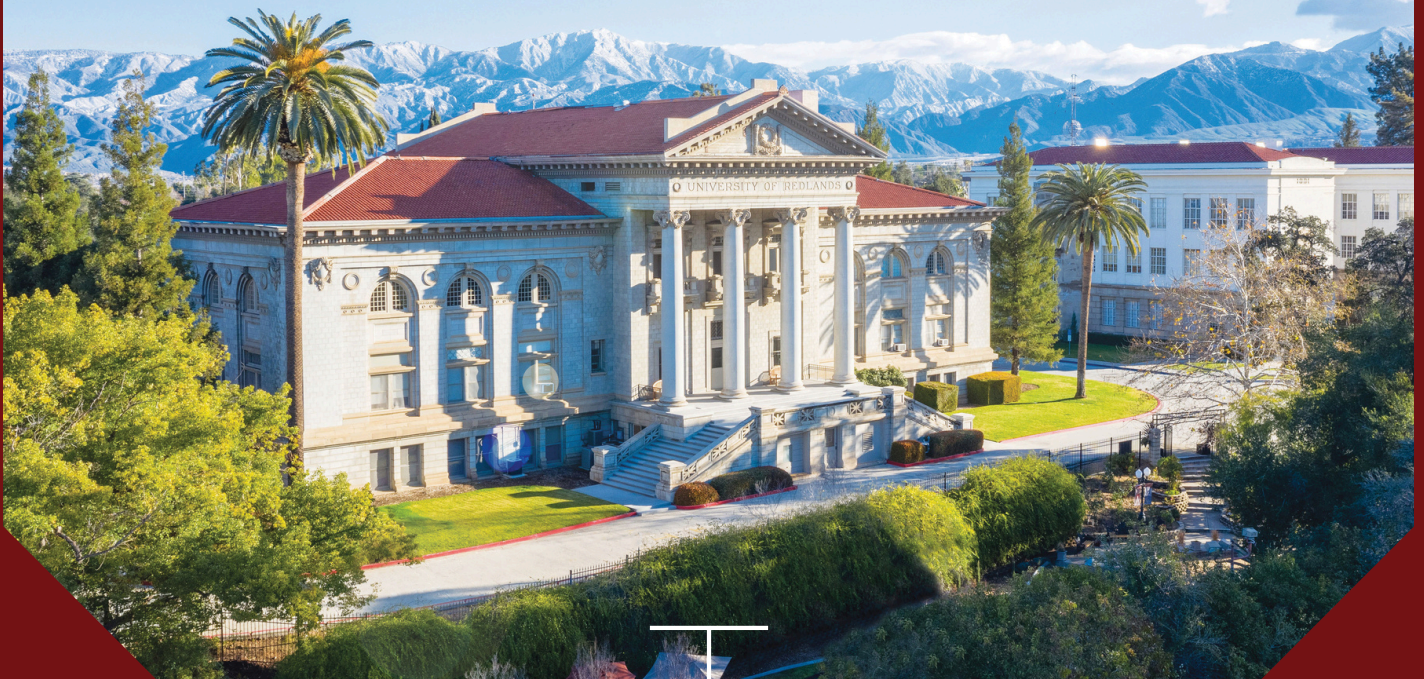


UNIVERSITY OF REDLANDS  
SCHOOL OF EDUCATION

2024-2025

# SCHOOL COUNSELING FIELDWORK

HANDBOOK



## **Introduction**

Fieldwork experiences are an important part of the University of Redlands' School Counseling program. Candidates will engage in practical, relevant, and meaningful fieldwork experiences across academic, career, and social emotional domains of development. Fieldwork is a candidate's opportunity to observe the workings of fieldwork sites, apply the knowledge gained in the classroom, and continue to develop a style as a school counselor in Pre-K-12 or college settings. Fieldwork experiences also provide candidates with evaluative feedback on knowledge, attitudes, and skills regarding their development as a school and/or college counselor.

During fieldwork, candidates are expected to become involved in direct student services, such as individual and group counseling, core curriculum lessons, or academic advising sessions. Candidates are expected to assume a broad spectrum of school and/or college counseling functions that span across three domains areas: Academic, College/Career, and Social/Emotional. Candidates are also expected to work with a diverse population of counselees. As much as possible, candidates are asked to participate in work activities that are similar to those of the Site Supervisor.

This Fieldwork Handbook is designed to provide candidates with clarification and guidance regarding fieldwork experience, including eligibility to advance, placement process, supervision, fieldwork forms, policies, and ethical obligations. All materials pertaining to the fieldwork experience, including forms and deadlines, are posted to the School Counseling Current Student Webpage. Candidates are expected to read through this handbook and related materials. Students are hereafter referred to as candidates.

## **School of Education Mission and Values**

### **Vision**

- Inspire more justice-related dialogue and action.

### **Mission**

- Strengthen social and educational justice through student, staff, and faculty engagement.

### **Social Justice Principles**

- Advocate practices that emphasize equity and democracy for all.
- Promote diversity of people, thought, experience, and expression.
- Lead systemic change.

### **Educational Justice Principles**

- Champion educational accessibility for all.
- Encourage inclusive education through diverse learning, teaching, and scholarship.
- Model self-awareness as a foundation for growth and change.

## **School Counseling Performance Standards**

Candidates in school counseling programs will utilize the School Counselor Performance Standards to establish objectives for their fieldwork. Additionally, their site-supervisors will assess them based on these standards. The 10 standards encompass a blend of [CTC PPS: School Counseling Program Standards](#) and [ASCA Standards for School Counselor Preparation Programs](#). Please refer to the [School Counseling Performance Standards webpage](#) for more information.

## **Professional Disposition**

Candidates are expected to always conduct themselves in a professional manner. Candidates must not exhibit any behaviors that interfere with the school's learning environment and are required to abide by site policies.

Candidates are expected to maintain professional relationships with students, parents of students enrolled in the school, and school or University personnel during the clinical experience.

Candidates are expected to be responsible and ethical in their use of technology. They must ensure the safety and well-being of their students, meet their individual needs, and maintain confidentiality with student information.

## Fieldwork Policies

- A. The candidate will adhere to the schedule agreed upon with the Site Supervisor. The candidate will arrive at their site prepared.
- B. The candidate will arrive at their placement site in professional attire and conduct. The candidate will follow the dress code policy of the site/district.
- C. Candidates may count a maximum of 400 fieldwork hours each term. It is suggested that candidates allow a minimum of 15 hours per week to earn at least 200 fieldwork hours during the 14-week term. Candidates are allowed to earn fieldwork hours at a maximum of two sites per term.
- D. Candidates may add a secondary placement after the start of the semester. However, secondary placements must be finalized by the first day of the 7B period of the semester, which is approximately 7 weeks after the start of the semester. Please refer to the [Academic Calendar](#) for specific dates. For a placement to be finalized, there must be a qualified Site Supervisor identified and a fully executed active partnership agreement between the University of Redlands and the site.
- E. While conducting fieldwork, 100% attendance is expected from the candidates. The candidate can be absent up to 5 days due to illness or emergency. However, fieldwork hours must be made up from all absent days. If the candidate misses more than 5 days, or absences become a disruption, the candidate will be removed from their placement.
- F. In the event of an absence, candidates need to notify their Site Supervisor.
- G. Candidates must receive weekly supervision from their Site Supervisor. Site Supervisors are required to meet with the candidate for a minimum of one hour (1) of individual supervision per week. If the Site Supervisor is overseeing multiple candidates, they may provide weekly small group supervision to their candidates. In that case, the small group must meet for a minimum of one and a half hours (1.5) per week, and the group may not exceed a total of 8 candidates.
- H. The candidate will engage in frequent dialogues with the Site Supervisor to receive direction and guidance. While many will be brief and informal, some will be lengthy. Candidates will be formally evaluated by their Site Supervisor twice per semester.
- I. All evaluations will become part of the candidate's student file. These documents are not available to hiring officials. The candidate should keep copies of all evaluation forms for their own records.
- J. Candidates will work with their Site Supervisor to prepare for the transition to conducting sessions on their own, without the presence of their Site Supervisor. The Site Supervisor is responsible for determining when this transition occurs. Candidates should not facilitate

group sessions alone with counselees until completion of the PPSC 615 Group Psychotherapy and Counseling course.

- K. When conducting home visits, candidates must follow the policies and procedures outlined by their field site and/or school district. Candidates are required to conduct home visits in pairs or as a team and must abide by health and safety precautions outlined by the Site Supervisor or field site policy. Candidates are not allowed to conduct home visits alone.
- L. If a candidate engages in acts that result in suspension of clinical practice or dismissal, the School of Education will investigate. Egregious violations may result in an expedited dismissal from the counselor preparation program and/or placement.
- M. The Site and the University will provide the candidate with a fair process in the case of a dismissal, except when safety or compliance require immediate removal. This will include fair notice to the candidate of the cause, and an opportunity to be heard and respond to the charges before a decision is made.
- N. K-12 placements are coordinated with partner school districts through the School of Education. The school district is the sole decision maker to make the actual assignment upon the School of Education's formal requests to districts based on the candidate's preferences.
  - The candidate will not self-place or set up their own counseling placement.
  - The candidate may request preferred school districts.
  - The candidate will identify school sites with conflict of interest. This includes school sites where they have previously been employed and where family members work or attend.
  - The candidate will not be placed with a Site Supervisor with whom they have prior personal relationships. These expectations are important to assure that the candidate receives objective and fair guidance and evaluation during their fieldwork experience.
  - Once the candidate has been placed, requests cannot be changed and are final.
  - School districts are required to have an Educational Fieldwork Agreement (EFA) with the University of Redlands, and the candidate will only be placed in school districts that have a current EFA. Please refer to the [Active Partnership List](#) for more information.
- O. College-level and community-based placements are identified and coordinated by the candidate. The candidate is responsible for finalizing their own placement.
  - The candidate will contact higher education institutions and organizations directly to inquire about available fieldwork opportunities and the application process.
  - The candidate will ensure there is an individual at the placement site who meets all Site Supervisor qualifications and is willing to serve as their Site Supervisor. Candidates must refer to the Choosing a Fieldwork Site section within this handbook to review the Site Supervisor qualifications.
  - College institutions and community organizations are required to have a partnership agreement with the University of Redlands, and the candidate will only be able to

complete practicum hours at a site that has an active partnership agreement. Please refer to the [Active Partnership List](#) for more information.

- Candidates seeking a site NOT on the [Active Partnership List](#) must notify the Office of Licensures and Credentialing 3 months before the anticipated start of the fieldwork placement.
- P. While earning fieldwork hours at a candidate's place of employment is strongly discouraged, candidate may seek approval to earn fieldwork hours at their place of employment through a formal appeal process with the Office of Licensures and Credentialing. Please note that Pre-K-12 teachers cannot count their work hours toward fieldwork.

Candidates seeking to earn hours at their place of employment must submit an [Office of Licensures and Credentialing Appeal Form](#) and answer the following questions under the "Reason for Request" section:

- What is the name of your employer and your official title?
- How will your employer's setting and activities foster your development as a school counselor and align with the social/emotional, academic, and college/career domains of school counseling?
- What is the full name and official title of your proposed Site Supervisor?
- Does your proposed Site Supervisor meet all the site supervisor qualifications?
- Do you have a personal and/or professional relationship with your proposed Site Supervisor?
- Do you foresee a conflict of interest that may go against the CTC School Counseling Performance Expectations and/or ASCA School Counselor Professional Standards?

If the appeal is approved, the candidate may only complete a maximum of 200 fieldwork hours at their place of employment. The candidate may not begin hours until the Site Supervisor has submitted the Fieldwork Agreement Form and a fully executed partnership agreement is in place between the University of Redlands and the site.

## **Mandatory Reporting**

CTC's *Coded Correspondence, 19-01, Subject: Certificate of Clearance: Purposes, Uses, and Responsibilities of Holders*, states the responsibility of holders of the Certificate of Clearance related to mandatory reporting. All University of Redlands' candidates hold a current Certificate of Clearance (COC) and are bound by these responsibilities.

### *Responsibilities of Holders*

All holders of documents issued by the Commission, including the COC, are mandated reporters. This means that they are required to report every known or suspected instance of child abuse or child neglect to a child with whom they have had professional contact. Reports are to be made immediately, or as soon as is practically possible, to a law enforcement or child protective agency in addition to any report made to their supervisor or employer. Written reports and any evidence

of abuse/neglect must be submitted within 36 hours of when the individual becomes aware of the abuse. Failure to report any known or suspected act of neglect or abuse is a misdemeanor punishable by up to six months in jail or by a fine of one thousand dollars, or by both. The full legal and professional obligations of a COC holder are contained in the Child Abuse and Neglect Reporting Act (Penal Code § 11166).

## **Title IX**

The University of Redlands is committed to providing a safe learning environment for all students that is free of all forms of discrimination, sexual misconduct, and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If the candidate (or someone the candidate knows) has experienced or experiences any of these incidents, they should know that the University of Redlands has staff members trained to provide support in navigating campus life, accessing health and counseling services, providing academic accommodations, no contact orders, and more.

Please be aware that all University of Redlands faculty members and advisors are “responsible employees,” which means that if the candidate shares about a situation involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, faculty must share that information with the Title IX Coordinator. Although faculty and advisors have to make that notification, the candidate will control how their case will be handled, including whether or not they wish to pursue a formal complaint. The candidate should be informed to make sure they are aware of the range of options available and have access to the resources.

The University of Redlands prohibits sex discrimination in any education program or activity that it operates. Individuals may report concerns or questions to the Title IX Coordinator. The notice of nondiscrimination is located on the University’s Title IX webpage, [here](#).

To report an incident, the candidate can contact the following:

- [titleix@redlands.edu](mailto:titleix@redlands.edu)
- 909-748-8916

## **Candidates are Required to Report Legal Issues**

Promoting the safety of children and maintaining integrity of the profession is a priority. Candidates must report charges, arrests, and convictions to the School of Education immediately. Reports should be made in writing to the [School of Education](#). Upon receiving the disclosure, the School of Education will perform an investigation of the conduct giving rise to the charge, arrest, and/or conviction, and after completing the investigation, the School of Education will determine whether some form of disciplinary action is warranted. Failure to self-report may result in suspension or dismissal.

## Requirements to Advance to Fieldwork

Candidates are required to start fieldwork in the fourth term of the program (2<sup>nd</sup> Fall term), but candidates may begin their fieldwork experience as early as the third term (1<sup>st</sup> Summer term). Before advancing to fieldwork, candidates should first consult with their Student Financial Services regarding the impact of unit load. Summer K-12 placements are not possible for candidates advancing to fieldwork for the first time.

Candidates *must have the following completed* to advance to fieldwork:

### 1. Successful completion of Pre-Fieldwork Practica

Practica is a component of your clinical experience that is intended to further prepare candidates to enter the field. These hours must be completed in the first year of the program. Candidates must accumulate a minimum of one hundred (100) clock hours of practica experience prior to advancing to fieldwork. Please refer to the [Pre-Fieldwork webpage](#) for details on hour requirements, approved activities, and how to log hours.

### 2. Successful completion of the following courses (or approved equivalency):

- PPSC 601 The Counseling Process (3) (with a grade of at least 3.0)
- PPSC 610 Sociocultural Counseling and Intervention (3)
- PPSC 685 Foundations of School Counseling (3)
- PPSC 653 Theories of Counseling and Psychotherapy (3)
- PPSC 680 Human Development Across the Lifespan (3) *or* EDUC 624 Intro to College Student Development Theory (3)

### 3. Proof of Professional Liability Insurance

Candidates must have proof of individually contracted/purchased professional liability insurance and maintain coverage throughout the fieldwork experience. Professional liability insurance is a common benefit that professional associations, such as the American School Counselor Association (ASCA) and the American Counseling Association (ACA), offer to members at little to no additional cost. Visit the specific association for additional membership and application information.

### 4. A valid Certificate of Clearance for the entirety of fieldwork.

### 5. A negative TB test valid for the entirety of fieldwork.

Skin TB tests are valid for 2 years and chest x-ray exams are valid for 5 years.

### 6. A current Curriculum Vitae (CV) or Resume



## Fieldwork Hour Requirement Overview

Each of the University of Redlands’ school counseling program tracks (Credential-Only, Pre-K-12, College, Combo) has a fieldwork component. The required number of fieldwork hours vary based on the candidate’s track.

While you are enrolled in PPSC 677A/B/C courses, you must complete the following hour requirements based on your program track:

<b>Pre-K-12 Track &amp; Credential-Only Includes PPS Credential</b>	<b>Combo (Pre-K-12 + College) Track Includes PPS Credential</b>	<b>College Track</b>
<b>800 Total Hours of Fieldwork</b>	<b>800 Total Hours of Fieldwork</b>	<b>600 Total Hours of Fieldwork</b>
<ul style="list-style-type: none"> <li>• A minimum of 800 fieldwork hours must be completed in two of three school levels such as elementary, middle, high school with a minimum of 200 hours completed within each level.</li> <li>• At least 600 of the 800 hours must be completed in public school settings with Pre-K-12 pupils.</li> <li>• 200 of the 800 hours may be completed in other areas related to schools and/or counseling (If you elect to complete 200 hours in a setting outside of the Pre-K-12 school system, you must have a Site Supervisor that has a master’s degree in counseling or a related field.)</li> <li>• 50% of the total number of fieldwork hours completed must be direct contact hours.</li> <li>• At least 100 hours of experience must be completed in each of the following areas: Social/Emotional, College/Career, and Academic.</li> <li>• A minimum of 150 fieldwork hours must be completed working with students of diverse backgrounds, including those with socioeconomic disadvantages, English learners, students who are housing insecure, students who are current or former foster youth; students with disabilities (including Section 504 plans), students experiencing suspension and expulsion from school, students who identify as LGBTQ+, and students who hold historically minoritized racial and ethnic identities; and understand information on school, district, State, and Federal policies and the impact of resulting practices.</li> </ul>	<ul style="list-style-type: none"> <li>• A minimum of 800 fieldwork hours must be completed in two of three school levels such as elementary, middle, high school with a minimum of 200 hours completed within each level.</li> <li>• 200 of the 800 hours must be completed in a college or high school-to-college transition setting. (Your Site Supervisor for the 200 hours must have a master’s degree in counseling or a related field.)</li> <li>• At least 600 of the 800 hours must be completed in public school settings with Pre-K-12 pupils.</li> <li>• 50% of the total number of fieldwork hours completed must be direct contact hours.</li> <li>• At least 100 hours of experience must be completed in each of the following areas: Social/Emotional, College/Career, and Academic.</li> <li>• A minimum of 150 fieldwork hours must be completed working with students of diverse backgrounds, including those with socioeconomic disadvantages, English learners, students who are housing insecure, students who are current or former foster youth; students with disabilities (including Section 504 plans), students experiencing suspension and expulsion from school, students who identify as LGBTQ+, and students who hold historically minoritized racial and ethnic identities; and understand information on school, district, State, and Federal policies and the impact of resulting practices.</li> </ul>	<ul style="list-style-type: none"> <li>• A minimum of 600 fieldwork hours must be completed at a minimum of two different sites.</li> <li>• 400 of the 600 hours must be completed in a college setting (community college or university).</li> <li>• Students may conduct hours at the same institution provided they are earned at two different offices or departments.</li> <li>• It is recommended that 200 hours are conducted in a high school or a high school-to-college transition setting.</li> <li>• 50% of the total number of fieldwork hours completed must be direct contact hours.</li> <li>• At least 100 hours of experience must be completed in each of the following areas: Social/Emotional, College/Career, and Academic.</li> <li>• A minimum of 150 fieldwork hours must be completed working with students of diverse backgrounds, including those with socioeconomic disadvantages, English learners, students who are housing insecure, students who are current or former foster youth; students with disabilities (including Section 504 plans), students experiencing suspension and expulsion from school, students who identify as LGBTQ+, and students who hold historically minoritized racial and ethnic identities; and understand information on school, district, State, and Federal policies and the impact of resulting practices.</li> </ul>

Candidates who are seeking the PPS: School Counseling credential-only program may request that their previous fieldwork experience (up to 200 clock hours) be reviewed to determine if it can be counted towards their fieldwork requirement, provided the activities align to the field of counseling. If approved, candidates may transfer in their fieldwork support course to satisfy EDUC 677A (2 units). Candidates who wish to have their fieldwork and coursework reviewed should contact the School Counseling Program Coordinator and academic advisor.

## Direct vs. Indirect Contact Hours

As 50% of a candidate’s total fieldwork hours must be direct contact hours, the chart below provides examples of possible activities that qualify as direct and indirect contact hours. Since this is not an exhaustive list, candidates should consult with their Site Supervisor and fieldwork course instructor for clarification on what constitutes direct versus indirect contact hours at their fieldwork site.

Direct Contact Hour Activity Examples	Indirect Contact Hour Activity Examples
<ul style="list-style-type: none"> <li>• Individual counseling</li> <li>• Group counseling (co-facilitating or leading)</li> <li>• Academic advising</li> <li>• Conflict resolution</li> <li>• Career counseling</li> <li>• Classroom lessons</li> <li>• Conducting and leading multidisciplinary meetings (e.g., parent conferences, community collaboration, cross-departmental collaboration, FAFSA information sessions)</li> <li>• Discussing informed consent with counsees, caregivers, or families in-person, via video, or via telephone</li> <li>• Providing referrals/resources in- person, via video, or via telephone directly to counsees, caregivers, or families</li> <li>• Crisis intervention and/or assessment</li> <li>• In-service presentations</li> <li>• Conducting assessments/tests</li> <li>• Leading webinars</li> <li>• Consultations</li> </ul>	<ul style="list-style-type: none"> <li>• Research and preparation for sessions with counsees</li> <li>• Group planning</li> <li>• Observing multidisciplinary meetings (e.g., IEP/Disability Services meetings, 504, SST’s, parent/caregiver conferences, cross-departmental collaboration, mediation)</li> <li>• Writing case notes</li> <li>• Professional development specific to school counseling (e.g., in-service trainings)</li> <li>• Event planning for site-specific events (e.g., career fairs, college fairs, FAFSA information sessions, graduation, student engagement events)</li> <li>• Supervision</li> <li>• Attending faculty meetings</li> <li>• Developing crisis protocol</li> <li>• Planning in-service trainings</li> <li>• Administrative tasks (e.g., e-mails, phone calls, clerical duties)</li> </ul>

## Choosing a Fieldwork Site

Candidates are expected to explore possible fieldwork sites early in the program. The first term of the program is not too early to begin thinking about preferences for a fieldwork site. All fieldwork partnerships require a formal Memorandum of Understanding (MOU) between the University of Redlands and the site. The signing of an MOU takes additional time, as they are often subject to legal review. Please refer to the [Active Partnership List](#) for a list of current partners. Candidates seeking a site NOT on the [Active Partnership List](#) must notify the Office of Licensures and Credentialing 3 months before the anticipated start of the fieldwork placement.

Candidates can only be at a maximum of 2 fieldwork sites per semester.

## Site Supervisor Requirements

For all tracks, candidates must be supervised by a counselor at the fieldwork site and ensure they meet the qualifications to be a Site Supervisor. The school counseling program at the University of Redlands requires a Site Supervisor to:

- Hold a valid Pupil Personnel Services: School Counseling credential and have a minimum of 2 years of PPS experience as appropriate to the fieldwork setting (for Pre-K-12 settings only)
- Hold a master's degree in counseling or a related field
- Have a minimum of 2 years post-master's experience as a counselor
- Have worked at least 1 year in the school/site where the supervision will be conducted

Ideally, Site Supervisors will be actively involved in national professional associations and organizations, such as ACA, ASCA, ACCA, ACPA, NACADA or NASPA, or regional organizations, such as the California Association of School Counselors (CASC), as involvements in these professional organizations can provide information related to current professional standards of behavior and practice.

## Fieldwork Placement Form & Placement Process

All School Counseling candidates seeking a new fieldwork site or continuing at a fieldwork site must complete a [Fieldwork Placement Form](#) via Etrieve by the stated deadline for each semester they plan to complete fieldwork. Candidates that are advancing to fieldwork for the first time will be required to upload evidence of meeting the pre-fieldwork requirements.

The placement process differs depending upon whether the candidate plans to complete fieldwork at a Pre-K-12 site or a College-Level/Community site.

### Pre-K-12 Fieldwork Site Placement Process

If a candidate is interested in completing fieldwork at the Pre-K-12 level, they will need to identify potential Pre-K-12 fieldwork sites based on the list of partnering school districts and charter organizations listed on the [Active Partnership List](#).

Prior to each semester, candidates seeking a new placement will submit the [Fieldwork Placement Form](#) to indicate their site preferences, such as school district and level. All placement requests and coordination with districts will be done by the Office of Licensures and Credentialing. Candidates will be notified via e-mail once their placement has been confirmed.

**CANDIDATES ARE NOT TO CONTACT SCHOOL DISTRICTS AND/OR MAKE THEIR OWN PRE-K-12 SITE ARRANGEMENTS.**

Candidates continuing in a Pre-K-12 placement are also required to submit the [Fieldwork Placement Form](#) to indicate their continuing placement with the Office of Licensures and Credentialing.

### College-Level/Community Fieldwork Site Placement Process

Candidates interested in college-level or community-based sites are responsible for identifying and confirming their own fieldwork site and Site Supervisor for the following semester. Unlike the Pre-K-12 placement process, these candidates initiate the placement process by contacting organizations or institutions directly.

If the candidate is pursuing a college-level/community placement for the following semester, they are required to submit the [Fieldwork Placement Form](#) to indicate where they intend to complete their fieldwork the following semester while they initiate/finalize their own placement with the organization/institution directly.

When identifying potential sites, candidates must ensure their identified site has a current partnership with the university by reviewing our [Active Partnership List](#). Despite a candidate's interest in a site, new partnerships must be jointly agreed to by the prospective organization/institution and the University of Redlands, or the partnership will not be established.

## **Final Steps Before Beginning Fieldwork**

Once a candidate has confirmed their college-level or community-based fieldwork placement or has been provided with their Pre-K-12 fieldwork placement by the Office of Licensures and Credentialing, the candidate must provide their confirmed Site Supervisor with the Fieldwork Site Agreement Form link (<https://forms.office.com/r/waTv5FU0KM>).

By completing the form, the Site Supervisor is verifying that they agree to take part in the candidate's fieldwork experience. It sets the understanding between the University of Redlands and the Site Supervisor for the semester.

If a candidate has two fieldwork sites, they must ensure both Site Supervisors receive and complete the form separately. If a candidate is continuing with the same Site Supervisor from a prior semester, they must ensure their Site Supervisor completes the form again to confirm their agreement for another semester.

## Fieldwork Forms

Before and during each fieldwork semester, candidates are responsible for submitting the required fieldwork forms. Apart from the Fieldwork Site Agreement Form, all fieldwork forms are submitted by the candidate through Etrieve. At the conclusion of each fieldwork semester, candidates must ensure that all logged hours and fieldwork forms have been fully approved.

Milestone	Form to Submit	Form Workflow
You are requesting or indicating your fieldwork placement for the next semester.	<a href="#">School Counseling Fieldwork Placement Form</a>	Whether you are pursuing a new placement and/or continuing in a placement, you will initiate and submit the form by the deadline for each semester. The Office of Licensures and Credentialing receives and reviews the forms for approval and coordinates all Pre-K-12 placement requests.
You have your placement confirmed and are starting with your Site Supervisor.	<a href="#">Fieldwork Site Agreement Form</a>	Once your Site Supervisor is confirmed or finalized, you will provide them with the Fieldwork Site Agreement Form link ( <a href="https://forms.office.com/r/waTv5FU0KM">https://forms.office.com/r/waTv5FU0KM</a> ) to complete at the beginning of <u>each</u> fieldwork semester. If you are continuing with the same Site Supervisor, you will provide them with the form to complete again to confirm their agreement for another semester. If you are at two sites, please ensure both Site Supervisors receive and complete the form separately.
You have started your fieldwork placement.	<a href="#">School Counseling Candidate Individualized Plan (CIP)</a>	After starting at your site, you will complete the form with your Site Supervisor and submit it to your fieldwork course instructor for approval. If you have two sites, please ensure you submit a separate CIP form for each site. Once approved by your fieldwork course instructor, you will receive a PDF copy from Etrieve.
You have started completing hours at your site.	<a href="#">School Counseling Fieldwork Hour Log</a>	One fieldwork hour log should be submitted each week. You will log your fieldwork hours for each week on the same form and submit to your fieldwork course instructor for approval. Please consult with your Site Supervisor and fieldwork course instructor if you have questions about how to track your hours.
You have reached the halfway point at your site.	<a href="#">School Counseling Candidate Midterm Evaluation</a>	You will initiate the midterm evaluation by completing a self-evaluation. When you submit, the form will be sent to your Site Supervisor via e-mail for them to complete their portion of the evaluation. Once you submit the form, please inform your Site Supervisor and connect with them to review your fieldwork hour logs submitted so far. If you have two sites, you will submit two separate evaluations. You will receive a PDF copy from Etrieve once the form is completed by your Site Supervisor and approved by your fieldwork course instructor.
You have reached the end of the semester.	<a href="#">School Counseling Candidate Final Evaluation</a>	You will initiate the final evaluation by completing a self-evaluation. When you submit, the form will be sent to your Site Supervisor via e-mail for them to complete their portion of the evaluation. Once you submit the form, please inform your Site Supervisor and connect with them to review your fieldwork hour logs submitted. If you have two sites, you will submit two separate evaluations. You will receive a PDF copy from Etrieve once the form is completed by your Site Supervisor and approved by your fieldwork course instructor.

## Constituent Roles Related to Fieldwork

Fieldwork is an experience that involves many constituents including the Site Supervisor and the Fieldwork Course Instructor. Outlined below are the various constituents who are there to support candidates during their fieldwork experience.

### Site Supervisor

- **Site Orientation:** Site Supervisors must provide candidates with an orientation to the site, covering policies, procedures, and emergency protocols. They should ensure candidates will have a qualified substitute Site Supervisor, if needed.
- **Goal Setting:** Site Supervisors will help candidates set personal and professional goals based on their aspirations, experiences, and site needs. They will work with their candidate to complete a Candidate Individualized Plan, which involves establishing goals and identifying activities that will aid the candidate in achieving those goals.
- **Session Observations:** After an initial observation period, candidates will conduct their own individual or group counseling sessions while being observed by their Site Supervisor. The Site Supervisor may attend the sessions or review recordings to provide feedback. This direct observation of the candidate's work is critical in providing the feedback necessary to hone the candidate's counseling skills.
- **Weekly Supervision:** Site Supervisors are required to meet with their candidate for a minimum of one hour (1) of individual supervision per week. If the Site Supervisor is overseeing multiple candidates, they may provide weekly small group supervision to their candidates. In that case, the small group must meet for a minimum of one and a half hours (1.5) per week, and the group may not exceed a total of 8 candidates.
- **Performance Evaluations:** Site Supervisors will conduct formal evaluations of their candidate's progress and performance twice per semester. The evaluations include a midterm evaluation and a final evaluation. The timeline for evaluations may differ if the candidate started at the site after the start of the semester. Candidates should consult with their fieldwork course instructor, if needed.

### PPSC 677 Fieldwork Course Instructor

- **Class Session Support:** Fieldwork course instructors are expected to review materials and provide feedback to the candidate. Candidates should receive feedback on their progress throughout the course, with opportunities to discuss and improve if necessary. Feedback on how to best identify opportunities, meet established goals, and/or navigate barriers at the site or with the candidate's Site Supervisor can be discussed.
- **Fieldwork Form Completion:** Fieldwork course instructors are responsible for reviewing and approving candidate fieldwork forms, including fieldwork hour logs, candidate individualized plan, midterm evaluation, and final evaluation.

## Problem Solving Guidelines for Candidates

During the fieldwork experience, various challenging situations will arise. The candidate is expected to first address conflicts directly with the individuals involved. This is an expectation because collaborative relationships with others are a main component of the school counseling profession. School counselors are expected to work with various individuals, which may include teachers, administrators, students, families, and other district/institution employees. The candidate should next seek guidance from their Site Supervisor and fieldwork course instructor.

Candidates should refer to the ACA and ASCA ethics codes for guidance and can also seek support from various individuals listed in the table below. Candidates have an ethical obligation to bring all concerns or issues to their Site Supervisor first, as they are the qualified supervisor and/or credentialed counselor who is overseeing decisions and their work with counselees. These discussions should always be handled professionally.

Despite a Site Supervisor’s friendly demeanor, a power imbalance exists. Learning to manage this dynamic is a key part of fieldwork. If issues arise with the Site Supervisor and you find it challenging to address them directly, consult the Office of Licensures and Credentialing, who will conduct an investigation into the matter.

<b>Topic of Question or Concern</b>	<b>Consulting Individual</b>
Fieldwork site policies or procedures	Site Supervisor
Concern regarding a counselee	Site Supervisor
Guidance on how to classify fieldwork hours	Site Supervisor and Fieldwork Course Instructor
Conflict with Site Supervisor	Site Supervisor
Ethical concerns at the fieldwork site	Site Supervisor
Ethical concerns about the Site Supervisor	Office of Licensures and Credentialing
General guidance or academic discussion regarding fieldwork experiences	Fieldwork Course Instructor



## **Post-Fieldwork/Credential Recommendation**

At the conclusion of fieldwork, candidates who are in a program track that results in a Pupil Personnel Services: School Counseling credential will submit a credential application to the School of Education for review, given all credential requirements have been met. Please refer to the [Pathway to Credentialing webpage](#) for the full list of the credential requirements and an overview of the credentialing process.