

**CALIFORNIA STATE UNIVERSITY - FRESNO
SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT
DEPARTMENT OF COUNSELING AND SPECIAL EDUCATION
5005 NORTH MAPLE AVE. M/S ED3
FRESNO, CA 93740-8025
559-278-0340**

COUN 249

FIELD PRACTICE IN SCHOOL COUNSELING

Master Syllabus in Compliance with CTC Standards 2001

School Theme:

Making a difference in a diverse society: Leadership for a new millennium.

Professional Dispositions:

This course supports the development of the following professional dispositions among students: critical thinking, professional ethics, valuing diversity, collaboration, and life-long learning. Students will demonstrate these dispositions through their class discussions, written assignments, and case studies. Students will be given feedback on their development of these dispositions as an ongoing process and through a written evaluation sheet at the end of the semester.

Required Texts:

Schmidt, J.J. (2003). *Counseling in schools: Essential services and comprehensive programs (4th Ed.)*. New York: Allyn and Bacon.

Blauvelt, P.D. (1999). *Making schools safe for students*. Thousand Oaks: Corwin Press.
Each student must have a copy of the ACA ethical guidelines.

Field Practice Requirements for the PPS Credential:

The field practice requirements have been established through the California Teaching Commission and CSU Fresno. There is a 600 clock hour requirement for the PPS credential and the student must verify **practice at two of three school levels such as elementary, middle, or high school with a minimum of 200 clock hours at each level**. The CSUF program meets the 600 clock hours as follows:

Students will complete 600 clock hours by enrolling in two field placements (8 units). Four (4) semester units will be credited for completion of 300 clock hours in field placement. These 300 hours can include 100 hours in a setting other than a public school.

Course Description:

200 hours of supervised practice in school setting plus either another 100 hours in that same setting or 100 hours in a setting other than a public school **for each fieldwork placement**. This experience will lead to an understanding of the use of a variety of school resources, including: data and information systems on student learning and achievement; career development materials; the use of school technologies for information access, teaching and learning; tests and measures used in assessing student learning and achievement; and information on school and district policies and practices.

Students will be required:

- a) to hold a VALID TEACHING CREDENTIAL or a CERTIFICATE OF CLEARANCE or a SUBSTITUTE TEACHING CREDENTIAL.
- b) to carry professional liability insurance,
- c) to have successfully completed COUN 208 with a “B” or better
- d) to complete a field placement contract at the site at which the student has selected to complete the field placement assignment. The contract must include the competencies expected, experiences used to attain competencies, and a plan for determining competency attainment. The contract must be signed by all three parties (i.e., student, field supervisor, university representative).
- e) to keep a copy of all submitted and returned assignments until grades are posted.

Students must provide copies of a Certificate of Clearance or its equivalent and professional liability insurance by the second week of the semester. If not, students may be administratively dropped from this course.

Cultural Diversity in Field Practice:

Up to one hundred fifty (150) hours of the 600 hours shall be devoted to issues of diversity. This may be satisfied with up to 100 clock hours in a diversity program or with the development and implementation of a program that addresses diversity issues, AND, at least fifty (50) clock hours shall be with at least ten (10) pupils (individually or in a group) of a racial and ethnic background different from that of the fieldwork student. OR, all 150 clock hours can be with pupils of a racial and ethnic background different from that of the candidate.

Course Objectives:

Upon successful completion of field experience, students will be able to demonstrate the following:

Objective 1: Apply individual and group counseling skills to students in an approved educational setting. CTC 14, 17, 21, 26

Objective 2: Apply knowledge of human behavior to students in an approved school setting. CTC 9,14, 21

Objective 3: Students will apply knowledge of learning theory in an approved school setting. CTC 2, 14, 17,19

Demonstrate an awareness of socio-cultural factors by working with students from diverse cultural backgrounds in an approved elementary school setting. CTC 3, 5, 14

Objective 4: Apply knowledge of psychological and educational assessment in an approved school setting. CTC 4, 14

Objective 6: Apply the principles of career planning with individual students or groups of students in an approved school setting. CTC 17, 20

Objective 7: Provide counseling services related to current policies and critical issues relevant to an approved school setting. CTC 12, 17, 18

Objective 8: Apply ethical and legal considerations to all activities with which the field placement student becomes involved in an approved school setting. CTC 6, 18

Objective 10: Apply skills of consulting with parents and teachers in an approved school setting CTC 7, 10

Objective 11: Demonstrate knowledge of supervision and mentoring models. CTC 16, 22

Objective 12: Demonstrate skill in program development and evaluation. CTC 22

Objective 13: Demonstrate skill in implementing prevention programs. CTC 22

Topics of the Course:

The course includes the following topics:

1. types of problems which confront school children in a changing world
 2. covering guidelines for the Comprehensive Guidance Program
 3. working with parents in school settings as a consultant
 4. working with teachers in school settings as a consultant
 5. working with office staff and administrators in school settings
 6. understanding role statements and job descriptions of school counselors
 7. meeting all requirements for the PPS Credential Program
 8. working with professionals in school settings
 9. planning curriculum, classroom management, discipline and behavior change programs with teachers and students in school settings
 10. mentoring and supervision
 11. developing, implementing and evaluating prevention programs.
 12. case study reviews for children in school settings
- Others topics may be included that are relevant to students enrolled in the course.

Modes of Instruction:

The following modes of instruction will be available in the course.

1. lecture and discussion
2. small and large group activity
3. student presentations
5. role playing
6. consultation

Methods of Evaluation:

The student will be required to complete and submit the following material:

Assignment

First Field Placement

4. **Site Binder: CTC 28 Collect the following information from your school site and present in class:**
 - a. organization chart, personnel at the counseling center,
 - b. Academic Performance Index (API),
 - c. demographics of the student population (including ethnicity, gender, and socio-economic status),
 - d. counseling programs and activities currently offered,
 - e. job descriptions of school counselors,
 - f. **assessment instruments to evaluate the counseling program, CTC 17**
 - g. after school programs and community resources available on campus or in the neighborhood.

The following activities are designed to apply information covered in the text, *Counseling in schools: Essential services and comprehensive programs (4th Ed.)*.

5. **CTC – 17, 18 Chapter 1, The School Counseling Profession:** This chapter addresses the professional identity of school counselor.
 - a. **Interview a school counselor at your school site.**

- b. Describe how this person develops his/her professional identity as a school counselor.
6. **CTC 17, 18 Chapter 2, The School Counselor:** This chapter covers the following areas: defining school counseling, varying roles of school counselors, preparation of school counselors, technology and the School Counselor and Credentials of School Counselors.
 - a. Compare and contrast the job descriptions and duties of school counselors at your placement with the description of the school counselor in this chapter.
7. **Chapter 11, Professional ethics and legal issues:** This chapter covers the following areas: ethical standards for school counselors, nature of law, and legal issues for school counselors.
 - a. Make a binder collecting the policies and procedures used at your school site pertaining to the legal and ethical issues described in this chapter.
8. **CTC 17, 28 Chapter 3, Comprehensive School Counseling Programs:** Consult with your field supervisor and relevant school personnel.
 - a. Identify if a comprehensive school counseling plan is in place.
 - b. If yes, describe and assess their plan and if no, describe how you will develop a comprehensive school plan at your school site.
9. **CTC 17, 28 Chapter 5, Developing a Program:** Follow the guidelines of the chapter on planning, organizing, implementing, and evaluating.
 - a. Describe how you will develop one prevention program at your school site

The following activities are designed to apply the information covered in the text, *Making Schools Safe for Students*

10. **CTC 9 Chapter 10 in Creating a S.A.F.E. Team:**
 - a. Detail the composition and action plan of the S.A.F.E. Team in your placement, and how the team evaluates its action plan.

Second Field Placement

11. **Site Binder: Collect the following information from your school site:**
 - a. organization chart, personnel at the counseling center,
 - b. API,
 - c. demographics of the student population (including ethnicity, gender, and socio-economic status),
 - d. counseling programs and activities currently offered,
 - e. job descriptions of school counselors,
 - f. assessment instruments to evaluate the counseling program,
 - g. after school programs and community resources available on campus or in the neighborhood.

The following activities are designed to apply information covered in the text, *Counseling in schools: Essential services and comprehensive programs (4th Ed.)*.

12. **Chapter 6, Individual Counseling and Group procedures:**
 - Document your experience with individual counseling in your case study.

- **Evaluation of the group counseling programs available at your school site. CTC 26**
13. **Chapter 7, Collaboration and Consultation:** Identify one student that you work with at your school site and
 - a. Describe how you collaborate and consult with parents, teachers, principals, nurses, psychologists, social workers, and community agencies to help a particular student improve in his/her learning experiences.
 14. **Chapter 8, Student Appraisal:** Describe your assessment of a student including the following activities:
 - a. reading the student's test results,
 - b. observing the student in class,
 - c. interviewing parents and teachers,
 - d. attending meetings concerning this student such as IEP or SST.
 15. **Chapter 9, Educational Planning and Career Development:**
 - a. Describe the process when you work with a student to develop his/her educational planning and career development using the examples of case study of this chapter.
 16. **CTC 17 Chapter 10, Evaluation of a School Counseling Program:**
 - a. Evaluate the counseling program at your school that addresses: guidance curriculum, individual planning, responsive services, system support.

The following activities are designed to apply the information covered in the text, *Making Schools Safe for Students*

17. **CTC 9 Chapter 15, Emergency Management Assessment Checklist:**
 - a. Describe how well each element of a Comprehensive Safety Plan is implemented in your field placement and make suggestions on what is needed to improve the existing plan.

Mandatory activities for field work:

- c. Undergo orientation to the PPS program at your placement
- d. Identify the gifted, retarded, and emotional child with adjustment difficulties CTC 5, 19, 23, 29
- e. Identify children with ability in art, music, reading, arithmetic and other academic areas CTC 5, 19, 23, 29
- f. Identify at risk students who may be potential drop-outs CTC 5, 19, 23, 29
- g. Participate in student assessment in collaboration with other school personnel
- h. Help students adjust to the school environment CTC 19
- i. Work with students who have developed emotional and/or behavioral problems
- j. Work with students who have difficulties with learning
- k. Work with students who may be potential drop-outs
- l. Help a student set up a study plan at home/ school CTC 7, 24
- m. Help a child adjust to peers/ parents/ teachers CTC 5, 7, 24
- n. Provide counseling or guidance for students in small groups
- o. Perform individual counseling or guidance with students
- p. Prepare behavior modification programs for students CTC 24, 29

- q. Review scholarship possibilities with student (mainly in secondary schools) CTC 19
- r. Develop career opportunities for students (mainly in secondary schools) CTC 19
- s. Review plans for attending college (mainly in secondary schools) CTC 19, 23
- t. Consult with a teacher regarding a particular student CTC 24
- u. Observe a class
- v. Make referrals to appropriate community agencies CTC 25
- w. Consult with parents at school, or through phone, or home visit CTC 7, 24
- x. Visit a PTA meeting in the district CTC 7
- y. Participate on a Student Study Team as a counselor CTC 19, 23, 26
- z. Participate on a curriculum study committee CTC 26
- aa. Attend regular staff meetings CTC 26
- bb. Work with or develop counseling programs such as peer counseling/helping programs CTC 29
- cc. Help evaluate the PPS program CTC 29
- dd. Conduct in-service program for teachers/staff/parents CTC 7, 24, 29
- ee. Participate in mentoring programs
- ff. Participate in or establish a crisis counseling center CTC 29
- gg. Perform activities devoted to issues of diversity (minimum 150 hours) CTC 31
- hh. Become familiar with data and information systems on student learning and achievement CTC 15
- ii. Become familiar with the use of school technologies for information access, teaching and learning
- jj. Become familiar with the process of developing a master schedule

Case Study – CTC 23, 29

Students are required to submit a case study write-up and make a verbal presentation in class.

The case study write-up includes the following:

- d. A brief and concise summary of the family history and current situation addressing the following areas: ethnic, socio-economic, linguistic background, family dynamics, strengths and challenges.
- e. Assessment: Identify how these problems affect your student's learning, academic achievement, and school behaviors; identify your student's interest and strengths and things that can motivate your student's learning.
- f. Counselor Recommendations: Address what specific recommendations you can make as an advocate for this student; and what you can do to advocate for this student.

CASE STUDY FORMAT Updated: January, 2004

(Confidential – Not For Professional Use)

The following is a model of a case study which will be used for your case study requirement in the course. Please make changes relevant to your own case and event.

--

Date of Report: _____

1. Student Data:

Student Name: (last) _____ (first) _____ (initial) _____

Date of Birth: _____ Chronological Age: _____

School: _____ Grade Level: _____

2. Family Data:

Mother: _____ Occupation: _____

Father: _____ Occupation: _____

Legal Guardian(s): _____

Siblings and ages: _____, _____, _____,
_____, _____, _____

3. Student Family Background:

3.1 Within approximately 3 to 4 paragraphs offer a brief and concise summary of the family history and current situation.

Family background should include the following areas:

- Ethnic, socio-economic, linguistic background
- Family dynamics
- Strengths and challenges

CTC 29

4. Assessment:

4.1 Within approximately 1 to 2 paragraphs present the specific problem(s) that you and your student have agreed to work on and strengths in your student.

- Identify the specific problems.
- Identify how these problems affect your student's learning, academic achievement, and school behaviors.

- Identify your student's interest and strengths and things that can motivate your student's learning.
- **Include what you have done to assess the problems, CTC 29** for example:
 - consultation with parents, teachers, other school personnel and/or administrators,
 - review of your student's school records and other assessment reports,
 - direct observation of your student in class or on campus,
 - attendance at IEP or SST meetings for your student.

5. Theoretical Orientation:

5.1 Within approximately 1 to 2 paragraphs present the theoretical orientation(s) that will be guiding your intervention.

6. Goals:

6.1 Within approximately 1 to 2 paragraphs state the goals for this student intervention.

7. Counselor Intervention:

7.1 Within approximately 1 paragraph cite your specific (measurable) counseling intervention activities.

7.2 Within approximately 1 paragraph cite the expected outcomes.

Consider which of the following areas are most appropriate and feasible in your intervention activities:

- crisis intervention
- individual counseling/guidance
- group counseling/guidance
- consultation with parents, teachers, other school personnel and/or administrators
- referral to onsite or community programs.

CTC 26, 29

8. Outcome(s):

8.1 Describe what happened that was directly or indirectly related to your intervention activities with this student.

8.2 Compare the expected outcomes with what really happened.

Your outcomes should be consistent with your goals. Also, identify what effect your intervention has on your student's learning, academic achievement, and school behaviors.

9. Counselor Recommendations:

- 9.1 What specific recommendations can you make as an advocate for this student?
 9.10 What will you do to advocate for this student?

10. Counselor Comments:

- 10.1 What did you learn as you prepared to work with this student?
 10.2 What did you learn during your work with this student?
 10.3 What did you learn after working with this student?

CLASS MEETING:

Meeting Time: 6-8 p.m.; Place: ED 354

	Dates of Meeting	First Placement	Second Placement
Meeting 1	9/1	Introduction	
Meeting 2	9/22	Schmidt, Chapter 1 Site Binder due in class	Schmidt, Chapter 6 Site Binder due in class
Meeting 3	10/13	Schmidt, Chapter 2	Schmidt, Chapter 7
Meeting 4	10/27	Schmidt, Chapter 11; [Bring binder to class; no posting]	Schmidt, Chapter 8
Meeting 5	11/3	Schmidt, Chapter 3	Schmidt, Chapter 9
Meeting 6	11/17	Schmidt, Chapter 5	Schmidt, Chapter 10
Meeting 7	12/8	Blauvelt, Chapter 10	Blauvelt, Chapter 15

This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent.

Blackboard

The above assignments (except as noted) will be turned in through Blackboard discussion boards. Postings are due no later than 12:00 am the day of (evening before) the class meeting.

Blackboard Account: All students are required to acquire a Blackboard Account:

<http://blackboard.csufresno.edu>. User name and password are as follows:

Students can log into Blackboard using their university email usernames and passwords. If you do not have a university email account yet, please go to my.csufresno.edu and sign up for a free university email account.

Blackboard Postings

Bb postings are due each week on the evening before class at 12:00am; this allows everyone a chance to read posting before coming to class. These postings should be a thoughtful response to the readings each week's questions. Postings must be 400-500 words in length to receive full credit. *To post, log into Bb, select Coun 249, go to Communication and then Discussion Boards. Select the Discussion board for the week and add a new thread.*

DURING FINALS WEEK MAKE AN APPOINTMENT WITH THE INSTRUCTOR TO HAND IN ANY MATERIALS STILL OUTSTANDING.

The Student Will Complete the Following In Addition To The Text Assignments:

1. A copy of the log that follows the provided format.
2. An evaluation of the field practice experience completed by the on site supervisor.
3. An evaluation of the field practice experience completed by the student.
4. A case study completed during the placement on a format provided by the instructor.
5. Attendance at all regularly scheduled class meetings.
6. A case presentation.
7. Collect at least five (5) evaluation forms from school students who have received counseling/guidance services from you.
8. An employer/supervisor evaluation form.
9. Onsite supervisor evaluation of student's professional disposition.

Course Grading:

A Credit grade will be assigned by the instructor upon the completion of all course requirements at a professionally acceptable quality. Students will be asked to resubmit written work that is deemed unacceptable. The quality of work performed at the placement must be deemed satisfactory by the on-site supervisor in order for the hours to be accepted.

“RP” grade will be given to students who complete at least two-thirds of the required coursework satisfactorily AND at least 150 clock hours of work experience at an approved school setting. Students who do not fulfill BOTH conditions may receive a “NC” grade. Students must be aware of the fact that they cannot graduate if they have not cleared an “RP” for this course EVEN THOUGH this course is taken for their PPS credential and not their graduate degree.

Students are not allowed to enroll in eight units of Coun 249, i.e., TWO Field Placements, unless they can complete a minimum of 450 clock hours during the semester they enroll in both field placements. Students will receive a “NC” grade in one or both field placements if they fail to complete the required hours.

Setting Up The Field Placement Assignment:

1. The student is asked to seek out and make suggestions for the field placement; when the student is not able to establish a placement, he/she will refer to the university supervisor for suggestions. When the student takes the initiative, there is a better chance of the person being in the correct regional or geographical distance for the school.
2. Once the placement site has been chosen, the field placement student and the university supervisor will meet to discuss the placement; both are required to meet with an official from the selected field site to finalize the placement. At the time of the meeting the field contract will be initiated if not previously started.
3. The student is responsible for setting the days and the time of the placement.
4. Students are responsible for becoming aware of the regulations, rules, and school operating system in which the field placement is carried out during the assignment.

5. The university's commitment to provide a learning environment free of harassment, discrimination and sexual harassment extends to their remote learning sites as well.

Supervision of the Field Practice:

On-Site Supervisor:

1. Out of the 600 hours, district level supervisors must possess the PPS Credential for a period of two years prior to the placement for 400 school counseling clock-hour requirement in public schools with school-age students. A PPS Credential is not required for supervisors of 200 school counseling clock hour requirement that may be completed outside the school setting, even though this person should be appropriately credentialed or licensed.
2. Agrees to set aside a minimum of one hour each week for individual supervision or 1.5 hours a week for group supervision with not more than 4 interns; and agrees to be available for the student when the need arises.
3. Upon completion of the course, the on-site supervisor will complete an evaluation of the student; this evaluation will be shared with the student and both parties will sign the agreement.
4. Provide individual and/or group counseling experiences for the student counselor.

University Supervisor:

1. directs the field placement class; sets times for class and works with each student individually.
2. works with the student to select a site and meets with the student and an official from the school.
3. may visit the site to meet with the official and the student in order to complete the field contract for the placement.
4. meets with the field practice student individually, during three, one hundred (100) hour interviews, to discuss details of the placement.
5. visits on-site personnel to work toward resolution of problem(s) which may arise.
6. has full responsibility for providing grading format and assigning final grade for the course.
7. has full responsibility for communicating with the site officials, both during and after the field placement has been completed.

Course Calendar:

The class will meet seven times as a group during the semester; these meetings are required in order for you to fulfill the course requirements. If you are concurrently enrolled in an additional field and/or clinical placement and meeting times are in conflict, please check with your professors in order to meet all of your course requirements.

Class Meetings

Will be arranged with the instructor. Class will meet a minimum of 7 times during the semester.

At The Class Meeting We Will:

1. exchange information among those students enrolled in the course.
2. have students make a presentation of a case study.
3. provide information regarding the field of school counseling.
4. cover information from the text.

Missed Meetings

Students who miss more than one meeting will be required to do a 500 word review of a research article for the second missed class. Students missing more than 2 classes, must see their instructor to discuss remediation. Students more than 15 minutes late to class will be considered "absent."

Individual Meetings:

The field practice student is required to meet with the class in all of the assigned meetings as a part of the course. In addition, the student will meet individually with the university supervisor, as follows:

- a) When a total of one hundred (100) hours has been completed on the log it is the responsibility of the student to notify the university supervisor at that time so the progress being made in the course may be reviewed.
- b) At the end of the semester when all assignments have been completed.
- c) At any other time during the semester based on student or supervisor need.

The Counseling Log:

A major emphasis will be placed on the counseling log as this is the main method used by the university supervisor to keep track of the events covered during the placement. The log must be presented in such a way for the university supervisor to become aware of what was actually accomplished during each day of the placement. One line entries are not acceptable. The field placement student will need to specify, on a daily basis, what did occur at the site and offer some detail of the activity. Examples will be provided for this purpose.

Each one (1) unit of credit for the course requires 100 (100) hours of logged time; this means that three hundred (300) hours must be logged in order for the student to gain credit for the course. Consistency of the field placement student is emphasized. This includes being on time, meeting assigned hours and keeping school officials informed on any changes which take place in the scheduling. On the average, in order to meet the time frame, students need to plan on working at their field placement site a minimum of ten hours per week.

Log your hours on a daily basis. It is suggested that you set up your log on a computer and make entries when the day is over. Both the on-site supervisor and the university supervisor may want to read and check your log at any time.

Checklist of Activities:

In order for the field placement student to become aware of the types of activities which a school counselor might encounter, a copy of an activity sheet that lists both mandatory activities and other permissible activities for the field placement will be provided to each student. Students must accumulate experience in mandatory activities. Each of the general activities is assigned a number and when the field placement student completes the daily log, the number of the activity(s) will be listed to designate the type(s) of work addressed during the day. Also, the student is asked to estimate the number of hours which was accumulated in the activity(s).

Important Notices

- *The above schedule and procedures for this course are subject to change in the event of extenuating circumstances.*
- *If you have special needs as addressed by the Americans with Disabilities Act (ADA) and need course materials in alternative formats, notify your course instructor immediately. Reasonable efforts will be made to accommodate your special needs.*
- *Make sure you understand what constitutes Cheating and Plagiarism. The University Policy on Cheating and Plagiarism is in the Counseling Handbook, Academic Policy and Procedures Manual, and the Schedule of Courses, Fall, 2001.*

University Policies

For information on the University's policy, refer to the Schedule of Courses or the University Catalog (Policies and Regulations) or visit

http://www.csufresno.edu/academics/policies_forms/instruction/RequiredSyllabusPolicyStatements.htm

Policy on Students with Disabilities. Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in Madden Library 1049 (278-2811).

Policy on Cheating and Plagiarism. Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work. Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Schedule of Courses (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations)

Computers. At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services (<http://www.csufresno.edu/ITS/>) or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources.

Disruptive Classroom Behavior. The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live. Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class.

Suggested Readings

- Bass, E. & Davis, L. (1988). *The Courage to Heal: A guide for woman survivors of sexual abuse*. New York, NY: Harper Perennial.
- Bass, E. & Kaufman, K. (1996). *Free your mind, the book for gay, lesbian, and bisexual youth and their allies*. New York: Harper Perennial.
- Corey, G., Corey, M. S., & Callahan, (1998). *Issues and ethics in the helping professions*. Pacific Grove, CA: Brooks/Cole.
- Crawford, R. (1994). *Avoiding counselor malpractice*. Alexandria, Va.: American Counseling Association.
- DiLeo, J. H. (1983). *Interpreting children's drawings*. New York: Brunner/Mazel.
- Gibson, R. L. & Mitchell, M. H. (1995). *Introduction to counseling and guidance* (5th Ed) Upper Saddle River, N.J.: Merrill.
- James, R. K. & Gilliland, B. E. (2001). *Crisis intervention strategies* (4th Ed.).U.S.: Wadsworth/Thomson Learning.
- Mitchell, R. W. (1991). *Documentation in counseling records*. Alexandria, VA: American Counseling Association.
- Muro, J. J. & Kottman, T. (1995). *Guidance and counseling in the elementary and middle schools: A practical approach*. Madison, WI: Brown and Benchmark.
- O'Connor, K. J. & Ammen, S. (1997). *Play therapy treatment planning and interventions: The ecosystemic model and workbook*. San Diego, CA.: Academic Press.
- Pollack, R. & Schwartz, C. (1995). *The journey out: A guide for and about lesbian, gay and bisexual teens*. New York: Puffin Books.
- Salo, M. & Schumate, S. (1993). *Counseling minor clients*. Alexandria, VA: American Counseling Association.
- Samuels, S. K. & Sikorsky, S. (1998). *Clinical evaluations of school-aged children* (2nd Ed.). Sarasota, FL: Professional Resource Press.
- Shapiro, E. S. & Kratochwill, T. R. (Eds.). (2000). *Conducting school-based assessments of child and adolescent behavior*. New York: The Guilford Press.
- Vernon, A. (1999). *Counseling children and adolescents* (2nd Ed.). Denver, Co: Love Publishing Co.
- Winslade, J. & Monk, G. (1999). *Narrative counseling in schools, Powerful and brief*. Thousand Oaks, Ca.: Corwin Press, Inc.
- Zarb, J. M. (1992). *Cognitive-behavioral assessment and therapy with adolescents*. New York: Brunner/Mazel.

Sample Format for Logging Field Placement Hours – Updated August 23, 2005

Name of student: _____

Name of school site: _____

Circle the Grade Level of this field placement: Elementary / Middle / High

Circle the course : First Placement / Second Placement

Summary and verification of hours

Circle the numbers of **all the activities** performed in this field placement:

- | | | | | | | | | | |
|----|----|----|----|-------|----|----|----|----|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | 32 | 33 | 34 | other | | | | | |

Total number of hours in this field placement: _____

Signature of field supervisor to verify the hours: _____

Date	Activities	F	Type(s) o	# of hou students cultures
1-13-97	Today was my first day at Fowler High was primarily for orientation. I met with contact person Lisa Sotelo and was introduced to the administration staff and shown around the office, cafeteria, etc. Lisa and I discussed goals and her goals for the internship. I met with Donna Cooper, who has a grant to use prevention and also serves as a crisis counselor. I will be working with Donna. We discussed my responsibilities in that position.	5	#1, 26	0
3-14-97	I observed a child who I am working with in the classroom. He is a Hmong student. I tried to identify areas of difficulties he may have in learning and relating to others. Later I conferred with his teacher regarding his progress. We formed a group on Positive Self Esteem for 12 students.	4	#2,3,4,5,6	4
4-16-97	They come from different cultural backgrounds. Took part in planning meeting for Care Exploration Fair to be put on for all students in May. I was assigned duties to help organize the event and encouraged to brainstorm about types of businesses and colleges/trainings that we would ask to participate. Ms Sotelo wanted it to be educational and memorable for students. I also spent some time putting data in the school's computer system.	4	#16, 32,33	0
Total # of hours on this page		1		4

CSUF
COUN 249

Student Evaluation of Field Practice

Student Name: _____

Student Contact Info: Phone _____

Email _____

Check Appropriate Course: First Placement ____ **Second Placement** ____

Semester/Year: _____

Name of Field Placement: _____

Name of Field Placement Supervisor: _____

Credential of Field Placement Supervisor: _____

NOTE This evaluation will be kept in ED 350 and be accessible to students looking for a field placement site. They may contact you to hear more about your experience. If you want this evaluation to be kept confidential, please check “No”.

Yes, I am willing to share this evaluation. _____

No, I want to keep this evaluation confidential. _____

1. Please comment on the strengths of your field placement experience:

2. Please comment on areas that could use some attention in order to increase the learning potential at this field site.

3. Would you recommend this field site to other students? Please explain.

4. Other comments? (use back of form if necessary):

Employer Evaluation of the California State University, Fresno Counselor Education Program

Please rate, to the best of your knowledge, the degree to which you are satisfied with the supervisee's and/or graduate's educational training and clinical expertise in terms of the areas of knowledge and skill presented below. The higher the number circled, the greater your satisfaction with the acquired knowledge and skill.

Category		Satisfaction					
		Low			High		
1.	Knowledge and understanding of human behavior	1	2	3	4	5	N/A
2.	Ability to counsel individuals	1	2	3	4	5	N/A
3.	Ability to counsel in groups	1	2	3	4	5	N/A
4.	Ability to counsel with families	1	2	3	4	5	N/A
•	Knowledge and understanding of laws related to the counseling profession	1	2	3	4	5	N/A
6.	Knowledge and understanding of learning theory	1	2	3	4	5	N/A
7.	Ability to counsel with culturally different clients	1	2	3	4	5	N/A
8.	Ability to counsel with clients of different ages	1	2	3	4	5	N/A
9.	Ability to counsel with members of the other gender	1	2	3	4	5	N/A
10.	Ability to utilize effective clinical judgment in the assessment of client needs	1	2	3	4	5	N/A
11.	Knowledge and understanding of the limitations of tests, including age, cultural and sex differences	1	2	3	4	5	N/A
12.	Knowledge and understanding of different life styles	1	2	3	4	5	N/A
13.	Knowledge and understanding of occupational and career trends	1	2	3	4	5	N/A
14.	Ability to accurately diagnose and develop treatment plans	1	2	3	4	5	N/A
15.	Knowledge and understanding of preventive or developmental counseling	1	2	3	4	5	N/A
16.	Ability to assess needs and develop programs to meet the needs of organizations and/or individuals	1	2	3	4	5	N/A
17.	Ability to consult with other professionals to meet the needs of organizations and/ or individuals	1	2	3	4	5	N/A
18.	Understanding of and ability to follow professional ethics in the field	1	2	3	4	5	N/A

The N/A (not applicable) response is appropriate for categories that are not included in your professional work assignment.

What do you like most about the way the Counselor Education Program prepared your employee(s)?

What do you like the least about the way the Counselor Education Program prepared your employee(s)?

What changes would you recommend for the Counselor Education Program?

In general, I feel that the graduate(s) I hired was/were well prepared by the Counselor Education Program.

Demographic Information:

1. Name of firm/agency: _____

2. Your position: _____

3. Focus/goal of program: _____

4. Type of clients served: _____

5. Name of graduate(s) hired: _____

6. Position/ title of graduate(s): _____

7. Date graduate(s) hired: _____

8. # of graduate(s) hired in past 12 months: _____

Thank you very much for taking the time to complete this survey. We appreciate your cooperation and your continued support of the Counselor Education Program.

**California State University, Fresno
Kremen School of Education and Human Development
Department of Counseling, Special Education and Rehabilitation**

FIELD PLACEMENT CONTRACT

Check Appropriate Box:

COUN 249A	COUN 249B	COUN 249C
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STUDENT:	ADDRESS:	PHONE: EMAIL:
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ORGANIZATION:	ADDRESS:	PHONE: EMAIL:
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ON-SITE SUPERVISOR: EMAIL:

HOURS PER WEEK:	BEGINNING DATE:	ENDING DATE:
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LIST BELOW THE TYPES OF DUTIES AND RESPONSIBILITIES
(TO BE COMPLETED BY STUDENT)

SITE SUPERVISOR SIGNATURE: _____ DATE: _____

STUDENT SIGNATURE: _____ DATE: _____

UNIVERSITY SUPERVISOR SIGNATURE: _____ DATE: _____