

*EDCO 292: Supervised Experience
in Counseling*

***Supervised Experience
in Counseling
Handbook***

For M.A. and PPS
Credential Candidates

San Jose State University
College of Education
Department of Counselor Education

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Introduction

Fieldwork is a post-Practicum experience, which provides an actual on-the-job experience, and as such is of vital importance to the advanced student of counselor education. EDCO 292 Supervised Experience in Counseling provides opportunities for counseling internship experience. Students enrolled in this class will work in schools, colleges, or agencies to directly counsel individuals and groups. The main goal of this course is the integration and application of knowledge and skills gained in didactic study.

This Web page introduces you to EDCO 292: Supervised Experience in Counseling. It includes information to assist you in your planning and completion of the field-work/internship requirements for your M.A. and/or Pupil Personnel Services Credential (PPS).

Sections in the Web page include general requirements on:

- how to find a field setting
- number of hours required at the site, supervisor requirements
- how to complete the necessary forms.

The forms for this course are:

- the Course Contract Form
- the Field Site Description Form
- the Weekly Counseling Activity Record Form
- the Field Experience Summary Form, and
- the Site Supervisor Evaluation Forms.

GOALS AND OBJECTIVES

Goals:

The course provides opportunities for supervised field experience in guidance and counseling. Students use Department approved placement sites or they may secure placements based on their own contact (Department approval required) with schools or other agency organizations (public or private) as appropriate for their career objectives. The course is an internship experience. Students integrate their knowledge and apply their skills in a challenging, concrete and hands-on environment.

Course Objectives:

1. Fieldwork activities include all possible activities that a regularly employed staff member would perform (unless precluded by law). In this setting, we expect the student to act and be treated as a professional.
2. Complete and document in writing a minimum of 200 clock hours on the-job (an average of 13 hours per week) for each three hours of unit credit.
3. Supervision provided cooperatively and jointly by qualified staff in both the fieldwork setting and the course work in the university setting. (In-service education in supervision by Counselor Education Program faculty is available to field-work staff upon request.)
4. The working relationship of fieldwork staff and university faculty members includes the conjoint development of objectives for the fieldwork student. Write the objectives on the Course Contract Form with appropriate signatures.
5. For those students who have no prior work experience in their chosen setting or activity, intensified or expanded fieldwork should be provided.

PREREQUISITES FOR THE COURSE

In order to prepare to practice professional counseling through fieldwork experience, students should: (1) complete the core courses of the M.A. or PPS program prior to an internship (2) PPS candidates need to take CBEST prior to begin the fieldwork experience (3) obtain an approval from a program advisor on your fieldwork site.

FINDING A FIELD SETTING

There are several ways to find a field setting for an internship. Many students start networking once enrolled into the Counselor Education Program. Through their network they often locate an opportunity for an internship. The EDCO Program maintains a list of field sites. You may use this list as a resource or find alternative sites of your own with the university supervisor's approval. If you have difficulty finding a field setting, the university advisor will help you to secure an institution.

The semester prior to enrolling in the course, contact the field site for an interview. Some sites have a formal selection process while others are more informal. It is a good idea to be familiar with the information in this handbook prior to your interview.

Requirements for a Suitable Field Setting

An ideal field setting should provide you experience as follows:

1. Fieldwork activity includes all possible activities that a regularly employed staff member would perform (unless precluded by law). In this setting the student will act and be treated professionally.
2. Fieldwork includes goals and objectives that promote the student's growth and development, skills of individual counseling, group work, consultation services, assessment, and ability working with diversity populations.
3. For the PPS credential objective, the school setting must provide you a qualified supervisor who holds a PPS credential.

DEVELOPING YOUR GOALS AND OBJECTIVES

Students will develop a conjoint working relationship to develop the goals and objectives that you want to achieve through your filed practice.

For example:

Goal: To gain professional experience in the area of career guidance and individual counseling.

Objective 1: To enhance group counseling skills by conducting workshops and working with groups.

Related Activities:

- a. Observing and co-leading a group of the students interested in non- traditional careers.
- b. Provide workshops on self-assessment and job searching on the Internet.

Objective 2: To obtain advocate counseling skills **Related**

Activities:

- a. Identify at-risk student in school achievement
- b. Develop a plan for these students with the principal, the parents and the teachers.
- c. Provide individual counseling

HOURS AND LEVEL OF EXPERIENCE REQUIREMENTS

You will complete and document in writing a minimum of 200 clock hours on the-job (an average of 13 hours per week) for each three units credit. Some sites are on a different schedule than SJSU (e.g., K-12 grade schools that complete their year in mid June) and may expect you to continue in the field assignment until they finish. The 150 hours includes the time you spend at the internship setting as well as your preparation.

Students pursuing the Pupil Personnel Services Credential [PPS] must complete 600 clock hours of experience that includes the following:

- A minimum of 400 clock hours in a K-12 school setting in direct contact with pupils;
- A minimum of 150 clock hours in each of two out of three school levels, that is, elementary, middle, & high school;
- A minimum of 100 clock hours with at least ten pupils (individually or in a group) of a racial/ethnic background different from your own; and
- A minimum of 25 clock hours in group counseling and guidance activities in a school setting. You may complete up to 150 clock hours in a setting other than a school if you work with school age [K-12] youth and supervised by a person with a PPS Credential.

COURSE REQUIREMENTS

1. Students will attend the scheduled class sessions announced by your university supervisor.
2. Students complete the fieldwork contract with specific goals, objectives, and activities; jointly developed and written on the provided Course Contract Form. The form requires an agreement, by signature from a) Fieldwork student, b) Fieldwork supervisor, and C) University supervisor. Implementation of this plan requires clearances and permissions from authorities at the fieldwork site as well as SJSU.
3. Students need to have appropriate insurance coverage. Becoming a student member of a professional organization like the California Association for Counseling and Development (CACD) or the American Counseling Association (ACA) allows you to purchase this insurance. Turn in proof of insurance to your university supervisor along with your Course Contract Form before you provide any direct counseling service.
4. Turn in a written description of the fieldwork site, its features and services on the Field Site Description and Analysis Form.
5. At the end of the semester, turn a weekly record of hours and counseling activities recorded on the Fieldwork Counseling Record Form.
6. Student work in K-12 school must obtain a Certificate of Clearance.
7. At the end of the semester, turn in the site supervisor's evaluation of your fieldwork performance using the Fieldwork Supervisor Evaluation Form.
8. At the end of the semester, turn in a summary of your fieldwork experience using the Fieldwork Summary Form.

SUPERVISION REQUIREMENTS

An experienced professional at the site and a university faculty member will supervise your field experience. Both supervisors assist you in the joint development of objectives for the field experience. If you are pursuing the PPS Credential, the site supervisor must be a qualified person with a PPS Credential approved by both the school district administration and the EDCO Program. Both supervisors will provide you with ongoing feedback throughout the experience. The field supervisor will complete a written evaluation at the end of the course. The university supervisor will grade you credit, no credit or incomplete.

EVALUATION

The field work experience is a credit no credit course. To receive a credit for the course, you must demonstrate satisfactory completion of the following:

- the objectives as outlined on the Course Contract Form;
- the Course Contract Form, proof of insurance, the Site Description and Analysis Form, the Field-work Counseling Record Form, and the Fieldwork Experience Summary Form; and the Fieldwork Supervisor Evaluation Form.

Spring 2011 Course Schedule

Mandatory Meeting Date:

- First Meeting (Orientation) will be February 4, 2011, 4pm in IRC 306.

Paper due at the beginning of the semester:

- Course Contract Form completed and signed by **February 18, 2011**
- Proof of insurance must be turned in by **February 18, 2011**
- Site description analysis form due **February 18, 2011**
- Please provide us a map showing how to get to your intern institution from SJSU.

Paper due at the end of the semester:

- Field-Work counseling Record Form completed and signed by **May 6, 2011**
- Field-Work Supervisor Evaluation Form, Due by **May 6, 2011**
- Field-Work Experience Summary Form Due by **May 6, 2011**

FORMS

There are several forms used in this course. Completion of these forms is part of the course requirements and it is your responsibility to complete and return them to your University supervisor based on the scheduled deadlines.

Two Forms Due at the Beginning of the Semester:

The deadline for the following forms is the **fifth Friday** of the semester.

1. [The Course Contract Form](#)

Use this form to jointly establish specific goals, objectives and activities with your site and University supervisors. The form requires an agreement, by signature, from 1) Fieldwork student, 2) Field site supervisor, and 3) University supervisor. Implementation of this plan requires clearances and permissions from authorities at the fieldwork site as well as SJSU. You should return the signed form to your University supervisor by the end of the fourth week of the semester.

2. [The Field Site Description Form](#)

Use this form to provide a written description of the fieldwork site including its features and services. Return the signed form to your University supervisor by the end of the fourth week of the semester.



FACULTY SUPERVISOR'S NAME: _____

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

CONTRACT

Name: _____ Semester _____ Year _____ Units ____ (3or 6)

Home Address: _____ Zip: _____

Home Phone: (_____) _____ Work Phone: (_____) _____

Email Address: _____

This experience is to fulfill the requirement for: MA PPS Both

I have completed _____ units in the Department of Counselor Education.

I have completed EDCO 215 Yes No EDCO 227 Yes No or others _____

CBEST Taken Date: _____ I've attached copy with this contract Yes No

Field-Work Site: _____

School District(If it is at a school) _____

Field-Work Site Address: _____

Field-Work Supervisor Name: _____ Position _____

Field Supervisor degree/cred: _____

Field Supervisor Email: _____ Phone(_____) _____

Internship Schedule (days and hours that you will work):

Monday _____ Tuesday _____ Wednesday _____

Thursday _____ Friday _____ Saturday _____

Goal(s):

Objective#1

Related Activities (List in outline form, the activities which you propose to complete during your field-work assignment. Additional space on back page.)

Objective #2

Related Activities

Objective #3

Related Activities

Student Signature: _____

Field-Work Site Supervisor Signature: _____

University Supervisor Signature: _____

FIELD-SITE DESCRIPTION FORM

(Turn in this form with your contract form)

Please provide a written description of the field-work site, its features and services.

Student Name _____ Field-work Site _____

Features (Mission and goals of the institution, student population, community and location, etc.):

Services (Existing prevention and intervention programs and service and support projects):

Three Forms Due at the End of the Semester

The deadline for the following forms is **the second Friday** of May (for Spring semester) or **second Friday** of December (for Fall semester)

1. [The Weekly Counseling Activity Record Form](#)

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

2. [The Field Experience Summary Form](#)

Use this form to summarize your overall fieldwork experience. Return it to your University supervisor at the end of the semester.

3. The Site Supervisors' Evaluation Forms (M.A. & PPS)

There are two evaluation forms used for the final evaluation of your performance in the EDCO 292: Supervised Experience in Counseling. One is for M.A. candidates and the other one is for PPS credential candidates. Provide a copy for your site supervisor at the beginning of the term and be sure to use it as a guide for supervision. Return the completed form to your University supervisor at the end of the semester.

- [The Site Supervisors' Evaluation Forms \(M.A.\)](#)
- [The Site Supervisors' Evaluation Forms \(PPS\)](#)

(Turn in this form with your contract form)

[illegible]

Field-Work Supervisor Signature _____ Date _____

(Turn in this form with your contract form)

[illegible]

Field-Work Supervisor Signature _____ Date _____

FIELD-WORK EXPERIENCE SUMMARY

1. Summarize objectives you were able to achieve this semester:

2. Summarize your counseling experiences and ideas for improvement:

Student signature _____ Date _____

FIELD-WORK SUPERVISOR EVALUATION FORM (MA only)

Name _____ EDCO 292 supervisor _____

I. Please circle the number for each of the following, which best describes the competence level of the internship counselor's fieldwork for this semester:

1. Achievement of objectives:
1. Satisfactory 2. Somewhat satisfactory 3. Unsatisfactory
2. Demonstrated knowledge about counseling theories and their applications
1. Satisfactory 2. Somewhat satisfactory 3. Unsatisfactory
3. Observed individual counseling skills:
1. Satisfactory 2. Somewhat satisfactory 3. Unsatisfactory
4. Observed group counseling skills:
1. Satisfactory 2. Somewhat satisfactory 3. Unsatisfactory
5. Demonstrated sensitivity for and skill in working with clients from diverse cultural background.
1. Satisfactory 2. Somewhat satisfactory 3. Unsatisfactory
6. Ability demonstrated to utilize resources within the setting:
1. Satisfactory 2. Somewhat satisfactory 3. Unsatisfactory

II. Comments

Field-Work Supervisor Signature _____ Date _____

(Please return this completed form to your EDCO 292 supervisor at Department of Counselor Education, San Jose State University, One Washington Square, San Jose, CA 95192-0073.

Field-Site Supervisor Evaluation Form (PPS ONLY)

Credential Candidate Field Work

Candidate's Name: _____ School: _____
 University Supervisor: _____ Field Supervisor: _____
 Evaluator's Name: _____ Semester/Year: _____

Instructions: Please rate the student intern on the criteria below with a check (✓). Please make sure the check mark is completely above the line.

| EDCO Disp. | PPSC Standard | Professional Standards | | | | |
|---------------|------------------|--|-------------------|----------|-------------------|----------------|
| | | Candidate Demonstrates: | Above Standard | Standard | Below Standard | No Judgment |
| | 2 | 1.) Knowledge of normal and abnormal growth and development | _____ | _____ | _____ | _____ |
| 1 | 3 | 2.) Knowledge of differences in gender, race, language, socio-economic status and culture | _____ | _____ | _____ | _____ |
| 1 | 3 | 3.) Sensitivity and skill in working effectively with pupils from diverse socio-cultural backgrounds | _____ | _____ | _____ | _____ |
| | 4 | 4.) Knowledge of assessment theories and methods | _____ | _____ | _____ | _____ |
| 4 | 4 | 5.) Skill in selecting and using unbiased assessment instruments and procedures | _____ | _____ | _____ | _____ |
| 2 | 5 | 6.) Knowledge of the methods and techniques for prevention and intervention to ensure success for all students | _____ | _____ | _____ | _____ |
| 4 | 6 | 7.) Understanding of and skills in interpreting legal enablements and constraints (e.g., laws, regulations) affecting pupil personnel services specialist and pupils in California schools | _____ | _____ | _____ | _____ |
| 5 | 7 | 8.) Awareness of the importance of family-school relationships in fostering positive pupil development | _____ | _____ | _____ | _____ |

| EDCO Disp. | PPSC Stand. | Professional Standards | | | | |
|---------------|----------------|--|-------------------|----------|-------------------|----------------|
| | | Candidate Demonstrates: | Above Standard | Standard | Below Standard | No Judgment |
| 3 | 8 | 9.) Demonstrated a commitment to continuous self directed learning in the counseling field/ profession | _____ | _____ | _____ | _____ |
| | 9 | 10.) Skills in negotiation, conflict management, and mediation to help school staff communicate with difficult and or angry parents, pupils, teachers, and other school staff | _____ | _____ | _____ | _____ |
| 4 | 10 | 11.) Knowledge of theories, models and processes of consultation with pupils, school personnel, parents, agencies and community groups | _____ | _____ | _____ | _____ |
| 4 | 10 | 12.) Skills in consultation processes and programs in which pupils, school personnel, parents, agencies and community groups collaborate with the counselor to address pupil needs | _____ | _____ | _____ | _____ |
| | 11 | 13.) Knowledge about theories of cognitive and affective learning and their applications | _____ | _____ | _____ | _____ |
| | 12 | 14.) Awareness of roles and functions of pupil personnel specialists | _____ | _____ | _____ | _____ |
| | 13 | 15.) Knowledge of organizing and managing services of community-based organizations and agencies on school sites | _____ | _____ | _____ | _____ |
| | 14 | 16.) Skills to facilitate pupils' efforts to develop positive supportive relationships with teachers and peers | _____ | _____ | _____ | _____ |
| | 15 | 17.) Knowledge of pertinent computer hardware and software, such as word processing, database and computer applications | _____ | _____ | _____ | _____ |
| | 16 | 18.) Skills in mentoring and consultation among professional colleagues | _____ | _____ | _____ | _____ |

| EDCO Disp. | PPSC Stand. | Professional Standards | | | | |
|---------------|----------------|--|-------------------|----------|-------------------|----------------|
| | | Candidate Demonstrates: | Above Standard | Standard | Below Standard | No Judgment |
| | 17 | 19.) Knowledge of how school counseling programs and services promote student development, learning and achievement | _____ | _____ | _____ | _____ |
| 4 | 18 | 20.) Knowledge of and skills in applying the ethical standards and practices of the school counseling profession | _____ | _____ | _____ | _____ |
| | 19 | 21.) Knowledge of theories and processes of counseling and intervention programs for academic development | _____ | _____ | _____ | _____ |
| 2 | 19 | 22.) Knowledge of the factors and processes which contribute to all student success and failure in school | _____ | _____ | _____ | _____ |
| | 20 | 23.) Knowledge of theories and processes of counseling and intervention programs for career development | _____ | _____ | _____ | _____ |
| | 21 | 24.) Knowledge of counseling and intervention programs for social and personal development | _____ | _____ | _____ | _____ |
| | 22 | 25.) Knowledge of effective leadership in planning, organizing, and implementing a counseling and guidance program designed to increase learning and achievement | _____ | _____ | _____ | _____ |
| | 23 | 26.) Knowledge of school learning support programs and services that promote high academic attainment and learning success | _____ | _____ | _____ | _____ |
| 5 | 24 | 27.) Creates an environment that fosters active engagement in learning | _____ | _____ | _____ | _____ |
| | 25 | 28.) Skills in implementing individual counseling techniques | _____ | _____ | _____ | _____ |
| | 26 | 29.) Skills in implementing group counseling techniques | _____ | _____ | _____ | _____ |

| EDCO Disp. | PPSC Stand. | Professional Standards | | | | |
|---------------|----------------|--|-------------------|----------|-------------------|----------------|
| | | Candidate Demonstrates: | Above Standard | Standard | Below Standard | No Judgment |
| | 27 | 30.) Knowledge of and skill in coordinating support services necessary for success in academic, career, personal, and social development and in providing appropriate services to meet these student needs | | | | |
| | 28 | 31.) Knowledge and skill in planning, developing, implementing, evaluation and coordinating comprehensive counseling and guidance programs needs | | | | |
| 5 | 29 | 32.) Demonstrates ability to develop, organize, and present prevention programs for parents, family and community members | | | | |
| | 29 | 33.) Demonstrates ability to work with teachers to implement and evaluate educational programs designed to prevent learning problems | | | | |
| | 30 | 34.) Demonstrates knowledge about basic principles of research design, action research and program evaluation | | | | |
| | | 35.) Overall Assessment | | | | |

Comment: Use this space to comment on the intern's strengths or specific weaknesses that may require attention.

Evaluator Recommendation:

I do ____ do not ____ recommend this candidate for a Pupil Personnel Services Credential.

Evaluator Signature: _____ Date: _____

Please return this completed form to your EDCO 292 University Supervisor at Department of Counselor Education, San Jose State University, One Washington Square, San Jose CA 95192-0073. Telephone: 408-924-3634

Professional Association Affiliation

There are several professional associations you may consider to be a member. As a member of these association you will receive the newspaper, journals, magazines and/or newsletter. These organizations will keep you informed with the most recent legislative change, national or state reform, best practices and models in counseling profession, and national and state conferences. The following organizations are our recommendations for you to consider:

[**American Counseling Association**](#)

[**California Association for Counseling and Development**](#)

[**California School Counselor Association**](#)

[**American School Counselor Association**](#)

Professional Liability Insurance

As a student in the Counselor Education Program, you have chosen to enter a profession which may involve interaction with people in sensitive, emotionally charged circumstances that may lead to an expensive law suit even when allegations are unjustified. To financially protect you from this experience, we require that you have some sort of professional liability insurance while enrolled in EDCO 292.

If you are employed by the setting in which you are doing your fieldwork, you may be covered by their liability insurance. Ask the appropriate office to verify your coverage in writing and provide a copy for the EDCO Program.

If you do not already have professional liability insurance, you may purchase it by becoming a student member of a professional association such as the American Counseling Association (ACA) or the California Association for Counseling and Development (CACD). Links to both associations are provided below. Provide verification of your insurance enrollment for the EDCO Program.

[ACA Membership](#)

To obtain professional liability insurance you need to be a member of a professional organization. The American Counseling Association is a national counseling organization. You can apply to be a student member. As a member you will receive the newspaper and the magazine Journal of Counseling and Development. For a membership application, write to: ACA Membership, 5999 Stevenson Ave., Alexandria VA 22304-3300; or phone: 800-347-6647, or on the internet go to www.aca.com.

[ACA Insurance](#)

ACA Professional Liability Insurance is provided by the ACA Insurance Trust Inc., and may be contacted at 5999 Stevenson Ave., Alexandria VA 22304-3300; Phone: 800-347-6647, or www.acait.com. Be sure to obtain the insurance application form at the same time you request the membership form. They are separate applications.

CACD Membership

The California Association for Counseling and Development is a branch of ACA at the state level. Therefore, it is a state counseling organization. As a student member you will receive its newsletter and CACD Journal.

CACD Insurance

CACD Professional Liability Insurance provides Occurrence Coverage for students. As a student member you have three options to receive liability limits 1,000,000 each incident with 3,000,000 aggregate for \$12.00.