

# **Sonoma State University**

### **Department of Counseling**

## School Counseling

## SUPERVISED FIELD EXPERIENCE

## IN SCHOOL COUNSELING

## MANUAL

**Fall 2022**

School Counseling

Field Experience/Internship

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# INTRODUCTION

The 514A and 514B Supervised Field Experience in School Counseling courses are your culminating School Counselor training experiences. They have been designed to allow you to integrate counseling theory and experiential activities, learned and carried out in your counseling coursework, with the application of your counseling skills learned and practiced at a school site in your 510B Practicum class.

As your culminating experience in the Department of Counseling, you will be given the opportunity to integrate and practice all of the skills learned in the program to date in structured, supervised K-12 school settings. Your on-site supervisors are experienced school counselors, approved by the school counseling faculty at Sonoma State University. Your site supervisors received approval as site supervisors based on their desire to remain current in the field, be open to pre-service school counselors carrying out all of the activities for which they have been trained, and a sincere desire to model and encourage growth in you as a pre-service school counselor.

This *Supervised Field Experience Manual* will provide information on the goals and objectives of your Field Experience course with an overview of the entire year-long experience, a copy of each of the required forms, including the final evaluation forms completed by both your site supervisor and your University supervisor. Your manual contains a copy of each form that is needed during your 514A and 514B courses in class, with the exception of your Time Log. You will be e-mailed a copy of the Field Experience/Internship Time Log.

Malpractice insurance is required for all Department of Counseling students in their 514A and 514B Supervised Field Experience/Internship; typically, you will continue to use the policy started in your 510B Practicum, renewing it as it comes due during the year. You are required to have this insurance coverage in place prior to starting your on-site field experience, along with fingerprinting/current certificate of clearance and an updated TB test.

TO: Students in the School Counseling Master’s Program,

Counseling 514A and 514B, and

School Counselor Field Experience/Intern Supervisors

The purpose of this document is outline the general purpose, goals, and expectations of the Field Experience/Internship (Counseling Class 514) required for the Master’s Degree in School Counseling and Pupil Personnel Services Credential (PPSC) at Sonoma State University.

The COUN 514A and 514B Supervised Field Experience classes are regarded by the faculty as the culminating experience of the student’s degree program; one that is preceded by basic didactic and practicum experiences, and which permits the student to integrate his or her knowledge and skills in K-12 school settings under competent supervision by a supervisor who is a practicing school counselor with a Master’s Degree in counseling, holding a valid PPS credential. The two accrediting agencies that the School Counseling program is responsible to are: 1) the California Commission on Teacher Credentialing (CTC), 2) the Council for Accreditation of Counseling and Related Educational Program (CACREP).

The Department of Counseling expectations of Field Experience/Internship activities are identified on the student’s “Field Experience/Internship Time Log” (*a sheet that is filled out electronically by the student and signed by the site supervisor each month*) and the “Site Supervisor Evaluation” completed twice: at the end of Counseling 514A and again at the end of Counseling 514B. Students are required to complete a total of 600 hours of comprehensive experiences, between their two school sites, over the course of an academic year. Students typically spend from 16-24 hours per week at both sites during the site’s school calendar year in order to accomplish this requirement.

# SUPERVISION

Supervised practice in school counseling helps the student gain confidence in his or her abilities and acquire proficiency in the skills required to become an entry-level school counselor. It is their opportunity to observe comprehensive counselors in action and to function as a comprehensive counselor themselves, while under supervision. It is at the school site that the knowledge and competencies acquired in the SSU Department of Counseling are experienced and demonstrated. The site supervisor is expected to model how to be a comprehensive school counselor and to help their supervisee gain expertise, as well as to assess the degree to which the graduate student is able to relate with the school staff and students; relate to the particular school setting; and develop the personal traits and professional skills necessary to be an effective school counselor.

Supervision is a joint responsibility between the site supervisor and the faculty supervisor at the University. The students are **required to participate** in a regular seminar on campus with their fellow students. This seminar uses case conceptualization, problem situations, and professional issues that arise during the Field Experience/Internship as a basis for discussion in class. The class becomes the support group for each student as well as a place to receive feedback on issues and conflicts.

# EVALUATION

Evaluation by the supervisor at the school site should be regarded as a **continuous** process directed toward strengthening the graduate student personally and professionally. It is intended to be a shared experience – evaluation with the student, as well as evaluation of the student – allowing the student to evaluate the experience and its meaning for him or her. Every reasonable effort should be made to give the student regular feedback from both the school site supervisor and the university supervisor so that the student is aware, at any point, where he/she stands relative to progress or lack of it. Weekly 1:1 supervision time between the supervisor and the supervisee is a **mandated requirement**.

# ROLE OF THE SCHOOL SITES

Because the individuals (students, teachers, parents) with whom the student will be working are assigned through the school site, it is expected that the day-to-day supervision will be done by the on-site school counselor. It is expected that the site-supervising school counselor will:

1. Have an appropriate California Credential (PPS) and have sufficient experience (a minimum of two years as a school counselor is required) to help the student develop as an effective counselor.
2. Hold regularly scheduled supervisory meetings with the student (one hour total per week is required, up to 3 students may be supervised in a group situation, if you have other interns, etc).
3. Assign students a variety of counseling tasks; appropriate to their level of competence, that are typical of a school counselor in that setting, and that meet required activities listed on the student’s electronic log sheet.
4. Contact the university supervisor when any questions or concerns arise.
5. Complete a “Site Supervisor Evaluation” at the end of Coun 514A and again at the end of Coun 514B.
6. Participate in program sponsored supervisor trainings.

# RESPONSIBILITY OF THE FACULTY MEMBER SUPERVISING THE STUDENT

1. Assist students in obtaining Field Experiences/Internships at pre-approved school sites that are on the Department of Counseling approved Field Experience/Internship list.
2. Instruct the students to provide the school site with appropriate information on themselves, including the student’s previous experiences, strengths, and limitations.
3. Provide ongoing evaluation to the student.
4. Confer with the school site supervisor(s) on a regular basis; including at least one site visit per year. Engage in ongoing phone and email contacted as needed.
5. Meet with the student in a seminar (class) on the SSU campus.

The methods used in supervision by the faculty will vary, depending upon the students’ needs. Class time may consist of a variety of experiences including case conceptualization, presentation of “problem” situations, and a formal case presentation by each student. Students are expected to attend all class meetings, listen respectfully, and actively engage in class discussions.

# SPECIFIC TASKS

In addition to carrying out the objectives listed above, students will fulfill the following tasks:

1. Each student will develop, in writing, an agreement with the school site spelling out the specific activities and tasks of which the Field Experience/Internship will consist. A copy of this agreement will be given to the University supervisor by the second class meeting, signed, with a second copy to be given to the site supervisor.
2. The student will keep a monthly journal of activities with description, reactions, and comments. In addition, a monthly electronic log, signed off by the site supervisor, is required and will be placed in the student’s permanent Department file.
3. The student will make at least one oral presentation and a final written formal case presentation. The final written case study will be given to the faculty supervisor Counseling 514A.

**School Counseling Field Experience Guidelines**

\*\*Please keep in mind that there are two classifications of students in Counseling 514A/B.

1. Using the California Department of Education terminology, a Field Experience student is a pre-service and pre-credential school counselor and an Intern is a graduate student with an Intern credential

2. Using CACREP (national accreditation) language, both graduate students with an Intern Credential and those without are referred to as "Interns."

**Our program is designed to meet BOTH CCTC and CACREP requirements; when there is a conflict in requirements, the higher standards holds**

**CCTC Field Experience/Intern Requirements for Pupil Personnel Services/School Counseling**

**CCTC Standards 2019 For Field Work**

**Program Standard 4: Clinical Practice**

Candidates are provided opportunities to engage in field experiences that are designed to facilitate the application of theoretical concepts in school settings. The field experience introduces each candidate to the major duties and responsibilities authorized by the school counseling pupil personnel services credential as articulated in the SCPEs. The program provides preparation for field experience supervisors on program requirements, models of supervision and the SCPEs, in collaboration with partners and school-site supervisors. Partners share responsibility and the program collaborates with partners on the design and quality of field experiences. The training of future pupil personnel professionals depends on partnerships between university training programs and school districts that provide high-quality comprehensive field experience training opportunities. In addition to the university-based training opportunities, candidates receive supervision from school-based practitioners. The program ensures that the school-site supervisor understands the training objectives of the university training program and are skilled in the process of supervising and guiding the skill development of candidates. The program is responsible for the evaluation of clinical progress; and assessment and verification of candidate competence. Field experience includes the completion of both practica and fieldwork.

***Practica:***

A minimum of one hundred (100) clock hours in a practicum experience, includes but not limited to: (a) peer counseling related to a university or college program practicum course; (b) personal and career assessments; (c) personal counseling experience in either an individual or group context; (d) school-based programs serving parents and family members; (e) community service programs serving children and families; (f) school related experience such as “shadowing” a school counselor, observing classroom instruction, attending district and school- based meetings, and mapping school-based community resources. Practica experiences should be completed prior to the field experience.

***Fieldwork:***

The candidate’s total field experience includes the following:

1. Candidates are required to complete a minimum of eight hundred (800) clock hours in two of three school levels such as elementary, middle, high school with a minimum of two hundred (200) clock hours within each level. Two hundred (200) hours of the eight hundred (800) clock hours may be completed in other areas related to schools and/or counseling, such as field work hours needed for a Child Welfare and Attendance (CWA) authorization. At least six hundred (600) clock hours must be completed in public school settings with Pre-K-12 pupils. If a candidate elects to complete 200 of the 800 hours in a setting outside of the Pre-K-12 school system, they must have a site supervisor that has a master’s degree in counseling or a related field.
2. The opportunity for the candidate to gain supervised experience in the understanding and use of a variety of school resources, including: data and information systems on student learning and achievement; career development materials; information on colleges and universities; the use of school technologies for information access, teaching and learning; and tests and measures used in assessing student learning and achievement, development of school, family, and community partnership.
3. The opportunity for the candidate to gain supervised experience in comprehensive student support systems that provides prevention and intervention services on behalf of students around crisis and trauma, including but not limited to: suicide and homicide risk and assessment and school shootings.
4. The opportunity to work with students of diverse backgrounds (150 hours) including socioeconomic disadvantages, English learners, homeless youth, foster youth; students with disabilities (including Section 504 plans), students experiencing suspension and expulsion from school, sexual minority youth (LGBTQ+), racial and ethnic minorities; and understand information on school, district, State, and Federal policies and the impact of resulting practices.
5. A planning document for field experience is prepared and agreed upon by the field supervisor(s) and program faculty serving as fieldwork course instructors. The plan includes the activities candidates are expected to experience, the experiences used to attain competencies, and a plan for determining competency attainment. The plan also delineates the responsibilities of both program faculty and school counseling supervisors. The plan is completed early in the field experience and periodically reviewed and revised.
6. Articulate and provide an example of an individualized self-care plan to ensure long-term wellness and professionalism to successfully cope with high stress situations. Dispositions and recommendations for self-care and self-work, for example, candidate participating as a counselee in individual and/or group counseling.
7. Within the required fieldwork hours, candidates are required to complete at least 100 hours of experience in each of the following areas: Social/Emotional, College/Career, and Academic (see SCPEs #3, #4, and #5 for specific activities).

**Qualifications, Training and Responsibilities of Site Supervisors**

The program assigns qualified supervisors and provides training based on the program’s design. Qualifications for supervisors must include, but are not limited to:

1. Possession of a PPS School Counselor credential and a minimum of two years PPS experience as appropriate to the candidate’s fieldwork setting.
2. The supervisor is responsible to undergo training in models of supervision, the SCPEs, and program fieldwork requirements and share responsibility for the quality of field experience, design of field experiences, quality of clinical progress, and assessment and verification of candidate competence.
3. Candidates must meet with their supervisor for one (1) hour of individual or one-and-one- half (1.5) hours of small group (limit 8 candidates per group) supervision per week.600 clock hours are required in a public Pre-K-12 school, must be supervised by a professional who holds a valid PPS credential and is also accessible to the candidate at all times while the candidate is accruing fieldwork hours. University Supervision Requirements include:
   1. One-and-one-half (1.5) hours per week of group supervision provided on a regular schedule throughout the field experience, usually performed by a program faculty member.
   2. The program provides preparation and continuing education for field experience supervisors on program requirements, models of supervision, and the SCPEs, in collaboration with site supervisors. Site Supervisors share responsibility for the quality of field experience, design of field experiences, quality of clinical progress, and assessment and verification of candidate competence.

**SUPERVISED INTERNSHIP (all students) for CACREP**

The program requires students to complete a supervised internship of 600 clock hours that begins after successful completion of the student's practicum of 100 hours. The field experience provides an opportunity for the student to perform under supervision a variety of activities that a regularly employed staff member in the setting would be expected to perform. A regularly employed staff member is defined as a person occupying the professional role to which the student is aspiring. The student's field experience includes the following:

1. A minimum of 240 hours of direct services with clients appropriate to the program of study;

2. A minimum of one (1) hour per week of on-site supervision, throughout the field experience, usually performed by the on-site supervisor

3. A minimum of one and one-half (1 ½) hours per week of group supervision, throughout the field experience, usually performed by a program faculty member supervisor;

4. A formal evaluation of the .student's performance during the field experience by a program faculty supervisor in conjunction with the school supervisor.

For the school counseling program, the 600-clock hour field experience requires that the student perform, under supervision of a certified school counselor, a variety of internship activities in a school setting. The requirement of 240 clock hours of direct service includes, but is not limited to, individual counseling, group work, developmental classroom guidance, and consultation.

Confidentiality Agreement documnet

ASCA and Child Abuse Position Statements/links

School Weekly Time Log & Journal

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Field Experience Student/Intern |  | | | | | |
| Semester |  | | | | | |
| Faculty Supervisor |  | | | | | |
| Site |  | | | | | |
| Site Supervisor |  | | | | | |
| Site Address |  | | | | | |
| Site Telephone |  | | | | | |
| Intern Telephone # |  | | | | | |
| Intern E-Mail Address |  | | | | | |
| Supervisor Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  | | | | | |
| Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
|  |  |  |  |  |  |  |
| Week of ... (Monday) |  |  |  |  |  |  |
| Notes |  |  |  |  |  |  |
| **DIRECT SERVICES** |  |  |  |  |  |  |
| Classrm Guidance (Delivering Lessons) |  |  |  |  |  |  |
| Group Counseling |  |  |  |  |  |  |
| Individual Counseling |  |  |  |  |  |  |
| Academic/College & Career Plan/Advising |  |  |  |  |  |  |
| Consultation with Families/Parent Education |  |  |  |  |  |  |
| Consultation w/School Personnel (teach/prin) |  |  |  |  |  |  |
| Needs Assessment & Program Evaluation |  |  |  |  |  |  |
| Coordination of School Programs (Managing) |  |  |  |  |  |  |
| Coordination with Outside Agencies (referral) |  |  |  |  |  |  |
| Presentations to Staff/Parents (@ sch'd mtgs) |  |  |  |  |  |  |
| Other (specify: i.e., Appraisal/Testing) |  |  |  |  |  |  |
| ***Total Direct Service*** | 0 | 0 | 0 | 0 | 0 | 0 |
| **INDIRECT SERVICES** |  |  |  |  |  |  |

**SITE SUPERVISOR EVALUATION**

**SCHOOL COUNSELING PROGRAM, SONOMA STATE UNIVERSITY**

Pre-Service School Counselor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Semester\_\_\_\_\_\_\_\_\_ Year\_\_\_\_\_\_\_

Field Placement: District:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Field Supervisor:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ University Supervisor:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Needs Improvement | Emerging Competency | Performs Adequately | Possesses Well-Developed Skills | Not Observed |
| Law & Ethics of School Counseling | | | | | |
| Understand the responsibility of maintaining confidentiality of student records, ethical considerations regarding counseling relationships, limits pertaining to maintaining confidentiality, and the legal responsibilities within school counseling. |  |  |  |  |  |
| Understands and applies ethical and legal obligations to students, parents, administrators and teachers |  |  |  |  |  |
| Maintains professional and ethical boundaries in school counseling relationships per professional associations ethical guidelines |  |  |  |  |  |
| Displays knowledge of empirically validated practices and programs, and applies these practices and programs in an ethical manner |  |  |  |  |  |
| Classroom Guidance | | | | | |
| Demonstrate effective classroom management skills and strategies, including developing, implementing, and consulting on successful practices such as classroom systems and procedures, positive behavior interventions and supports (PBIS), restorative practices, tiered systems of support (academic and social/emotional), and individual student support plans |  |  |  |  |  |
| Identifies and applies student engagement strategies and pedagogical best practices |  |  |  |  |  |
| Develops, implements, and monitors prevention, education, and intervention programs |  |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Needs Improvement** | **Emerging Competency** | **Performs Adequately** | **Possesses Well-Developed Skills** | **Not Observed** |
| **Working with Students** | | | | | |
| Models and demonstrates essential counseling skills, techniques, and strategies in individual counseling, including but not limited to addressing social/emotional and mental health, needs, crises and traumas that are barriers to student achievement |  |  |  |  |  |
| Demonstrates the role of the SC in academic tiered systems of support, and develops strategies to intervene academically through appraisal, advisement, individual student planning, goal-setting etc. |  |  |  |  |  |
| Understands and applies approaches that recognize the importance of building on students’ strengths and assets as a foundation for supporting all students |  |  |  |  |  |
| Demonstrates cultural competency and skill in helping pupils to respect and understand alternative points of view to accept, respect, and value differences, such as cultural diversity and family configuration patterns |  |  |  |  |  |
| Assists pupils in identifying short and long-term goals; set realistic and achievable goals; and developing a plan for successfully achieving those goals |  |  |  |  |  |
| Demonstrates knowledge/skill in applying theories of counseling as they pertain to counseling pupils in schools |  |  |  |  |  |
| Demonstrate an ability to counsel and address mental health needs of students during times of transition, separation, heightened stress and critical change, and how to access community programs and services that assist all student needs |  |  |  |  |  |
| Demonstrate the ability to provide an initial assessment of a student's mental health needs and make the appropriate referrals within and external to the school site |  |  |  |  |  |
| Examine and identify factors that impede or limit student development including stereotyping, socioeconomic status, language development, school climate, and discrimination. Understand, develop, and encourage collective and student efficacy to increase student achievement |  |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Needs Improvement** | **Emerging Competency** | **Performs Adequately** | **Possesses Well-Developed Skills** | **Not Observed** |
| **Working with Groups** | | | | | |
| Demonstrates knowledge of group theory, group dynamics, and types of groups relevant to working in school |  |  |  |  |  |
| Models and demonstrates essential counseling skills in group counseling within psycho-educational and/or psycho-analytic frameworks to address root causes and underlying issues impeding student achievement, including building rapport, showing empathy, and providing non-judgmental support to students. |  |  |  |  |  |
| **Consultation** | | | | | |
| Understands the organization of the school, dynamics of change and the roles of individuals within the school setting |  |  |  |  |  |
| Demonstrates knowledge/skill in facilitating teams and committee meetings of individuals working on education related tasks (e.g., SST meetings) |  |  |  |  |  |
| Demonstrates knowledge/ skill in working with parents on parenting skills, difficulties with their child/ adolescent |  |  |  |  |  |
| Demonstrates knowledge/skills related to the methods of planning for and presenting school counseling-related educational programs to administrators, teachers, parents and the community |  |  |  |  |  |
| Demonstrates knowledge/ skills in consulting with teachers regarding classroom management, difficulties with individual students |  |  |  |  |  |
| Develop, implement, monitor prevention, education, and intervention programs, such as: cyber-bullying, restorative practices, self-harm, social media literacy, Alcohol, Tobacco and Other Drugs (ATOD), suicide, school truancy, sex trafficking, retention rates, pregnancy, LGBTQ+awareness and empowerment. |  |  |  |  |  |
| **High School Competencies** | | | | | |
| Shows knowledge of state and local graduation requirements, and provisions for marginalized population |  |  |  |  |  |
| Demonstrates comprehensive understanding of college counseling process and college admission procedures |  |  |  |  |  |
|  | **Needs Improvement** | **Emerging Competency** | **Performs Adequately** | **Possesses Well-Developed Skills** | **Not Observed** |
| Shows the ability to identify college entrance and curriculum performance exams including PSAT, SAT, ACT, AP Test, International Baccalaureate (IB), and the resources and accommodations available to support student performance on these assessments. |  |  |  |  |  |
| Demonstrates knowledge of financial aid planning for higher education |  |  |  |  |  |
| Can examine and explain college entrance criteria, including A-G courses, required by University of California (UC), California State University (CSU),private universities, out of state institutions and community colleges |  |  |  |  |  |
| Demonstrates ability to develop four and six-year academic and post-secondary planning |  |  |  |  |  |
| Demonstrates knowledge of high school graduation requirements in assisting pupils to develop appropriate academic plans, including alternative pathways to high school completion |  |  |  |  |  |
| **Other Competencies** |  |  |  |  |  |
| Possesses knowledge, understanding, and experience with at least one student information system |  |  |  |  |  |
| Demonstrated ability to collect, evaluate, and share process, perception, and outcome data for school counseling program activities (i.e., classroom lessons, interventions) |  |  |  |  |  |
| **Personal Traits and Attitudes** |  |  |  |  |  |
| Demonstrates strong organizational skills. |  |  |  |  |  |
| Shows respect and sensitivity for cultural differences. |  |  |  |  |  |
| Display professional dispositions related to conduct, communication, demeanor, and presentation |  |  |  |  |  |
| Makes decisions appropriate to level of responsibility. Exhibits sound and accurate judgment. Includes appropriate people in the decision making process. Keeps supervisors and coworkers adequately informed |  |  |  |  |  |
| Clearly expresses ideas and thoughts both verbally and in writing. |  |  |  |  |  |
| Takes initiative and assumes appropriate level of responsibility. Asks for help and assists others when needed. |  |  |  |  |  |
| Demonstrates interest and enthusiasm for work |  |  |  |  |  |

|  |
| --- |
| **Supervisor’s Comments** |
| **Areas of Strength** |
| **Areas to Target for Growth** |
| Student Signature    Date  Supervisor Signature    Date |

GUIDELINES FOR 514A CASE PRESENTATION – PPS

Note: This may be a study of an individual, a group, consultation, classroom guidance, a program, or some other phenomenon at one of your school sites. Your case study should be a substantial, graduate level analysis of the topic, and should follow APA style. The length of a case study paper is typically 15-20 pages, although individual papers may vary depending on the topic.

I. Articulation of Presenting Problem

A. Statement of the Problem

1. referral source statement; how was the issue/student brought to your attention?

2. “client” statement: what is student’s understanding of the problem?

B. Reason for the Case Study

What makes this an important situation or issue? What sort of feedback are you seeking?

# II. Initial Assessment

*In this section, you are asked to demonstrate your ability to gather relevant information and combine it into an overall assessment of the student/situation. This may include both formal and informal assessment.*

A. Student Overall Presentation

1. Physical (facial expression, posture, dress, personal hygiene)

2. Psychological (including anxiety level, cooperation, manner of relating)

3. Emotional (affect, intensity, mood)

1. Student Contextual Factors (Family relationships; social relationships; cultural factors)
2. Related ethical/legal issues
3. Issues in ASCA domains (you may want to consider ASCA Mindsets and Behaviors):
4. Academic Development
5. College and Career Development
6. Social/Emotional Development
7. What is your overall assessment of this student/issue? the key problem areas/issues?

**III. Theoretical Conceptualization**

*In this section, you are asked to demonstrate your ability to use theory to make sense of your information and the presenting issue, and to formulate a conceptualization and goals.*

1. Theoretical Conceptualization

Describe in detail the counseling model/theoretical approach you used and why. How does this model explain the presenting issues and the avenue to resolution?

1. Identification of Student and Contextual Strengths and Assets
2. Theory-based Goals and Objectives

## IV. Intervention Plan

*In this section, you are asked to demonstrate your ability to formulate a theory and evidence based intervention plan.*

1. Strategies used to address goals
2. Articulation of why these strategies were chosen (evidence-based)

## V. Consideration of Systemic Context

*In this section, you are asked to demonstrate your role in a system of support. This includes contextual interventions initiated by you and those involving others.*

1. Systemic/Contextual action taken
2. Referrals/Resources/Collaborations

## VI. Evaluation Plan

*In this section, you are asked to demonstrate your ability to gather relevant information to assess the efficacy of your work.*

A. How do you know your intervention was/wasn’t/will be effective? What evidence can you collect and present? Be specific!

## VII. Professionalism Self-Assessment

*In this section, you are asked to demonstrate your ability to engage in reflective self-assessment.*

1. Describe in your strengths and weaknesses with regard to this case. Include specific reference to personal impact/professional challenges

**Counseling 514 Case Analysis**

**Grading Matrix**

|  |  |
| --- | --- |
| Student: |  |
| **1. Articulation of Presenting Problem** | 0 1 2 3 |
| **2. Initial Assessment**  *CTC 6.10. Examine and identify factors that impede or limit student development including stereotyping, SES, language development, school climate, and discrimination. Understand, develop and encourage collective and student efficacy to increase student achievement* | 0 1 2 3 4 |
| 3. **Theoretical Conceptualization**  *CTC Standard: 1.3. Understand and evaluate core counseling theories that work within schools, such as but not limited to: Adlerian Theory, Choice Theory, Cognitive Behavioral Therapy, Family Systems, Mindfulness-based Stress Reduction, Motivational Interviewing, Person-center Counseling, Rational-Emotive Behavior Therapy, and Solution-Focused Brief Counseling*  *CACREP 3 Practice 3.f. Techniques of personal/social counseling in school settings* | 0 1 2 3 4 |
| **4. Intervention Plan**  *CTC Standard 2.8. Knowledge of empirically validated practices and programs, and apply those practices and programs in an ethical manner*  *CTC 3.1 Demonstrates the role of the SC in academic tiered systems of support, and develops strategies to intervene academically through appraisal, advisement, individual student planning, goal-setting etc.*  *CTC 3.9. understand and apply approaches that recognize the importance of building student strengths and assets*  *CACREP 5 Counseling Relationships 5.h.; Developmentally relevant counseling treatment or intervention plans; 5.j. Evidence-based counseling strategies and techniques for prevention and intervention* | 0 1 2 3 4 |
| **5. Consideration of Systemic Context**  *CTC 5.10. Develop, implement, monitor prevention, education, and intervention programs, such as: cyber-bullying, restorative practices, self-harm, social media literacy, Alcohol, Tobacco and Other Drugs (ATOD), suicide, school truancy, sex trafficking, retention rates, pregnancy, LGBTQ+awareness and empowerment)*  *CACREP 2 Contextual Dimensions 2.k community resources and referral sources* | 0 1 2 3 |
| **6. Evaluation Plan**  *CACREP 5 Counseling Relationships 5.i. development of measurable outcomes for clients* | 0 1 2 3 4 |
| **7. Professionalism Self-Evaluation**  *CTC 2.10 Maintaining professional and ethical boundaries in school counseling relationships per professional associations ethical guidelines*  *CACREP SC 1.k. Professional Orientation Strategies for personal and professional self-evaluation and implications for practice* | 0 1 2 3 4 |
| **8. Overall quality of oral and written presentation** | 0 1 2 3 4 |

Total points: \_\_\_\_ out of 30

**Comprehensive Evaluation by Faculty Supervisor**

**Counseling 514A/B Supervised Field Experience**

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

|  |  |  |
| --- | --- | --- |
| **Competency** | **Relevant Skills/Knowledge** | **Experience Gained/Evidence of Mastery** |
| Counseling Theories (CTC 1.3 Foundations; CACREP 3.f. Practice) | • Understand and evaluate core counseling theories that work within schools.  • Techniques of personal/social counseling in school settings | 4 3 2 1 0 |
| Professionalism/ Counseling Relationships: Ethics  (CTC 2.7, 2.8, 2.10; CACREP 5.h., 5.i; 2.k) | • Knowledge of empirically validated practices and programs, and apply those practices and programs in an ethical manner  • Maintaining professional and ethical boundaries in school counseling relationships per professional associations ethical guidelines created by ASCA, ACA, and APA.  • Understand and apply ethical and legal obligations to students, parents, administrators and teachers  • Understand the responsibility of maintaining confidentiality of student records, ethical considerations regarding counseling relationships, limits pertaining to maintaining confidentiality, and the legal responsibilities within school counseling. | 4 3 2 1 0 |
| Professionalism/ Counseling Relationships: Intervention (CACREP 5.h., 5.i; 5.j; 2.k) | • Developmentally relevant counseling treatment or intervention plans  • development of measurable outcomes for clients  • Knowledge of empirically validated practices and programs, and application of those in an ethical manner  • community resources and referral sources | 4 3 2 1 0 |

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| --- | --- | --- |
| Professionalism/ Counseling Relationships: Supervision and Self-care (CTC 2.6, 2.12; CACREP SC1.k, SC 1.l, SC 1.m) | • Articulate and provide an example of an individualized self -care plan to ensure long-term wellness and professionalism to successfully cope with high stress situations  • Display professional dispositions related to conduct, communication, demeanor, and presentation within school counseling program and profession  • Strategies for personal and professional self-evaluation and implications for practice  • Self-care strategies for counselors  • Role of counseling supervision | 4 3 2 1 0 |
| Student Academic Development, College and Career Development (CTC 3.2, 3.9; 4.2, 4.3, 4.4, 4.5, 4.6, 4.13) | • Understands and applies approaches that recognize the importance of building student strengths and assets  • Demonstrates the role of the SC in academic tiered systems of support, and develops strategies to intervene academically through appraisal, advisement, individual student planning, goal-setting etc.  • Demonstrates mastery of CTC competencies related to graduation requirements, college entrance requirements, college counseling/admission, college/curriculum performance exams, financial planning, academic and post-secondary planning | 4 3 2 1 0 |
| Continuing Education: Social Emotional Development (CTC 5.13) | • Attend continuing education sessions for professional development on topics related to crisis, trauma, and mental health services provided to students in the PreK-12 school system | 4 3 2 1 0 |

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| --- | --- | --- |
| Assessment: Social Emotional Development (CTC 5.14); Educational Foundations (CTC 6.10): | • Demonstrate the ability to provide an initial assessment of a student’s mental health needs and make the appropriate referrals within and external to the school site  • Examine and identify factors that impede or limit student development including stereotyping, socioeconomic status, language development, school climate, and discrimination. Understand, develop, and encourage collective and student efficacy to increase student achievement | 4 3 2 1 0 |
| Programs and Classroom Guidance: Social Emotional Development (CTC 5.10; 6.5; 6.8) | • Develop, implement, monitor prevention, education, and intervention programs, such as: cyber-bullying, restorative practices, self-harm, social media literacy, Alcohol, Tobacco and Other Drugs (ATOD), suicide, school truancy, sex trafficking, retention rates, pregnancy, LGBTQ+awareness and empowerment  • Demonstrate effective classroom management skills and strategies, including developing, implementing, and consulting on successful practices such as classroom systems and procedures, positive behavior interventions and supports (PBIS), restorative practices, tiered systems of support (academic and social/emotional), and individual student support plans  • Identify and apply student engagement strategies and pedagogical best practices | 4 3 2 1 0 |

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| --- | --- | --- |
| Counseling Skills: Social Emotional Development (CTC 5.1, 5.4, 5.6; Academic Development 3.9; Foundations 1.3) | • Models and demonstrates essential counseling skills, techniques, and strategies in individual counseling, including but not limited to addressing social/emotional and mental health, needs, crises and traumas that are barriers to student achievement  •Demonstrates cultural competency and skill in helping pupils to respect and understand alternative points of view to accept, respect, and value differences, such as cultural diversity and family configuration patterns  •Demonstrate an ability to counsel and address mental health needs of students during times of transition, separation, heightened stress and critical change, and how to access community programs and services that assist all student needs  • Understands and applies approaches that recognize the importance of building on students’ strengths and assets as a foundation for supporting all students  • Demonstrates knowledge/skill in applying theories of counseling as they pertain to counseling pupils in schools  • Assists pupils in identifying short and long-term goals; set realistic and achievable goals; and developing a plan for successfully achieving those goals | 4 3 2 1 0 |

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| Counseling Skills: Groups (CTC 2.2; CACREP 6) | • Demonstrates knowledge of group theory, group dynamics, and types of groups relevant to working in school  • Models and demonstrates essential counseling skills in group counseling within psycho-educational and/or psycho-analytic frameworks to address root causes and underlying issues impeding student achievement, including building rapport, showing empathy, and providing non-judgmental support to students. | 4 3 2 1 0 |
| Consultation  (CTC 5.11, 6.5; CACREP SC2b, SC2.d) | • Demonstrates knowledge/skill in facilitating teams and committee meetings of individuals working on education related tasks (e.g., SST meetings)  • Demonstrates knowledge/ skill in working with parents on parenting skills, difficulties with their child/ adolescent  • Demonstrates knowledge/skills related to the methods of planning for and presenting school counseling-related educational programs to administrators, teachers, parents and the community  • Demonstrates knowledge/ skills in consulting with teachers regarding classroom management, difficulties with individual students | 4 3 2 1 0 |

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| Research, Evaluation and Technology (CTC 9.1; 9.8) | • Collect, evaluate, and share process, perception, and outcome data for school counseling program activities (i.e., classroom lessons, interventions)  • Possess knowledge, understanding, and experience with at least one student information system | 4 3 2 1 0 |
| Overall Professionalism/Dispositions | • Demonstrates strong organizational skills  • Shows respect and sensitivity for cultural differences  • Adaptability  • Display professional dispositions related to conduct, communication, demeanor, and presentation within school counseling program and profession  • Makes decisions appropriate to level of responsibility. Exhibits sound and accurate judgment. Includes appropriate people in the decision making process. Keeps supervisors and coworkers adequately informed  • Clarity of communication  • Enthusiasm | 4 3 2 1 0 |

Faculty Supervisor Comment:

**CCTC Pupil Personnel Services School Counseling Program Standards**

**Final Passport Assessment Points:**

**514A-Case Study; Comprehensive Faculty Evaluation**

**514B – Portfolio Exam; Comprehensive Faculty Evaluation**

**521-Comprehensive School Counseling Program Project**

**Domain 1: Foundations of School Counseling**

Assessed via 514A Case and 521 Comprehensive School Counseling Program

**Domain 2: Professionalism, Ethics, and Legal Mandates**

Assessed via 514A/B Site Supervisor and Faculty Comprehensive Evaluation

**Domain 3: Student Academic Development**

Assessed via Portfolio; 514A/B Site Supervisor and Faculty Comprehensive Evaluation

**Domain 4: Student College and Career Development**

Assessed via Portfolio; 514A/B Site Supervisor and Faculty Comprehensive Evaluation

**Domain 5: Social-Emotional Development**

Assessed via Portfolio; 514A/B Site Supervisor and Faculty Comprehensive Evaluation

**Domain 6: Educational Foundations: Growth & Development, Learning Theory, Academic Achievement**

Assessed via Portfolio; 514A/B Site Supervisor and Faculty Comprehensive Evaluation

**Domain 7: Leadership and Advocacy in Social Justice, Equity, and Access**

Assessed via Portfolio; 514A/B Site Supervisor and Faculty Comprehensive Evaluation

**Domain 8: Program Development**

Assessed via 521 Comprehensive School Counseling Program Project

**Domain 9: Research, Program Evaluation, and Technology**

Assessed via Portfolio; 514A/B Site Supervisor and Faculty Comprehensive Evaluation

**Portfolio Exam**

1. Discuss the your understanding of the role of the school counselor in academic system of support. Using the parts of your portfolio that demonstrate your knowledge and skills related to assisting students in achieving optimal academic outcomes, what skills do you consider to be your strongest, and what skills do you believe you can still improve?
2. Discuss the your understanding of the role of the school counselor in a college and career system of support Using the parts of your portfolio that demonstrate your knowledge and skills related to assisting students in achieving optimal college and career outcomes, describe where you feel your role is particularly strong, and what areas you can still improve?
3. Discuss the your understanding of the role of the school counselor in fostering the social and emotional learning and development of students. Using the parts of your portfolio that demonstrate your knowledge and skills related to assisting students in achieving optimal social-emotional learning and development, what areas do you consider to be your strengths and what areas can you still improve?
4. Discuss your understanding of the individual and contextual factors that foster or impede human development. How does this understanding shape your choice of interventions to promote student learning and positive development? Speak to the parts of your portfolio that highlight your response.
5. As you near the end of the training program, what is your perspective on your role as a leader, advocate and systems change agent? Provide supporting information from your portfolio.
6. Describe your understanding of the role of research, program evaluation and technology in school counseling practice. Share examples from your portfolio that demonstrate your use of these tools in your counseling practice.

**SONOMA STATE UNIVERSITY** Department of Counseling PPSC

**STUDENT EVALUATION OF FIELD EXPERIENCE/INTERNSHIP**

GRADUATE STUDENT'S NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

NAME OF SCHOOL SITE:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ADDRESS OF SCHOOL SITE:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

SITE SUPERVISOR:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Phone:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

COUN 514 INSTRUCTOR:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Stipend:\_\_\_\_\_\_\_\_\_\_\_

Date Started:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date Ended:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. Give a brief description of your field experience/internship objectives: \_\_\_\_\_\_\_\_\_\_\_\_

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2. Did the duties you performed during your field experience provide an opportunity to attain, to your satisfaction, your objectives? Please explain: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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3. Did this experience provide opportunities to relate academic theory to job requirements, and did your academic training prepare you for this experience?

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4. Briefly describe what you learned about the school and the school district in terms of its mission, organizational structure, relationship to other agencies, etc.?\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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5. One of the key facets in the operation of any institution is the management of personnel; i.e. the quality and amount of supervision, the incentives for good work, the overall working climate, and the related attitudes of employees. Briefly comment on these factors as they relate to your school site experience:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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6. As a result of the school site experience, have you re-evaluated your career or life goals? If so, what aspects of the school experience were important to you?

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7. Were you provided adequate training, space, equipment, documents, and other resources to properly perform your field experience/internship duties? Please explain:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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8. What could the school and your site supervisor do to make this experience more educationally and professionally relevant and rewarding for you? Be specific:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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9. Give a brief, overall evaluation of your field experience/internship including any recommendations you feel are appropriate for future students at this school:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Signature of Graduate Student Date**

Field Experience Student Evaluation of Site and Supervisor

Student Date

Site Cooperating Site Supervisor

**Assessment Scale**

**2 pts = T**arget performance; exceeds expectations

**1 pt = A**cceptable performance, meets expectations

**0 pts** = **U**nacceptable performance, does not meet expectations

**N/E = N**o **E**vidence

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Area** | **T**  **(2 pts)** | **A**  **(1 pt)** | **U**  **(0 pts)** | **N/E** | **Comments** |
| Overall Training Experience |  |  |  |  |  |
| Receptiveness to Students |  |  |  |  |  |
| Work Space |  |  |  |  |  |
| Appropriate Caseload Size |  |  |  |  |  |
| Appropriate Caseload Type |  |  |  |  |  |
| Diversity of Caseload |  |  |  |  |  |
| Ability to Record |  |  |  |  |  |
| Supervision Process |  |  |  |  |  |
| Supervisor Knowledge |  |  |  |  |  |
| Supervisor Style |  |  |  |  |  |
| Supervisor Accessibility |  |  |  |  |  |
| Feedback and Guidance |  |  |  |  |  |
| Paperwork Assistance and Review |  |  |  |  |  |
| On-Site Professional Meetings |  |  |  |  |  |
| Resource Material Availability |  |  |  |  |  |
| Evaluation Procedures |  |  |  |  |  |
| Learning Possibilities |  |  |  |  |  |
| Overall Placement Rating |  |  |  |  |  |

Would you recommend this placement to other students? Why or Why Not? [you can use the back of this form for comments]:

School Counseling Site Supervisor

Program Survey and Field Experience Evaluation

Thank you for taking the time to supervise our School Counseling student(s) during their field placement at your site. In an effort to continue to improve our program we are asking you to complete the following short survey and return it with the Site Supervisor Evaluation Form. Your input is of great value to us and we appreciate you taking the time to assist us.

Estimated # of years supervising SSU Counseling students \_\_\_

#supervised this year \_\_\_\_\_

total # in past 10 years\_\_\_\_

Please use the following scale in regard to each question. Please answer each question based on the supervised this year, and collaboration with our program. Use the norm of students at their specific level of training in an academic program.

**T= T**arget(level beyond that of a graduate student; comparable to a new employee)

**A= A**dequate (level expected for a graduate student)

**I= I**nadequate(level below that expected of a graduate student)

**N/E**= No Evidence

**Program:**

Training Expectation Clarity T A I N/E

Evaluation Procedures Clarity T A I N/E

Communication with Program Faculty T A I N/E

Program Handbook T A I N/E

**General Student Dispositions:**

Level of Student Professionalism T A I N/E

Student Maturity T A I N/E

Academic Student Preparation T A I N/E

**Student Skills**:

Communication Skills T A I N/E

Counseling Skills T A I N/E

Writing Skills T A I N/E Organizational Skills T A I N/E

Technology Skills T A I N/E

**In comparison to all the students you supervise, how would you rate the SSU School Counseling students?**

**Top 5% \_\_\_\_ Top 10% \_\_\_\_ 50%-90% \_\_\_\_ Below 50% \_\_\_\_**

**Identify 2 strengths of the SSU School Counseling Program:**

**1.**

**2.**

**Identify 2 suggestions for the SSU School Counseling Program:**

**1.**

**2.**

**Identify 2 needs you have as a supervisor:**

**1.**

**2.**

Prioritize the reasons you supervise our students, with 1 being the most important and 5 the least important:

Intellectual Stimulation \_\_\_\_\_ Student Assistance \_\_\_\_

Professional Altruism \_\_\_\_ Work Requirement \_\_\_\_

Benefit to School\_\_\_\_\_\_\_\_\_

Other (specify) \_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Additional Comments** (You may use the back side of this form for comments):

**School Counseling (Pupil Personnel Services/PPSC)**

# Program CertificationRequest Form

**TO: School Counseling Program Coordinator/Counseling 514B Instructor**

**From: \_\_\_\_\_\_\_\_\_\_\_\_\_ Phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Address:**

**I would like to request a Pupil Personnel Services Credential (PPSC) completion form for submission to the California Commission on Teacher Credentialing (CTC). I have attached the following:**

**• Final transcript** (obtainable from Admissions & Records)

**• Copies of**: (verified as attached or in my course file)

**Field Experience Agreement(s) within 514AB**

**Hourly Logs for 514AB field experiences (One final log for each site)**

**Supervisors’ Evaluation of Field Experience from all 514AB sites**

**Student’s Evaluations of Field Experiences**

**• Required Field Experience Hours: Total of (514AB; Note: *Student should submit hours in pencil. Counseling 514B faculty Instructor will check hours and enter in ink, with an initial)***

**Elementary: Direct Hours: \_\_\_\_\_\_\_\_\_\_\_**

**Middle/Jr. High:\_\_\_\_\_\_\_Direct Hours: \_\_\_\_\_\_\_\_\_\_\_**

**High School: \_\_\_\_\_\_\_\_\_\_Direct Hours: \_\_\_\_\_\_\_\_\_\_\_**

**Total # of Hours Total # of Direct Hours: \_\_\_\_\_\_**

**• Counseling 514 Faculty Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**(This signature verifies that the items above are complete*)***

**Date \_\_\_\_\_\_\_\_\_\_**

***PPSC Request forms will not be forwarded if any of the above items are missing.***

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Student Signature**  **Date**



**SONOMA STATE UNIVERSITY**

Department of Counseling, 1801 East Cotati Ave., Rohnert Park, CA 94928 707/664-2544

**MEMORANDUM**

Credentials Office

School of Education

Sonoma State University

# Certification of Completion

This is to certify that **Name**, PPSC Applicant, has completed all course work required for the School Counseling (Pupil Personnel Services) Credential. This course work and training complies with the requirements set forth by the State of California Commission on Teacher Credentialing.

Adam Zagelbaum, Ph.D. Date

Department of Counseling

Coordinator, School Counseling Program