2 (0 credits)

Spring 2 (9 credits)

CPSY 639 Individual and Family Psychopathology (3)
 CPSY 617 Consulting with Parents, Teachers, and Schools (3)
 CPSY 627 PPS Traineeship IV (3)

Note: Italics and asterisks (*) = Professional Clinical Counseling (PCC) courses

Participation in Professional Organizations

Students are required to join the American School Counseling Association (ASCA) (<https://www.schoolcounselor.org/>) as a student member. In addition, students may want to join the American Counseling Association (ACA) (<https://www.counseling.org>) and particular divisions that are related to their professional interests. Students in the 60-credit PPS/Professional Clinical Counseling dual track may also consider becoming members of the California Association for Licensed Professional Clinical Counselors (CALPCC) (<https://calpcc.org>/<https://calpcc.org>) and the American Mental Health Counseling Association (AMHCA) (<https://www.amhca.org/home>). .

Students should strongly consider joining and becoming actively involved in the affiliated state associations, California Association for School Counseling (CASC) (<https://www.schoolcounselor-ca.org/>), and the California Counseling Association (CCA) (<https://cacounseling.wildapricot.org>). These organizations offer great opportunities, including making presentations at their professional conferences, often with faculty members. Students should talk to their advisor about how to get involved.

Visit the ACA website (<http://www.counseling.org>) for an introduction to our profession and to get acquainted with the many resources that are available to counseling professionals. In particular, see the following:

Student membership in ACA is available at:

<http://www.counseling.org/Counselors/MemberJoin.aspx>

The ACA Code of Ethics, the professional code of ethics followed by members of our profession, is available at:

<http://www.counseling.org/resources/aca-code-of-ethics.pdf>

Liability insurance, required for practicum and internship, can be obtained through ACA. See:

<http://www.hpsso.com/professional-liability-insurance/student-coverage-description.jsp>

Many students also participate in the California Association of School Counselors and Teachers for Social Justice conferences. Helpful professional organizations and their links include the following:

American Counseling Association: <http://www.counseling.org>

American School Counselor Association: <http://www.schoolcounselor.org>

California Association for Licensed Professional Clinical Counselors: <https://calpcc.org/>

California Association of School Counselors: <http://www.schoolcounselor-ca.org>

California Counseling Association: <http://www.cacounseling.org>

Counselors for Social Justice: <https://counseling-csj.org/>

National Association for College Admission Counseling (NACAC): <https://www.nacacnet.org/>

Teachers 4 Social Justice: <http://t4sj.org>

National Career Development Association: http://www.ncda.org/aws/NCDA/pt/sp/home_page



UNIVERSITY OF
SAN FRANCISCO

School of Education

FIELDWORK MANUAL

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PRACTICUM AND TRAINEESHIP = FIELDWORK

Welcome to the field experience component of the USF School Counseling Program! Students enrolled in the School Counseling Program receive supervised practicum and traineeship experiences that provide counseling knowledge acquisition and development of skills in K-12 public schools. Both of these distinct experiences are considered **fieldwork**.

The purpose of this section is to assist counselors-in-training in meeting requirements and understanding procedures and regulations in order to meet the requirements for the Professional Clear Pupil Personnel Services Credential.

DEFINITION OF BASIC TERMS

Below are a list of terms and definitions frequently used throughout this manual. See Appendix A for a comprehensive listing of terms that are frequently used throughout practicum and traineeship.

CANDIDATE: Graduate students accepted and enrolled in the school counseling program are considered “candidates” for the Pupil Personnel Services Credential in School Counseling for the state of California.

FIELDWORK SITE SUPERVISORS: Professional school counselors who provide on-site supervision of trainees at their fieldwork placements. Often referred to as “Site Supervisors” or “Mentor Counselors”

PRACTICUM: Practicum is a fieldwork experience that takes place in K-12 public schools. The experience allows students to observe and document how professional school counselors perform their job responsibilities. During practicum, counselors-in-training participate, **to a limited extent**, in performing tasks under direct supervision of their assigned Fieldwork Site Supervisor. Concurrently, students enroll in a course which outlines the expectations and requirements of the practicum. Practicum is the first-semester of first-year (fall 2017).

TRAINEESHIP: Like practicum, traineeship is a fieldwork experience that takes place in a K-12 public school. A major difference between a practicum and a traineeship involves the heightened degree of expected involvement of the trainee with hands-on school counseling activities. Concurrently, students enroll in a course which outlines the expectations and requirements of the traineeship. Traineeships are in three distinct semesters: spring 2018, fall 2018, and spring 2019.

TRAINEE: Students participating in fieldwork experiences (practicum and traineeship) are considered trainees. “Trainee,” “counselor-in-training,” and “candidate” are often used interchangeably.

UNIVERSITY FIELDWORK INSTRUCTORS: USF faculty members who instruct the fieldwork courses.

SCHOOL COUNSELING PROGRAM FIELDWORK TEAM RESPONSIBILITIES

FIELDWORK SITE SUPERVISORS

Fieldwork Site Supervisors provide on-site supervision of trainees at their school placements. This section outlines the criteria for Fieldwork Site Supervisor selection as well as the role and responsibilities of the Fieldwork Site Supervisors.

CRITERIA FOR FIELDWORK SITE SUPERVISORS

- The Fieldwork Site Supervisor **must** hold a valid Pupil Personnel Services Credential in School Counseling and **must** have a minimum of two years of successful PPS credentialed experience.
- The Fieldwork Site Supervisor **must** be on campus the days the trainee is present for fieldwork
- The Fieldwork Site Supervisor **must** be available to provide each trainee one hour per week of individual supervision, or 1.5 hours per week of group supervision.

FIELDWORK SITE SUPERVISOR ROLES AND RESPONSIBILITIES

- Discuss all fieldwork requirements with their trainees.
- Discuss and calendar all practicum and traineeship assignments with their trainees (practicum courses do not begin until mid-September).
- Provide the trainee with at least one (1) hour per week of individual supervision at the practicum/fieldwork site or 1.5 hours per week of group supervision.
- Provide opportunities for the trainee to spend 80% of their time engaging in a variety of direct service counseling activities relevant to the counseling setting.
- Provide opportunities for audio/video taping of counseling skills, with the appropriate consent (see Appendix for consent sample consent forms).
- Provide the trainee with adequate work space, telephone service, office supplies, and support staff to conduct professional activities
- Provide the trainee and the university with a submitted **final** evaluation (each semester) of the trainee’s performance based on the criteria established by The University of San Francisco’s School Counseling Program.
- Ensure that the trainee has at least 4-6 individual K-12 students first-year, and 7-10 second-year, to provide some form of individual counseling during the placement period. These students must have permissions slips on file. It is highly encouraged that individual students assigned represent a diversity of student demographic backgrounds as well as a variety of presenting concerns. The concerns must be within the trainee’s scope of competence.

- Ensure that **no caseloads** are assigned in trainees' first semester practicum. Caseloads will be assigned in the spring semester during traineeship.
- Provide trainee with all required school and/or district documentation pertaining to confidentiality of records, parental consent forms to work with youth, audio and/or video recording consent forms, and any other documentation that the trainee may need to utilize during their placement.
- Provide trainee with a crisis management plan. A crisis management plan should be established during the initial supervision meeting between the Fieldwork Site Supervisor and the trainee. This plan should address how to handle on-site crises, as well as plans for what to do if the Fieldwork Site Supervisor is temporarily called off-site.
- Provide a range of supervisory activities for the trainee in alignment with the Experience Profile. The Fieldwork Site Supervisor recognizes the important role that they play in the professional development and training of trainees. Weekly supervision activities may include, but are not limited to:
 - Checking your trainee's weekly log sheet to ensure they are accruing their hours
 - Establishing goals and expectations for trainee experience
 - Ongoing feedback related to USF evaluation criteria (Experience Profile and final evaluation forms)
 - Caseload review
 - Video and/or audio tape review of sessions (with appropriate consent)
 - Direct observation of trainee conducting school counselor activities
- Notify the University Fieldwork Instructor if the trainee is not attending supervision meetings, is having difficulties, or is not coming to their placement site on a regular, and/or timely, agreed upon basis.
- Complete and submit trainee required traineeship documentation including, but not limited to:
 - The School Site Agreement at the start of the trainee's placement.
 - Graduate student logs to track hours as they are submitted
 - Complete a Final Practicum/Traineeship Evaluation on the trainee's performance at the end of each semester, including specific qualitative feedback about the trainee's strengths and areas of growth in their training.
 - Final Experience Profile at the end of Spring semester

UNIVERSITY FIELDWORK INSTRUCTORS

The USF School Counseling Program Fieldwork Instructors (University Fieldwork Instructors) are faculty members who instruct the practicum and traineeship courses. In addition to the instruction that the University Fieldwork Instructors provide in these courses, they also provide group supervision, which is met during course time for each course.

PRACTICUM AND TRAINEESHIP INSTRUCTOR ROLES AND RESPONSIBILITIES

- Facilitate communication between the School Counseling program and the practicum/traineeship site.

- Inform Fieldwork Site Supervisors via phone, email, or other means of communication, that they have read and understand the information included in the **final** evaluations.
- Advise the trainee that they must adhere to the administrative policies, procedures, standards, schedules, and practices of the practicum/traineeship site.
- Be available for consultation with both the practicum/traineeship Fieldwork Site Supervisor and the trainee and shall immediately contact the practicum/traineeship site should any problems or changes in this agreement occur.
- Provide the trainee with three (3) hours of group supervision during traineeship courses.
- Provide assistance in the integration of academic training and field experiences through course instruction of the practicum and traineeship courses.
- Consult with the trainee's Fieldwork Site Supervisor in order to monitor their progress.
- Consult with the trainee's Fieldwork Site Supervisor in order to monitor the school's compliance with the terms of the traineeship agreement.
- Provide guidance and assistance to the trainee, which will support a successful completion of the practicum and traineeship requirements.
- Provide additional activities in practicum and traineeship classes to enhance trainees' knowledge, awareness, and skills (e.g., role-playing, case study review and critique, data analysis, etc.).
- Consult with Fieldwork Coordinator regarding trainees' progress at least once per semester.
- Review, approve, and return all fieldwork paperwork to the trainee in a timely fashion.

TRAINEE RESPONSIBILITIES

Trainees interview for, and are accepted in, an appropriate placement in the public schools with K-12 children and youth. Elementary and/or middle school for the first-year placement, and high school for the second-year placement. This section provides guidelines on requirements and expectations of trainees throughout their field experience training.

PROFESSIONAL BEHAVIOR

Trainees within the School Counseling Program are expected to conduct themselves in a professional manner throughout the course of their training experience. This includes in the classroom, when interacting with USF faculty and staff, amongst peers, within the school site placement and amongst school placement colleagues and school personnel. As soon as trainees begin the program, they are considered "professionals-in-training", representing not only the university and the School Counseling program, but the profession of school counseling as well. Should concerns arise regarding the professionalism of a trainee within the school placement, the issue will be addressed with the trainee, Fieldwork Site Supervisor and the USF School Counseling Program. All students during orientation will review the Conditions for Candidacy form (see Appendix) and the Expectations for Ethical and Professional Behaviors form (see Appendix), which guide the professional dispositions of USF school counseling graduate students.

As representatives of USF and of the SCP program, it is expected that trainee's uphold professional deportment in their general conduct and interpersonal interactions on and off campus. All SCP trainees are evaluated every semester on a number of academic and professional areas, including:

COURSE ATTENDANCE

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

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

ACADEMIC/PROFESSIONAL COMMUNICATION

We support dialogue. School counselors-in-training and faculty are expected to maintain an atmosphere in which controversial issues, germane to the subject matter, can be examined and discussed. In exercising this freedom of expression, faculty and students are expected to exercise appropriate restraint and show respect for the opinion of others.

DIRECT AND ETHICAL COMMUNICATION

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

If there are concerns in any of the areas mentioned above, they will be addressed by the trainee’s professor, supervisor, and/or advisor. Should a trainee’s behavior be of particular concern, the Program Coordinator and Advisor will meet with the trainee to develop a formal remediation plan. Trainees should be aware that significant weaknesses in any of the areas listed above can lead to probationary standing and, potentially, dismissal from the program.

Attendance of Conferences and Professional Meetings: Trainees are encouraged to attend professional conferences and meetings. One conference, the USF School Counseling Conference, is provided to you as a professional development opportunity. Such activities provide broad exposure to the field and an opportunity to meet others at various levels of professional development in the field of School Counseling.

Within the school site placement, trainees should consult with their Fieldwork Site Supervisors immediately should any concerns relating to challenging interactions and/or conflicts with students,

parents, teachers, administrators or staff at the school site occur. Conflicts and/or disagreements between trainees and their Fieldwork Site Supervisors should first be addressed within supervision with the Fieldwork Site Supervisor. Should the concern persist, trainees are encouraged to speak with their University Fieldwork Instructors. Trainees are expected to maintain an appropriate professional appearance while at their site placements. Trainees are encouraged to speak with their Fieldwork Site Supervisors about the appropriate dress and appearance for their specific sites. In general, trainees should dress in a manner consistent with being a professional staff member and in a manner that draws respect from students, teachers, school staff and parents.

PRIOR TO START OF FIELD EXPERIENCE

- Professional Liability Insurance
 - Each trainee must obtain professional liability insurance to cover their practicum and fieldwork experiences. Student liability insurance can be obtained through the American Counseling Association (ACA), California Association of School Counselors (CASC) or the American School Counselor Association (ASCA). It is the trainee's responsibility to ensure that a copy of their liability insurance is filed with the CPSY Department via Chalk and Wire. Failure to obtain and maintain active liability insurance as a trainee can have severe ethical and other professional and legal consequences.
 - You must submit proof of insurance to the Fieldwork Coordinator each year before by the first day of the term. Students are not allowed at their fieldwork sites until they have purchased the liability insurance. Most school districts also require this documentation so please check with your Fieldwork Site Supervisor about the submission process.
- Membership in American School Counselor Association (ASCA), California Association of School Counselors (CASC), and/or Other Professional Organizations
 - All trainees are required to maintain a student membership with ASCA.
 - Membership in professional organizations relevant to school counseling and the counseling professions provide a number of immediate and enduring benefits. Professional organizations provide a source of low-cost liability insurance, provide additional training opportunities on timely topics for the field, advocate at the legislative level for the profession, and they can keep members up-to-date on current issues of relevance within the field. While all USF SCP trainees are required to become members of ASCA, Appendix C provides a listing of other related organizations that trainees are also encouraged to consider joining.
- Review the Fieldwork Manual and all other required documentation (as outlined in this manual) with the Fieldwork Site Supervisor.
- Establish an initial meeting with the Fieldwork Site Supervisor during which the trainee will, at minimum:
 - Discuss expectations with the Fieldwork Site Supervisor and begin to discuss trainee goals for field experience.
 - Discuss concrete experiences you will need to participate in and be exposed to as part of your USF coursework.

- Discuss days and times that the trainee will be on-site, as well as establish regular supervision meeting dates and times for the semester.
 - Review required documentation needed for field experience. Additionally, review any course requirements that the trainee may have to complete at the school-site, including deadlines, with the Fieldwork Site Supervisor.
 - Request, and become familiar with, the policies and procedures manual for the school/district.
 - Decide how students and other school personnel will address you (e.g., Trainee, First Name, Ms., Mr., etc.)
- At the beginning of the school year, review the School Site Agreement Contract to the Fieldwork Site Supervisor. You will submit the student portion of the agreement through Chalk and Wire. Your Fieldwork Site Supervisor will submit their portion separately through Chalk and Wire as well.

DURING FIELDWORK

- Begin the fieldwork, review the Experience Profile to determine which activities you can begin, and how the activities might integrate with duties assigned by the Fieldwork Site Supervisor.
- Adhere to ethical and professional standards as outlined in this manual, directed by the trainee's Fieldwork Site Supervisor, and in adherence to professional guidelines.
- Adhere to the fieldwork requirements and complete the expected minimum hours and days each semester in order to meet requirements.
- Confidentiality, Confidential Materials, and Required Site Documentation
 - Trainee must discuss with their Fieldwork Site Supervisor the documentation, policies and procedures relating to confidentiality of records, parental consent forms to work with youth, and any other documentation that the trainee may need to utilize during their placement.
- Consistently submit your daily logs for supervisor approval.
- Meet with Fieldwork Site Supervisor for weekly one-hour supervision (1.5 if group supervision) to discuss counseling activities, obtain guidance, and receive feedback on field practice performance.
 - Trainee should come to every supervision meeting prepared to discuss their Weekly Log Sheets, current cases, activities, and any other professional issues.
- Discuss crisis management plan with Fieldwork Site Supervisor. This plan should address how to handle on-site crises, as well as plans for what to do if the Fieldwork Site Supervisor is temporarily called off-site and the trainee encounters a situation beyond their scope of competence.

- Regularly attend University practicum and traineeship classes and discuss counseling activities or issues, as well as concerns or problems, with the USF Fieldwork Instructor.
- Trainees are expected to engage in active communication with their Fieldwork Site Supervisor, USF Fieldwork Instructor, and/or the School Counseling Program faculty and administrators. This includes notifying the appropriate individuals when the trainee is working with a high-risk situation, experiencing challenges, and/or experiencing any other difficult situation or cases.

ENDING FIELD EXPERIENCE

- Termination
 - Trainees should discuss, with their Fieldwork Site Supervisors, processes and practices for terminating their work with students. Additionally, trainees are encouraged to discuss, with their Fieldwork Site Supervisors, termination of the supervisory relationship between the trainee and Fieldwork Site Supervisor.
- Trainees should meet with their Fieldwork Site Supervisors at the conclusion of the traineeship to discuss and provide feedback about the trainee's performance, as well as the trainee's experience at the site and with the supervisor.
- Requesting letters of recommendation
 - Trainees are encouraged to request letters of recommendation that may be needed for future employment searches at the end of their placements. Oftentimes, trainees may wait until they are applying for positions to request such letters and may have difficulty in accessing their former supervisors and/or others that they worked with during their placement. Requesting a letter at the time of ending the field experience may alleviate this problem, as well as enable the letter writer to provide a letter with "fresh" and timely recommendations (versus having to recollect their experience working with the trainee some time later).
- Trainees are required to submit documentation both to their University Fieldwork Instructors during practicum and traineeship courses AND to the CPSY Department for trainee's PPS credential. The Documentation Submission Timeline (see Appendix) provides a listing of the required PPS credential field experience documentation that is to be submitted to the CPSY Department. The chart below indicates that documents that should be submitted during practicum and traineeship to your University Fieldwork Instructors. Please note, that the deadlines for submission of these documents to your University Fieldwork Instructor will be located in the syllabus of the course that you are enrolled in during the semester indicated.

END OF COURSE DOCUMENT SUBMISSION CHART

AT THE <u>END</u> OF FALL SEMESTER 1
Submit the following completed documents to your university fieldwork instructor via Chalk and Wire for review: <ul style="list-style-type: none"> • Final Traineeship I Evaluation Form (completed by supervisor) • Ensure that 100 hours for the semester are submitted (300 total for the year)

AT THE <u>END</u> OF SPRING SEMESTER 2
Submit the following completed documents to your University Fieldwork Instructor via Chalk and Wire for review: <ul style="list-style-type: none"> ● Ensure that 200 hours for the semester are submitted (300 hours total year) ● Final Traineeship II Evaluation Form (completed by supervisor) ● Final First-year Experience Profile (approved by site supervisor)
AT THE <u>END</u> OF FALL SEMESTER 3
Submit the following completed documents to your University Fieldwork Instructor via Chalk and Wire for review: <ul style="list-style-type: none"> ● Ensure that 200 hours for the semester are submitted (400 hours total year) ● Final Traineeship III Evaluation Form (completed by supervisor)
AT THE <u>END</u> OF SPRING SEMESTER 4
Submit the following completed documents to your University Fieldwork Instructor via Chalk and Wire for review: <ul style="list-style-type: none"> ● Ensure that 200 hours for the semester are submitted (400 hours total year) ● Final Traineeship IV Evaluation Form (completed by supervisor) ● Final Second-Year Experience Profile (approved by site supervisor)

REQUIREMENTS AND ORGANIZATION OF TRAINEESHIP SCHOOL COUNSELING TRAINEESHIP REQUIREMENTS

1. During the course of the school counseling program, trainees will complete a minimum of seven hundred (700) hours of practicum and field experience. One hundred (100) of these hours will be acquired through Practicum and a minimum of six hundred (600) hours will be acquired through Traineeship. Trainees are required to complete a minimum of one hundred (100) hours of practicum experience *prior* to obtaining fieldwork hours. That is, a trainee may not begin counting hours towards fieldwork until the prerequisite one hundred (100) hours of practicum experience are completed. The CTC requires that trainees complete a minimum of six hundred (600) hours of supervised field practice performing the functions of school counselors in a K-12 public school setting. Field practice begins after successful completion of Traineeship I and five foundation courses: Foundations of School Counseling, Counseling Theory and Practice, Cross Cultural Counseling, Lifespan Developmental Counseling, and Law and Ethics. **All practicum and traineeship placements must receive program approval. Trainees are required to commit to a full academic year at their site. First-year is at either the elementary OR middle school level, and second-year is at the high school level.**

PRACTICUM (TRAINEESHIP I COURSE)

Trainees begin experience in the field in the first semester of the program and complete one hundred (100) clock hours of practicum experience. The practicum experience is in a K-12 public school where they will shadow and observe an experienced school counselor, become oriented to the school culture, participate in school-based meetings and activities, observe classroom instruction, learn school and community-based programs and resources, and begin to meet with students under

the supervision of a Fieldwork Site Supervisor. **Trainees are not allowed to take on a formal caseload during practicum. Trainees are also not allowed to function as a paid intern during their first-year of the program.** Trainees will be concurrently enrolled in a practicum course, through which they will receive instruction and group supervision from a University Fieldwork Instructor.

TRAINEESHIP

Traineeship provides the opportunity for school counselors-in-training to learn and practice the functions of school counselors in school counseling and guidance domains, under the supervision of a credentialed school counselor in the field. The program requires school counselors-in-training to complete the following traineeship requirements:

1. The 600 hours of traineeship must be experiences with K-12 students in public schools under the supervision of a credentialed school counselor who holds a valid PPS credential in school counseling (minimum 2 years of experience as a school counselor).
2. Traineeship hours must be gained in two of three distinct school levels (elementary **OR** middle in the first year of the program, **AND** high school in the second year of the program).
3. After completing the prerequisite 100 hours of practicum, trainees will complete a minimum of 200 hours per semester for traineeship (this does not include summers).
4. Trainees need to be available at least 10 hours per week over the course of at least two (2) days in order to successfully complete the traineeship requirements. These hours must occur during the traditional hours during which a school counselor is employed (e.g., cannot have all hours in an afterschool setting). It is important to note that the minimum hours and/or days a school site needs may differ. It is the trainees' responsibility to understand the hours and days that a potential site requires. Trainees are responsible for ensuring enough hours at each grade level.
5. Trainees receive and must attend one (1) hour of individual or one-and-one-half (1.5) hours of small group (limit 4 trainees per group) supervision per week provided by a school counselor who holds a valid PPS credential in school counseling.
6. Trainees receive and must attend three (3) hours of group supervision provided in the traineeship courses performed by University Fieldwork Instructors. Trainees must be enrolled and attending their university supervision in order to be in the field as a school trainee.

Trainees must be supervised by an experienced school counselor who currently practices as a school counselor in a public school, and has a valid PPS credential in school counseling for at least two years before supervising. Fieldwork Site Supervisor must have a School Counseling PPS credential. School practitioners with other PPS credentials, such as social work or school psychology may not serve as a Fieldwork Site Supervisor.

INTERNSHIP OPPORTUNITY

If there is an opportunity to be hired as a school counselor with an intern credential, please connect with the Fieldwork Coordinator for approval. Only students in or entering their second-year will be considered for an internship credential.

DIVERSITY EXPERIENCE REQUIREMENT

At least 150 hours of fieldwork should be devoted to issues of racial/ethnic diversity. Trainees can gain experience through either a) 150-hour experience in a diversity program, or with the development and implementation of a 100-hour program that addresses diversity issues and 50 hours of counseling at least ten (10) pupils (individually and/or in a group) of a racial and ethnic background different from that of the trainee; or b) all 150 hours counseling pupils of a racial and ethnic background different from that of the trainee.

FIELDWORK PLACEMENT CONTINUITY, COMMITMENT EXPECTATIONS, AND REQUIREMENTS

Trainees are required to make a commitment to their fieldwork site for one academic year. The site agreement between the school site and the trainee creates a professional relationship in line with an arrangement between the University of San Francisco School Counseling Program and the school district. Trainees have an ethical and professional duty to fulfill their obligations under the site agreement. Trainees who do not fulfill those obligations will jeopardize their ability to receive credit for fieldwork hours, which may delay the completion of traineeship requirements, and potential declassification from the program. The Program will not condone violations of the site agreement, and will notify the school site and place a statement in the trainee's academic file to that effect. Recommendations for future placements and employment may also be impacted if trainees violate the site agreement.

FIELDWORK STRUCTURE

FIELDWORK EXPERIENCE AND COURSE SEQUENCE

Trainees completing the masters in School Counseling with PPS Credential are enrolled in traineeship courses throughout the program as they are concurrently in the field acquiring the required field experience as put forth by the CTC. The chart below provides a sequence through which trainees take required practicum/traineeship courses and obtain fieldwork hours.

FIELDWORK COURSE AND HOURS SEQUENCE CHART

YEAR ONE		
<i>Semester</i>	<i>Course</i>	<i>Minimum Hours Completed at Site</i>
Fall	Traineeship I	100
Spring	Traineeship II	200
YEAR TWO		

<i>Semester</i>	<i>Course</i>	<i>Minimum Hours Completed at Site</i>
Fall	Traineeship III	200
Spring	Traineeship IV	200

PRACTICUM AND TRAINEESHIP PLACEMENT PROCESSES AND REQUIRED FORMS

SELECTING A PLACEMENT SITE

The USF School Counseling Program has specific requirements in selecting a school site for a PPS fieldwork experience. It is important that trainees who are establishing their own placements consider these requirements to ensure that the site would meet program approval. The Fieldwork Coordinator will have final approval on all new placement sites.

REQUIREMENTS FOR PLACEMENT SITES

A placement site **must** meet the following requirements in order to be considered as an appropriate placement:

Requirements for a supervisor to be approved as a school counseling supervisor:

- Demonstrate a commitment to social justice for students and their families
- Fully credentialed practicing school counselor for at least 2 years
- Employed through the district
- Current school counselor
- On-site on the days that the trainee is to be there
- Can provide 1 hour of weekly supervision

Requirements for a site to be approved as a school counseling traineeship site:

- CIT will be supported in accessing academic, college/career, and social/emotional counseling with an ethnically diverse caseload that includes at least one student from each of the following racial backgrounds: Asian, Black, and Latino
- It is understood that the CIT is still in training and cannot take on tasks outside their scope of competence
- A traditional public school or public charter school serving children and adolescents (K-12) of diverse ethnic and cultural backgrounds with WASC accreditation
- Adequate confidential spaces must be provided to CIT for counseling purposes
- The individual who will be supervising is not connected to CIT in another way that will create an ethical dilemma a.k.a. dual-relationship (personal friend, partner of best friend, friend of parents, etc.)
- Availability of a small caseload (4-6 minimum) of students per week (beginning during Traineeship I).
- Ability to video and/or audio record counseling and consultation activities.

Trainees may check if a site has a current MOU of file by contacting the Fieldwork Coordinator. Please note that if a site does not have a current MOU, but otherwise meets the requirements for program approval, trainees will need to speak with the Fieldwork Coordinator about establishing an MOU between the University and the potential school site placement.

ESTABLISHING THE PLACEMENT

Trainees are responsible for securing a school placement site. The Fieldwork Coordinator may assist trainees with their placement search. Placement should be secured as early as possible to ensure that required practicum and traineeship hours are completed by the end of the fall semester. It is expected that all first year trainees will obtain placement for their second year by the end of the spring semester.

PLACEMENTS IN SAN FRANCISCO

Trainees completing their practicum and/or traineeship within the city of San Francisco will work with the San Francisco Unified School District (SFUSD) office to find an appropriate placement. Regular information meetings are held in the Spring semester to help facilitate this process. Information regarding SFUSD placements and processes are shared with trainees by SCP faculty. Trainees can obtain additional information by contacting SFUSD and/or visiting the website below.

Office of Counseling and Post-Secondary Success
 20 Cook Street
 San Francisco, CA 94118
 Phone: (415) 750-4500
 Fax: (415) 750-8653
 Website: <http://www.healthiersf.org/OFF-PostSecSuccess.php>

PLACEMENTS OUTSIDE OF SAN FRANCISCO

Trainees are encouraged to check with schools in their local community or those with which they have had some previous contact if those schools meet the requirements previously mentioned. The LPCC Coordinator, Fieldwork Coordinator and/or University Fieldwork Instructor can assist with school site suggestions and, in some cases, facilitate contacts for trainees, if needed. All fieldwork placements are subject to approval by the USF SCP Fieldwork Coordinator.

REQUIRED PLACEMENT FORMS

SCHOOL SITE AGREEMENT CONTRACT

The School Site Agreement Contract is an agreement between the trainee, the Fieldwork Site Supervisor, and the USF School Counseling program, acknowledging the receipt and provision of supervision, adherence to the fieldwork requirements set forth in the Fieldwork Manual, and approval that the school placement site meets USF SCP approval. The trainee will fill out their portion on Chalk and Wire and the Fieldwork Site Supervisor will receive a link to fill out theirs out. Though separate submissions, the agreement should be reviewed together.

FIELDWORK DOCUMENTATION

Trainees in the PPS fieldwork courses are required to fully document their field experiences. At the start of the practicum and traineeship classes, trainees receive the Fieldwork Manual and the necessary paperwork to complete during practicum and traineeship. Documents include the school site agreement, consent forms, required daily journals with counseling/group notes, a weekly log sheet, supervisor evaluation forms, taped sessions, and required experience profiles (see appendix for all documents).

Trainees are expected to review the Fieldwork Manual, and any additional required paperwork, with their Fieldwork Site Supervisors upon entering their placements in schools. It is the trainee's responsibility to ensure that all required paperwork is completed and submitted in a timely fashion. Failure to submit required paperwork to the department can result in delays in beginning your placement and/or in the processing of your PPS Credential.

RECORD KEEPING

Trainees should maintain copies of all submitted paper documentation. As much of the documentation will now be completed through Chalk and Wire, trainees will have access to their account at all times. It is important to note that several of the documents required for the PPS Credential, which must be submitted for review by the LPCC Coordinator and the Fieldwork Coordinator, must be electronically reviewed by the trainee's University Fieldwork Instructor. This includes documents such as the School Site Agreement Contract, Daily Logs, Final Evaluation Forms, and Experience Profile. Maintenance of document information can assist in preventing any future potential problems with lost paperwork that may delay the processing of the trainee's degree and/or credential.

FIELDWORK DOCUMENTATION

University Fieldwork Instructors' deadlines and submission requirements for documentation, other than required placement documents, will be provided in course syllabi. In addition to those deadlines set forth by University Fieldwork Instructors for their courses, trainees must also adhere to deadlines set forth by the CPSY Department. Trainees are expected to plan accordingly to ensure that they meet these deadlines.

The documents listed and described in the Appendix are required during the course of trainee's field experience. These forms are available through Chalk and Wire.

FIELDWORK JOURNAL

Each trainee is required to record each day at their site using the journal entry on Chalk and Wire. Trainees will list their activities for the day by time and reflect and/or write session notes. Their supervisors will sign off via Chalk and Wire as well. The paper document of this form is in the appendices. Trainees are encouraged to complete their journals at the end of each field experience day. The trainee marks the type of hour by considering the predominant issue presented.

EXPERIENCE PROFILES

Trainees are required to complete experiences during both their first and second year that help ascertain competencies are met. For each content area, activities and/or interactions are outlined which the trainees must complete at their fieldwork site. (Find on Chalk and Wire)

FINAL EVALUATION FORMS

Fieldwork Site Supervisors evaluate their trainee at the end of the semester. The supervisor is to complete the checklist, provide a narrative evaluation of the trainee's performance and sign. The trainee is expected to schedule a meeting with their supervisor to review their feedback before providing their own narrative evaluation and commentary. These forms will be submitted via Chalk and Wire. If forms are not submitted by the due date, University Fieldwork Instructors may have to give Incomplete grades until documentation is complete.

DUAL CONCENTRATION IN SCHOOL COUNSELING & PROFESSIONAL CLINICAL COUNSELING OPTION

Trainees in the School Counseling Program may also choose to pursue a 60-credit program by taking additional courses for a dual concentration degree in School Counseling and Professional Clinical Counseling. This program is approved by the California Board of Behavioral Sciences (BBS), and will give trainees the option to obtain a California Pupil Personnel Services Credential and eligibility to pursue a License in Professional Clinical Counseling (LPCC). Please note that the post-degree/professional scopes of practice of School Counseling and Professional Clinical Counseling are different.

Professional Clinical Counseling is defined as the application of counseling interventions and psychotherapeutic techniques to identify and remediate cognitive, mental, and emotional issues, including personal growth, adjustment to disability, crisis intervention, and psychosocial and environmental problems. Professional clinical counseling includes conducting assessments for the purpose of establishing counseling goals and objectives to empower individuals to deal adequately with life situations, reduce stress, experience growth, change behavior, and make well-informed rational decisions (California Business and Professions Code 4999.20.(a)1).

PPS/PCC DUAL CONCENTRATION PROGRAM DELIVERY

Trainees pursuing the 60-credit dual concentration program in School Counseling and Professional Clinical Counseling will also take courses during the winter intersession of their 1st year in the program. In addition, some courses may be offered on a non-teaching weekend schedule during the summer session. Trainees will enroll in all courses offered in the 49-credit School Counseling Program with an additional 11 credits to meet degree state requirements for LPCC. The course sequence for this dual concentration program can be found on the USF School Counseling website.

PPS/PCC DUAL CONCENTRATION FIELDWORK REQUIREMENTS

Trainees enrolled in the dual concentration PPS/PCC program must fulfill the California Board of Behavioral Sciences (BBS) degree/training requirements for LPCC, in conjunction with the requirements for the Pupil Personnel Credential in School Counseling.

To be eligible for LPCC, trainees must be enrolled in not less than six (6) semester units of supervised practicum or field study experience, or the equivalent, in a setting that provides a range of professional clinical counseling experience, including the following:

- A minimum of 280 hours of face-to-face supervised clinical experience counseling individuals or groups.
- Experience in applied psychotherapeutic techniques; assessment; diagnosis; prognosis; treatment; issues of development, adjustment, and maladjustment; health and wellness promotion; professional writing, including documentation of services, treatment plans, and progress notes; how to find and use resources; and other recognized counseling interventions.

Trainees enrolled in the dual concentration PPS/PCC program will fulfill the LPCC practicum or field study requirements at an approved clinical site. Trainees must be supervised by a licensed mental health professional, e.g., LPCC, LMFT, LCSW, licensed clinical psychologist or licensed psychiatrist. Trainees must document their counseling/clinical hours on a weekly basis to meet PPS and LPCC requirements.

It is important to note that the supervised practicum or field study experience requirements for LPCC does not fulfill the post-degree clinical hours requirements to attain a LPCC in the state of California. Trainees must accrue 3,000 supervised clinical hours after they obtain their degree. A licensed mental health professional must supervise these hours. For more information about these requirements and the LPCC, please visit the California Board of Behavioral Sciences (www.bbs.ca.gov). The California Association of Licensed Professional Clinical Counselors may also offer helpful information and resources for the LPCC (www.calpcc.org).

APPENDIX

BASIC DEFINITIONS

ACA	American Counselor Association
ASCA	American School Counselor Association
CACD	California Association for Counseling and Development
CCA	California Counseling Association
CALPCC	California Association for Licensed Professional Clinical Counselors
CASC	California Association of School Counselors
CTC	The Commission on Teacher Credentialing (The State of California agency that oversees the process of credentialing the Pupil Personnel Services Credential.)
PPS	Pupil Personnel Services: The credential in the State of California needed to be employed as a school counselor in a public school.
Trainee	Graduate students accepted and enrolled in the school counseling program are considered “trainees” for the Pupil Personnel Services Credential in School Counseling for the state of California.
School Site Agreement	A formal agreement that must be signed by USF school trainee and the Fieldwork Site Supervisor before the trainee can begin at the site
Approved Site	A K-12 public school that has signed the School Site Agreement Contract and been approved by the University Fieldwork Instructor and Program Coordinator.
Group Supervision	The supervisor who provides group supervision of two to four trainees or interns for a minimum of 1.5 hours per week.
Individual Supervision	The supervisor who provides supervision one-on-one, at least one hour per week.
Approved Supervisor	The supervisor, PPS credentialed in the State of California for PPS students, post-secondary counselor with appropriate degree, who is responsible for the direct supervision of the trainee or intern.
Intern	A student enrolled in the SCP who has been appointed to a paid school counseling position by the public school district prior to completion of the credential requirement, and has received a Pupil Personnel Internship Services Credential from the CTC.

Internship A SCP student who is gaining hours of supervised experience while in a paid counseling position at a public school under a PPS Internship Credential and enrolled in the PPS Internship class.

DOCUMENTATION SUBMISSION TIMELINE

Document	Due Date
Proof of Insurance	Before beginning placement
School Site Agreement Contract	Before beginning placement
Daily Logs which document all hours	By last fieldwork class of semester (refer to syllabus)
Experience Profiles	By end of both Spring semesters (refer to syllabus)
Final Semester Fieldwork Evaluation Form	By last fieldwork class of semester (refer to syllabus)

*Please note that these deadlines reflect the required PPS credential fieldwork documentation that is due to the department for your student file. For additional deadlines relating to submitting documents to your Practicum or Traineeship Instructor, please refer to your course syllabus.

PROFESSIONAL ORGANIZATIONS

The following are recommended professional organizations for students to consider.

American School Counselor Association
1101 King Street, Suite 625
Alexandria, VA 22314
(800) 306-4722
www.schoolcounselor.org

American Counseling Association (ACA)
5999 Stevenson Ave.
Alexandria, VA 22304
(800) 347-6646 x222
www.counseling.org

California Association of School Counselors
P.O. Box 1647
Duarte, CA 91009-4647
(909) 815-5222
www.schoolcounselor-ca.org

California Counseling Association
P.O. Box 5700
Oakland, CA 94605
(866) 460-0945
www.cacounseling.org/

CONDITIONS OF CANDIDACY ADMISSION AND CREDENTIAL RECOMMENDATION

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

1. The School Counseling Program is a two-year program. All trainees must take all program courses and earn a letter grade of B or better in order to attain the MS in Counseling with concentration in PPS School Counseling. This includes all Incomplete grades being resolved before recommendation for credential is possible.
2. All program requirements are to be completed before entering the School Counseling program. Evidence of documentation such as Liability Insurance and Certificate of Clearance must be secured before entering Practicum. Trainees not demonstrating sufficient professional writing skills may be required to take seek writing support on campus.
3. All fieldwork assignments require a school site agreement contract between the University, the school district, and the trainee. All three parties must agree to conditions for fieldwork. Fieldwork assignments are accompanied by University and district supervision. Failure to complete supervision requirements (e.g., attendance and active participation, time logs, and project assignments) may result in the loss of University credit. Trainees must makeup all semesters of non-credited supervision.
4. *Expectations for Ethical Professional Behavior* guide our educational philosophy. Therefore, all trainees must competently demonstrate the following USF SCP professional dispositions as listed in the handbook. Recommendations for Advancement to Candidacy, Internship Credential, and PPS Credential are based on each trainee's progress toward academic and professional/clinical skill, knowledge, and disposition aptitude goals. Trainees who do not demonstrate sufficient levels of performance in professional, interpersonal, and academic demands of training will not be recommended for advance training or credentialing. Trainees who fail to demonstrate professional/ethical behavior in all training settings are subject to termination from the program.
5. The School Counseling Program supports the professional maturity of all trainees. Upon the completion of coursework, and fieldwork, the School Counseling faculty evaluates trainees' professional and interpersonal maturity. Only students who have demonstrated a high level of professional and personal integrity consistent with the role of the school counselor are recommended for the PPS Credential in School Counseling.

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

I understand and agree to these conditions.

Student/ Trainee

Date

SCP EXPECTATIONS FOR ETHICAL PROFESSIONAL BEHAVIOR UNIVERSITY OF SAN FRANCISCO

Ethical, competent, and caring professional behavior is at the heart of the helping professions serving children and youth in schools. Professional behavioral expectations begin with instruction and carries through to successful practice as credentialed School Counselors. The behavioral expectations for students in the School Counseling Program at USF are divided into two categories: one, a global Professional Behavior Understanding and two, overarching Behavior and Disposition statements that describe important ways school counselors-in-training demonstrate their emerging professional behavior. This implies that students will adhere to the professional behaviors and dispositions that are more specifically detailed in the program handbook. *The behavioral expectations described in this document will be applied to academic grading, advancement to candidacy, faculty recommendations for students, and trainee evaluation for credentialing.*

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

Behavior and Disposition:

Course Attendance

Trainees are expected to attend all class meetings. Students whose beliefs, religious practices, or lifestyles may conflict with class attendance should discuss such issues with the course instructor at the beginning of the term. It is up to the student and instructor to negotiate a satisfactory solution with respect to an absence.

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

Academic/Professional Communication

We support dialogue. School counselors-in-training and faculty are expected to maintain an atmosphere in which controversial issues, germane to the subject matter, can be examined and discussed. In exercising this freedom of expression, faculty and students are expected to exercise appropriate restraint and show respect for the opinion of others.

Direct and Ethical Communication

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

We are committed to the professional development of all trainees. Demonstrating effective ethical and professional conduct is extremely important and will be monitored and reviewed by the faculty throughout your time in the program in order to assess each school trainee’s development. Formal occasions for feedback in this regard occur during student/advisor meetings.

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

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

American School Counselor Association, Ethical Standards for School Counselors
<http://www.schoolcounselor.org/content.asp?contentid=173>

Trainee signature: _____ Date: _____

CONFIDENTIAL Incident Reporting Form (CIRF)

Mandatory Reporting/ Crisis Documentation

Date Recorded _____ Level of Concern: __ Highest (crisis), __ Moderate, __ Low

Trainee _____ University Faculty Supervisor _____

Phone _____ Email _____ Pupil Name _____

Grade _____ Date(s) of Incident(s) _____ School _____

District _____

Fieldwork Site Supervisor Name _____

Phone Contact _____ Email _____

1. Brief Description of Situation *(2-3 sentences. Include all parties involved)*

1. Risks/Needs *(How did you identify level of concern?) What is the type & level of risk (e.g., abuse, neglect, harm to self/ harm to others)?*

1. Current/Possible Strengths, Supports, and Community Resources

1. Brief Summary of Support, Action, Referral, 5150, and/or *Reporting

1. Plan for Follow-up Support

*Date/Time of call to CPS *(If suspicion of abuse/neglect)* _____ CPS Caseworker Name _____

*Date CPS Report submitted *(If suspicion of abuse/neglect)* _____

*Other Agencies/parties contacted (e.g., police, parents, others) _____

Date/Time of Communication with District Supervisor _____

Date/Time of Communication with University Supervisor _____

CONFIDENTIAL FOLLOW-UP FORM (CFF)

Follow-up to Mandatory Reporting/Crisis Documentation Incident
(Complete after meeting with Fieldwork Site Supervisor)

Date Recorded _____ Current Level of Concern: ___ Highest (crisis), ___ Moderate, ___ Low

Trainee _____

Phone _____ Email _____

1. Summarize Fieldwork Site Supervisor Recommendations Brief Description (*2-3 sentences*)

1. Summarize Actions Taken by School, CPS, Agency, Case Worker, or relevant others (*Note any Necessary Actions NOT Taken*)

1. What Follow-up Support and Plans are in Place? *Do you have a Release of Information with Hospital, Therapist, etc.?*

1. What are Current Strengths, Supports, and Community Resources?

1. What were (potential/actual) Ethical Dilemmas? Note How you Dealt with them

FIRST-YEAR SCHOOL SITE AGREEMENT CONTRACT

TERM/YEAR: _____

TRAINEE'S NAME: _____

TELEPHONES: (H): _____ (C): _____ (O): _____

Student Responsibilities:

As a first-year school trainee, I understand and agree to fulfill the following responsibilities:

1. A CTC Certificate of Clearance (CC) is required for all volunteers who work in the public schools. It is the responsibility of the student to fulfill all requirements, submit an application, and possess a Certificate of Clearance before beginning the first-year field placement.
2. The student must communicate with USF faculty and staff as to ensure that a current memo of understanding (MOU) is in place between USF and the school district in which the student desires to be.
3. All students in fieldwork placements have two (2) assigned supervisors, one University Fieldwork Instructor and one professional school counselor on-site Fieldwork Site Supervisor in the school setting. Meetings with each of these supervisors are required for course credit.
4. Trainees are required to meet with their faculty supervisor on campus during their practicum/traineeship supervision class and a minimum of one (1) hour per week with their on-site Fieldwork Site Supervisor in the schools.
5. A minimum of 6-8 hours (or 1 full day) during the first semester (Practicum) and 12-16 hours (or 2 full days) during second semester (Traineeship) per week is required for trainees. It is the responsibility of the student to keep a regular, consistent schedule of attendance at the school site and to inform the on-site Fieldwork Site Supervisor and other appropriate school personnel of any unavoidable irregularities in the weekly schedule. Inform university faculty of any absences from school site.
6. A formal log of fieldwork hours (via Chalk and Wire) must be maintained by the student and verified by the on-site Fieldwork Site Supervisor at monthly intervals.

I agree to being supervised in accordance with the Fieldwork Requirements for the USF School Counseling Program.

TRAINEE SIGNATURE

DATE

SUPERVISOR NAME _____ CREDENTIAL DATE ISSUED (MONTH/YEAR) _____

SCHOOL NAME: _____ GRADE LEVEL: _____

ADDRESS: _____ CITY: _____ TELEPHONES: (O): _____ EMAIL: _____

Fieldwork Site Supervisor Responsibilities: Supervisors must have completed *at least two years* of experience as a credentialed school counselor and be present on site the days that trainees are also present. In cases of conferences or illness, another qualified individual will have been identified to supervise the trainee and be available for consultation if necessary.

As a fieldwork site supervisor for a trainee, I understand and agree to fulfill the following responsibilities:

1. To identify approximately 7 (for a caseload of minimum 4-6) pupils within the first few weeks of second semester for possible traineeship case assignments. Case studies will be required. However, it is best to identify at least seven children initially, given the likelihood of school transfers, illness, or other unexpected events. The children selected should be those who are experiencing relatively *mild* adjustment problems (such as declining grades or difficult peer relationships) and could benefit from additional support. Students will also need to complete their Experience Profile, which is a list of tasks and activities trainees will conduct at their site. The remainder of the time requirement at the site (12-15 hours per week) will be determined collaboratively with the fieldwork supervisor, based on the needs of the fieldwork site and the student's interests. The main criterion is that the responsibilities are within the domain of the role of a school counselor.
2. To secure an appropriate space in which the trainee may work with the identified children.
3. To provide an informal orientation to the school community by introducing the trainee to teachers, administrators, and other staff. This introduction will assist in establishing relationships for subsequent case study interviews and consultation/collaboration with school staff.
4. As appropriate, to allow opportunities, especially early in the year, for the trainee to observe the role of the school counselor via informal job shadowing.
5. To meet with the trainee for supervision each week for one (1) hour per week.
6. To make sure that the trainee is familiar with the school's policies for crisis intervention and that they would be able to contact the appropriate support staff in the event of an emergency.
7. To make sure that the trainee's practice assessment data and/or written reports are not used for any official purpose.
8. To rule out any activities that would be inappropriate, or beyond reasonable limits of expertise, for a first-year trainee (e.g., chairing an SST meeting, meeting with students who have severe mental health issues).
9. To consult with the USF faculty supervisor early on regarding any potentially serious problem regarding the student's performance;
10. To complete a Fieldwork Evaluation at the end of each semester;
11. To review Experience Profile activities completed;
12. To complete and ensure that the student has reached required hours per semester for a total of 100 hours for Practicum (first-semester) and 200 for Fieldwork (second-semester) for a total of 300 for the first year.
13. To provide opportunities for constructive feedback from the student regarding ideas for enhancing the effectiveness of the supervision relationship.

FIELDWORK SITE SUPERVISOR: *I agree to supervise this USF trainee in accordance with the Fieldwork Requirements for the USF School Counseling Program. I have read the Fieldwork Manual and agree to abide by its contents.*

SUPERVISING COUNSELOR'S SIGNATURE

DATE

UNIVERSITY FIELDWORK INSTRUCTOR: *This Fieldwork Placement meets the requirements of USF for students enrolled in the School Counseling Program.*

USF FACULTY SUPERVISOR'S SIGNATURE

DATE

SECOND-YEAR SCHOOL SITE AGREEMENT CONTRACT

TERM/YEAR: _____

TRAINEE'S NAME: _____ TELEPHONE: _____ EMAIL: _____

Student Responsibilities:

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

1. A CTC Certificate of Clearance (CC) is required for all volunteers who work in the public schools. It is the responsibility of the student to fulfill all requirements, submit an application, and possess a Certificate of Clearance before beginning their second-year traineeship.
2. The student must communicate with USF faculty and staff as to ensure that a current memo of understanding (MOU) is in place between USF and the school district in which the student desires to be.
3. All students in fieldwork placements have two (2) assigned supervisors, one University Fieldwork Instructor and one professional school counselor on-site Fieldwork Site Supervisor in the school setting. Meetings with *each* of these supervisors are required for course credit.
4. Trainees are required to meet with their university fieldwork instructor on campus during their fieldwork supervision class and a minimum of one (1) hour per week with their on-site Fieldwork Site Supervisor in the schools.
5. A minimum of 12-16 hours (or 2 full days) per week is required for trainees. It is the responsibility of the student to keep a regular, consistent schedule of attendance at the school site and to inform the on-site Fieldwork Site Supervisor and other appropriate school personnel of any unavoidable irregularities in the weekly schedule. Inform university faculty of any absences from school site.
6. A formal log of fieldwork hours must be maintained by the student and verified by the on-site Fieldwork Site Supervisor at monthly intervals.

I agree to being supervised in accordance with the Fieldwork Requirements for the USF School Counseling Program.

TRAINEE SIGNATURE

DATE

FIELDWORK SITE SUPERVISOR: *I agree to supervise this USF trainee in accordance with the Traineeship Requirements for the USF School Counseling Program. I have read the Traineeship Manual and agree to abide by its contents.*

NAME _____

CREDENTIAL DATE ISSUED (MONTH/YEAR) _____ SCHOOL NAME: _____ GRADE LEVEL: _____

ADDRESS: _____ CITY: _____ ZIP: _____ TELEPHONES: (O): _____ EMAIL: _____

Fieldwork Site Supervisor Responsibilities: Supervisors must have completed *at least two years* of experience as a credentialed school counselor and be present on site the days that trainees are also present. In cases of conferences or illness, another qualified individual will have been identified to supervise the trainee and be available for consultation if necessary.

As a supervisor for a trainee, I understand and agree to fulfill the following responsibilities:

1. To identify approximately 7 pupils within the first few weeks of second semester for possible traineeship case assignments. Five (5) case studies will be required. However, it is best to identify at least seven children initially, given the likelihood of school transfers, illness, or other unexpected events. The children selected should be those who are experiencing relatively *mild* adjustment problems (such as declining grades or difficult peer relationships) and could benefit from additional support. Students will also need to complete their Experience Profile, which is a list of tasks and activities trainees will conduct at their site. The remainder of the time requirement at the site (12-15 hours per week) will be determined collaboratively with the fieldwork supervisor, based on the needs of the fieldwork site and the student's interests. The main criterion is that the responsibilities are within the domain of the role of a school counselor.
2. To secure an appropriate space in which the trainee may work with the identified children.
3. To provide an informal orientation to the school community by introducing the trainee to teachers, administrators, and other staff. This introduction will assist in establishing relationships for subsequent case study interviews and consultation/collaboration with school staff.
4. As appropriate, to allow opportunities, especially early in the year, for the trainee to observe the role of the school counselor via informal job shadowing.
5. To meet with the trainee for supervision each week for one (1) hour per week.
6. To make sure that the trainee is familiar with the school's policies for crisis intervention and that (s)he would be able to contact appropriate support staff in the event of an emergency.
7. To make sure that the trainee's practice assessment data and/or written reports are not used for any official purpose.
8. To rule out any activities that would be inappropriate, or beyond reasonable limits of expertise, for a first-year trainee (e.g., chairing an SST meeting).
9. To consult with the USF faculty supervisor early on regarding any potentially serious problem regarding the student's performance;
10. To complete a Traineeship Evaluation at the end of each semester;
11. To review Competencies and Experience Profile activities completed;

- 12. To complete and ensure that the student has reached the 200 required hours per semester for a total of for a total of 400 for the second year.
- 13. To provide opportunities for constructive feedback from the student regarding ideas for enhancing the effectiveness of the supervision relationship.

SUPERVISING COUNSELOR'S SIGNATURE DATE

UNIVERSITY FIELDWORK INSTRUCTOR: *This Fieldwork Placement meets the requirements of USF for students enrolled in the School Counseling Program.*

UNIVERSITY FIELDWORK INSTRUCTOR' SIGNATURE DATE

Telephones: (O): _____ (H): _____

PRACTICUM EVALUATION

SCHOOL COUNSELING PROGRAM FIRST-YEAR FALL TRAINEESHIP EVALUATION FORM

This counseling practicum evaluation is intended to provide: a) a tool for student self-assessment, b) feedback from the supervisor to the student, and c) data to the program faculty for discussion of progress and areas needing improvement. After reading each statement below, circle the number that best reflects your evaluation of the student's performance.

NAME OF TRAINEE: _____

NAME OF FIELDWORK SITE SUPERVISOR: _____

At semester's end, Fieldwork Site Supervisor will rate the trainee with the scale:

0- Unsatisfactory: Lacks competence. Low level of performance. Cannot work independently; requires constant supervision. Consider removing from placement. Request meeting.

1- Marginal: Competence below average. Needs significant improvement and supervision.

2- Basic: Competence average. Demonstrates adequate professional skills. Functioning at expectation level with moderate supervision.

3- Proficient: Competence assessed as above average expectation. Demonstrates effective professional skills and behaviors. Works independently with appropriate supervision.

4- Distinguished: Competence well developed. Outstanding professional skills and behaviors. Consistently works independently with minimal supervision.

ND- No Data

COMPETENCY	PERFORMANCE RATING					
Basic Professional Behaviors	0	1	2	3	4	N D
TRAINEE maintains weekly schedule and has been responsible in keeping scheduled appointments, attending meetings, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TRAINEE demonstrates care and accuracy in completing tasks, scheduling and planning activities, delivering guidance lessons, presenting case studies, evaluating impact of actions, and adjusting for improvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

TRAINEE communicates openly, honestly, and effectively with all stakeholders, including parents and administrators.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TRAINEE consults with supervisor and is able to take on appropriate roles and functions as a trainee.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TRAINEE maintains ethical practice and demonstrates interest in the welfare of all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TRAINEE demonstrates organized approach to assigned tasks and challenges: defines problem situation, develops strategy for addressing it, follows through with action, results assessment, and adjustments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMPETENCY	PERFORMANCE RATING					
Six California Standards for School Counselors	0	1	2	3	4	N D
TRAINEE is learning to engage, advocate for and support all students in learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TRAINEE is learning to plan, implement and evaluate programs to promote academic, career, personal, and social development of all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TRAINEE is learning to utilize multiple sources of information to monitor and improve student behavior and achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TRAINEE is learning to collaborate and coordinate with school and community resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TRAINEE is learning to promote and maintain a safe learning environment for all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TRAINEE is learning to develop as a professional school counselor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMPETENCY	PERFORMANCE RATING					
Core Counseling Skills	0	1	2	3	4	N D
Establishes and maintains confidential boundaries.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quickly builds rapport.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintains professional boundaries with students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Describe positive, measurable, and documented contributions for scores:						

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COMPETENCY	PERFORMANCE RATING SCALE					
	0	1	2	3	4	
Interpers. Skills & Dispositions						
Inappropriately Independent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Team Player
Reckless/Uninformed Judgment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Professional Judgment
Not Responsive to Coaching/Closed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Receptive to Coaching/Open
Tense/Guarded/Nervous	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Appropriately Relaxed
Un-empathic/insensitive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Empathic/Sensitive
Unaware of Impact on Others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Self-Aware
Passive and Withdrawn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Active and Engaged
Difficulty getting along with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Works well with others
Does not communicate well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Communicates Effectively
Dependent/needs hand-holding/reluctant to act	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Self-Initiative/Appropriately independent
Does not understand/conceptualize intersectionality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Effectively conceptualizes intersectionality
Describe positive, measurable, and documented contributions for scores:						

Narrative Feedback

1. Strengths:

2. Areas of growth:

3. Specific feedback regarding trainee's ability to conceptualize the multiple, diverse identities of the students they serve:

Traineeship Clock-Hour, Diversity Requirement, and Case Study Summary

1. Documented clock-hours experience signed off on time logs.

a. Fall Term _____

2. Documented Hours with Diverse Students _____ (students from racial or ethnic group other than TRAINEES's own group).

1. Formal Case Studies to be presented in TRAINEES's University Traineeship Supervision reviewed with Traineeship Supervisor _____ Total _____

SCHOOL COUNSELING PROGRAM FIRST-YEAR FIELDWORK EVALUATION FORM

This counseling practicum evaluation is intended to provide: a) a tool for student self-assessment, b) feedback from the supervisor to the student, and c) data to the program faculty for discussion of progress and areas needing improvement. After reading each statement below, circle the number that best reflects your evaluation of the student's performance.

NAME OF TRAINEE: _____

NAME OF FIELDWORK SITE SUPERVISOR: _____

At semester's end, the Fieldwork Site Supervisor will rate the trainee with the following scale:

0- Unsatisfactory: Lacks competence. Low level of performance. Cannot work independently; requires constant supervision. Consider removing from placement. Request meeting.

1- Marginal: Competence below average. Needs significant improvement and supervision.

2- Basic: Competence average. Demonstrates adequate professional skills. Functioning at expectation level with moderate supervision.

3- Proficient: Competence assessed as above average expectation. Demonstrates effective professional skills and behaviors. Works independently with appropriate supervision.

4- Distinguished: Competence well developed. Outstanding professional skills and behaviors. Consistently works independently with minimal supervision.

ND- No Data

COMPETENCY	PERFORMANCE RATING					
	0	1	2	3	4	N D
Basic Professional Behaviors						
TRAINEE maintains weekly schedule and has been responsible in keeping scheduled appointments, attending meetings, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TRAINEE demonstrates care and accuracy in completing tasks, scheduling and planning activities, delivering guidance lessons, presenting case studies, evaluating impact of actions, and adjusting for improvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TRAINEE communicates openly, honestly, and effectively with all stakeholders, including parents and administrators.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

TRAINEE consults with supervisor and is able to take on appropriate roles and functions as a trainee.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TRAINEE maintains ethical practice and demonstrates interest in the welfare of all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TRAINEE demonstrates organized approach to assigned tasks and challenges: defines problem situation, develops strategy for addressing it, follows through with action, results assessment, and adjustments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMPETENCY	PERFORMANCE RATING					
Six California Standards for School Counselors	0	1	2	3	4	N D
TRAINEE is learning to engage, advocate for and support all students in learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TRAINEE is learning to plan, implement and evaluate programs to promote academic, career, personal, and social development of all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TRAINEE is learning to utilize multiple sources of information to monitor and improve student behavior and achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TRAINEE is learning to collaborate and coordinate with school and community resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TRAINEE is learning to promote and maintain a safe learning environment for all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TRAINEE is learning to develop as a professional school counselor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMPETENCY	PERFORMANCE RATING					
Core Counseling Skills	0	1	2	3	4	N D
Establishes and maintains confidential boundaries.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quickly builds rapport.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses microcounseling skills appropriately (silence, questions, reflection of feelings and content, clarifying and paraphrasing of responses).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conceptualizes student concerns/formulates clinical hypotheses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Works with students to establish counseling goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Works with the student toward achieving counseling goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Terminates counseling relationship effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Maintains professional boundaries with students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Describe positive, measurable, and documented contributions for scores:						

COMPETENCY	PERFORMANCE RATING SCALE					
	0	1	2	3	4	
Interpers. Skills & Dispositions						
Inappropriately Independent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Team Player
Reckless/Uninformed Judgment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Professional Judgment
Not Responsive to Coaching/Closed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Receptive to Coaching/Open
Tense/Guarded/Nervous	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Appropriately Relaxed
Un-empathic/insensitive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Empathic/Sensitive
Unaware of Impact on Others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Self-Aware
Passive and Withdrawn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Active and Engaged
Difficulty getting along with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Works well with others
Does not communicate well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Communicates Effectively
Dependent/needs hand-holding/reluctant to act	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Self-Initiative/Appropriately independent
Does not understand/conceptualize intersectionality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Effectively conceptualizes intersectionality
Describe positive, measurable, and documented contributions for scores:						

Narrative Feedback

1. Strengths:
2. Areas of growth:
3. Specific feedback regarding trainee's ability to conceptualize the multiple, diverse identities of the students they serve:

Traineeship Clock-Hour, Diversity Requirement, and Case Study Summary

1. Documented clock-hours experience signed off on time logs.
 - a. Fall Term _____
 - b. Spring Term _____

Total hours for Year _____

2. Documented Hours with Diverse Students _____ (students from racial or ethnic group other than TRAINEES's own group).

1. Formal Case Studies to be presented in TRAINEES's University Traineeship Supervision reviewed with Traineeship Supervisor _____ Total _____

SCHOOL COUNSELING PROGRAM SECOND-YEAR FIELDWORK EVALUATION FORM

This counseling practicum evaluation is intended to provide: a) a tool for student self-assessment, b) feedback from the supervisor to the student, and c) data to the program faculty for discussion of progress and areas needing improvement. After reading each statement below, circle the number that best reflects your evaluation of the student's performance.

NAME OF TRAINEE: _____

NAME OF FIELDWORK SITE SUPERVISOR: _____

At semester's end, the Traineeship Supervisor will rate the trainee with the following scale:

0- Unsatisfactory: Lacks competence. Low level of performance. Cannot work independently; requires constant supervision. Consider removing from placement. Request meeting.

1- Marginal: Competence below average. Needs significant improvement and supervision.

2- Basic: Competence average. Demonstrates adequate professional skills. Functioning at expectation level with moderate supervision.

3- Proficient: Competence assessed as above average expectation. Demonstrates effective professional skills and behaviors. Works independently with appropriate supervision.

4- Distinguished: Competence well developed. Outstanding professional skills and behaviors. Consistently works independently with minimal supervision.

ND- No Data

COMPETENCY	PERFORMANCE RATING					
Basic Professional Behaviors	0	1	2	3	4	N D
TRAINEE maintains weekly schedule and has been responsible in keeping scheduled appointments, attending meetings, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TRAINEE demonstrates care and accuracy in completing tasks, scheduling and planning activities, delivering guidance lessons, presenting case studies, evaluating impact of actions, and adjusting for improvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TRAINEE communicates openly, honestly, and effectively with all stakeholders, including parents and administrators.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

TRAINEE consults with supervisor and is able to take on appropriate roles and functions as a trainee.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TRAINEE maintains ethical practice and demonstrates interest in the welfare of all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TRAINEE demonstrates organized approach to assigned tasks and challenges: defines problem situation, develops strategy for addressing it, follows through with action, results assessment, and adjustments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMPETENCY	PERFORMANCE RATING					
Six California Standards for School Counselors	0	1	2	3	4	N D
TRAINEE is learning to engage, advocate for and support all students in learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TRAINEE is learning to plan, implement and evaluate programs to promote academic, career, personal, and social development of all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TRAINEE is learning to utilize multiple sources of information to monitor and improve student behavior and achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TRAINEE is learning to collaborate and coordinate with school and community resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TRAINEE is learning to promote and maintain a safe learning environment for all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TRAINEE is learning to develop as a professional school counselor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMPETENCY	PERFORMANCE RATING					
Core Counseling Skills	0	1	2	3	4	N D
Establishes and maintains confidential boundaries.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quickly builds rapport.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses microcounseling skills appropriately (silence, questions, reflection of feelings and content, clarifying and paraphrasing of responses).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses advanced microcounseling skills appropriately (confrontation, interpretation, self-disclosure, referrals, etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explains, administers, and interprets assessment instruments effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conceptualizes student concerns/formulates clinical hypotheses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Works with students to establish counseling goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Works with the student toward achieving counseling goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Terminates counseling relationship effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintains professional boundaries with students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Describe positive, measurable, and documented contributions for scores:						

COMPETENCY	PERFORMANCE RATING SCALE					
	0	1	2	3	4	
Interpers. Skills & Dispositions						
Inappropriately Independent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Team Player
Reckless/Uninformed Judgment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Professional Judgment
Not Responsive to Coaching/Closed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Receptive to Coaching/Open
Tense/Guarded/Nervous	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Appropriately Relaxed
Un-empathic/insensitive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Empathic/Sensitive
Unaware of Impact on Others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Self-Aware
Passive and Withdrawn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Active and Engaged
Difficulty getting along with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Works well with others
Does not communicate well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Communicates Effectively
Dependent/needs hand-holding/reluctant to act	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Self-Initiative/Appropriately independent
Does not understand/conceptualize intersectionality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Effectively conceptualizes intersectionality
Describe positive, measurable, and documented contributions for scores:						

COMPETENCY	PERFORMANCE RATING					
	0	1	2	3	4	N D
Professional Orientation						
Applying law and ethics: Demonstrates knowledge and adherence to the ethical code of the school counseling profession.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Domains of School Counseling Programs	0	1	2	3	4	N D

Academic: Trainee is able to implement and evaluate strategies and activities for maximizing learning, producing high-quality work and preparing pupils to experience academic success and to achieve at high levels.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal/Social: Trainee is able to plan, organize, implement, evaluate programs that enable pupils to acquire knowledge, attitudes, and interpersonal skills that help them understand and respect themselves and others. They are also able to show interest in, tolerance of and appreciation for differences between people. Demonstrates proficiency in helping students work through conflicts, problems and disagreements successfully.						
Career: Trainee is able to develop, implement, and evaluate career development programs for the appropriate level of students						
Functions of School Counselors	0	1	2	3	4	N D
Individual counseling skills Provides individual counseling for students to meet their personal and academic needs to overcome learning barriers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Group counseling skills Provides group counseling/guidance for students to meet their personal and academic needs to overcome learning barriers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cross cultural counseling skills Demonstrates positive human relationships for all students from all cultural backgrounds.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Consulting with teachers/school system Consistently collaborates with teachers and school personnel to meet the needs of students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Consulting with parents Consistently collaborates with parents/guardians to meet the needs of students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Collaborating with community resources Ability to coordinate people and resources from the school and community. Consults with community agencies as needed. Recognizes community agencies available for referrals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program Development and Prevention Education Ability to plan, implement and evaluate a comprehensive school counseling program based on student needs. Demonstration of data driven programming and results to further develop program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessment/testing skills Ability to assess, interpret & communicate assessment results to stakeholders.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall Evaluation	0	1	2	3	4	N D

Your observed final evaluation of the student's level of performance this semester	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Describe positive, measurable, and documented contributions for scores:						

Narrative Feedback

1. Strengths:

2. Areas needing improvement:

3. Specific feedback regarding trainee's ability to conceptualize the multiple, diverse identities of the students they serve:

Domains of School Counseling and Guidance Programs

1. TRAINEE completed a guidance lesson (or lessons) this term: YES NO
 - a. Lesson title _____
 - b. School Counseling Domain: ACADEMIC PERSONAL/SOCIAL CAREER
 - c. Comment on guidance lesson and or TRAINEE recommendations:

Fieldwork Clock-Hour, Diversity Requirement, and Case Study Summary

1. Documented clock-hours experience signed off on time logs.
 - a. Fall Term _____
 - b. Spring Term _____
 Total hours for Year _____

2. Documented Hours with Diverse Students _____ (students from racial or ethnic group other than TRAINEE's own group).

1. Formal Case Studies to be presented in TRAINEE's University Traineeship Supervision reviewed with Traineeship Supervisor _____ Total _____

UNIVERSITY OF SAN FRANCISCO RESOURCES, LINKS, AND PLACES

FINANCIAL AID

The School Counseling Program is a year round program (i.e., Fall, Spring, and Summer). This has important financial aid implications. We recommend you explore your options ahead of time; for instance, some students request that their financial aid is divided in three installments to accommodate this issue.

Please visit the following website for specific scholarship opportunities in the School of Education:
http://www.usfca.edu/soe/admission/financial_aid/

In addition, the School Counseling Program offers the following opportunities for scholarships. More information could be found at: http://www.usfca.edu/soe/programs/counpsych/sc_scholarship/

The University of San Francisco Financial Aid office has gathered loan and scholarship information to help students through the process of applying for financial aid. On their website (<https://www.usfca.edu/financialaid/>), they offer a financial aid checklist with information.

You may contact the One Stop Office at (415) 422-2020 or email onestop@usfca.edu if you have specific questions about financial aid.

UNDOCUMENTED STUDENTS

The University of San Francisco has gathered resources and information for undocumented students. The following link offers information about student organizations and support on campus, financial aid and application process information among other resources: <https://www.usfca.edu/studentlife/undocumented/>

OFFICE OF DIVERSITY ENGAGEMENT AND COMMUNITY OUTREACH

The Office of Diversity Engagement and Community Outreach seeks to promote a campus climate and culture that values diversity in all its forms through inclusive dialogues, interpersonal experiences, and Intercultural appreciation; in support of a thriving campus climate and inclusive excellence.
<https://www.usfca.edu/diversity/>

INTERCULTURAL CENTER

The Intercultural Center at USF began as Multicultural and International Student Services and over the years, has become a space for all to explore the complexities of our multiple identities. By beginning with oneself, we are taking responsibility for understanding who we are and the impact we have in the world to be agents of change for social good. While each of us are working on better understanding our own identities, we must honor that others may or may not be deeply reflecting on their own identities as well. Finally, as you continue in your college career to strive towards magis (to be more, greater), you can fully strive to, in the words of Ghandi, “be the change you wish to see in the world.”

The Intercultural Center and The Gender & Sexuality Center and our programs are open to who wish to strive towards magis. The staff is committed to providing space for all to explore issues regarding identity, social justice, and equality. We are also committed to the development, success, and achievement of historically underserved and underrepresented students, LGBTQ individuals and their allies. We look forward

to seeing you at our programs at events and in the Centers, located in the University Center, on the 4th floor, in rooms 411 and 412. https://www.usfca.edu/intercultural_center/

COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS)

USF Counseling & Psychological Services (CAPS) [415-422-6352] provides individual, couple and group counseling for students as well consultation and outreach services to support students' wellness and success. Detailed information can be found throughout this website: http://www.usfca.edu/CAPS/CAPS_Services/

PRISCILLA A. SCOTLAN CAREER SERVICES CENTER

The USF Career Center provides support for students and alumni on writing resumes and cover letters, interview practice, finding a job or internship, exploring careers and majors, and applying to graduate school. In the following link you will find more information and career resources: <https://www.usfca.edu/career/>

LEARNING AND WRITING CENTER

At The Writing Center, faculty writing consultants work with students to help them improve their writing skills. They offer feedback on students' writing, as well as writing support in person and online. Their office is located at 215 Cowell (phone: 415-422-6273). They also have a drop-in consultant in Glesson Library from 1-4 Mondays through Thursdays. Check the following website for further information:

<http://www.usfca.edu/writingcenter/>

STUDENT DISABILITY SERVICES

The Student Disability Services promotes a fully integrated University experience for students with disabilities by ensuring that students have equal access to all areas of student life and receive appropriate educational support and services to foster their academic and personal success. The following website provides specific information about resources, policies and procedures: <http://www.usfca.edu/sds/>

PUBLIC SAFETY

The goal of the Department of Public Safety is to provide a safe learning environment by working collaboratively with our campus community. This is accomplished by providing continuous campus patrol, campus shuttles, safety escorts, crime prevention programs, and parking services. Our department maintains a 24-hour communication center and uniformed public safety officers to respond to all reports of accidents, crimes, hazards, and other emergencies.

Parking Office Contact: parking@usfca.edu, (415) 422-4222

Dispatch and Patrol Services: dispatcher@usfca.edu, (415) 422-4201

STUDENT CONCERN ABOUT ANOTHER STUDENT'S WELL-BEING

Generally, if a student is concerned about the well being of another fellow student, the student may approach a faculty member with the concern (s) and ask for his/her assistance or the student may call the Office of the Dean of Students to report the concern(s) 415-422-5330. If an emergency exists, a student may call the USF Office of Public Safety at 415-422-2911, or dial 911 at the branch campuses.