



**Loyola
Marymount
University**

THE MASTER OF ARTS IN COLLEGE COUNSELING AND STUDENT AFFAIRS FIELDWORK HANDBOOK

College Counseling and Student Affairs Fieldwork Requirements

**DEPARTMENT OF SPECIALIZED PROGRAMS IN PROFESSIONAL PSYCHOLOGY
SCHOOL OF EDUCATION
LOYOLA MARYMOUNT UNIVERSITY**

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**NOTE: In the spirit of remaining up-to-date, the following information is subject to periodic revisions.
Candidates are responsible for staying abreast of all program changes and modifications**

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INTRODUCTION

The Counseling Department welcomes you to the last phase of your training program where you will gain practical experience in your professional field. This handbook details fieldwork guidelines for the College Counseling and Student Affairs program option. This handbook is designed to outline the Fieldwork program requirements for candidates and provide guidance and structure for the Site and University Supervisors. It is important that candidates read the handbook in its entirety and that they reference it as they progress through their fieldwork semester.

The Master of Arts in College Counseling and Student Affairs (41 units) is designed for Candidates who desire to work in higher education settings (e.g., academic advisor, coach, residence life director, etc.). Typically, Candidates in this program do not see their primary professional role as one that involves mental health counseling, nor do they intend to pursue a PPS credential or LPCC licensure.

COUNSELING PROGRAM SIGNATURE & PEDAGOGICAL APPROACH

Helping Others, Changing Lives, is the signature of our program and is undergirded by our commitment to multicultural affirmation, social justice, and *cura personalis* (care for the whole person). Within this context, the **Ignatian Pedagogy Paradigm (IPP)** is used intentionally to shape the learning experiences and processes of all LMU Counseling Program Candidates. The IPP invites Candidates to consider the following assertions:

- (a) All learning is situated within multiple **Contexts**;
- (b) These contexts influence one's previous and current **Experiences**;
- (c) These experiences become more richly appreciated through **Reflection**;
- (d) Reflection is made more meaningful when new levels of one's awareness is translated into **Action**;
- (e) One's actions are reinforced by **Evaluation** of the self and of the impact of service delivery to others.



OVERVIEW OF PRE-COUNSELING, COUNSELING WITH INDIVIDUALS AND FIELDWORK

The Counseling Program curriculum is structured in a sequential format to provide fundamental content knowledge for Candidates prior to Fieldwork. The department distinguishes between pre-counseling hours, counseling with individuals, and Fieldwork as follows:

1. Pre-Counseling

- 100 hours of pre-counseling experience (10 elective hours must be pre-approved by the Academic Advisor).
- It is required that the Pre-Counseling Proposal and Documentation Log be approved by and submitted to the Academic Advisor.
- These hours are a requirement to be completed prior to enrolling in Fieldwork.

2. Counseling with Individuals (EDSP 6386 Culturally Responsive Counseling with Individuals)

- The course is designed to provide the Fieldwork Candidate with an opportunity to integrate and apply the knowledge and skills acquired from didactic and experiential instruction.

3. Fieldwork

- The supervised Fieldwork experience follows successful completion of coursework.
- Candidates will be provided weekly supervision from a qualified Fieldwork Site Supervisor.
- Candidates will meet for in-class group supervision with colleagues and a University Supervisor on a consistent basis.

TYPICAL FIELDWORK PROGRAM SEQUENCE

Fieldwork begins after Candidates meet the appropriate course prerequisites, complete the pre-counseling hours and the EDSP 6386 Culturally Responsive Counseling with Individuals course. Candidates will be provided clearance to register for Fieldwork once the Academic Advisor verifies that all requirements have been met AND after the Candidate has submitted the Fieldwork Application and Planning Document to the Fieldwork Liaison for approval. In this handbook, Candidates will find the requirements that must be met prior to enrolling in Fieldwork. **Incomplete forms or meeting partial requirements will result in delays in enrollment and/or completion of the program.**

PRE-COUNSELING HOURS EXPERIENCE

A hallmark of the Counseling Program is the inclusion of skills-based experiences in many of the courses. The majority of these skills-based experiences occur prior to fieldwork in order to maximize candidate preparation for site-based work. Skills-based training compliments didactic material in several courses including: Helping Skills (where beginning counseling skills are introduced and developed), Group Counseling, and Culturally Responsive Counseling with Individuals (where beginning counseling skills are refined and advanced counseling skills are acquired).

Course	Pre-Counseling Hours
EDSP 6391 Foundations of Counseling	20
EDSP 6362 Counseling Theories & Techniques	10
EDSP 6394 Helping Skills	10
EDSP 6378 Group Counseling	25
EDSP 6386 Culturally Responsive Counseling with Individuals	25
YOUR CHOICE Pre-Counseling Hours	10*

The 10 hours of “Your Choice” can be conducted in a variety of settings, are not linked to a particular course, and must be approved by the Academic Advisor. **A pre-counseling proposal for the 10 hours of “Your Choice” must be submitted to and approved by the Academic Advisor within your first year of the Counseling program.** The volunteer/site coordinator at your chosen site must sign off these 10 hours after they have been completed. These 10 hours may include

any of the following: (a) personal counseling experience in either an individual or group context; (b) volunteering/shadowing school-based programs serving pupils, parents and/or family members; (c) volunteering/shadowing community service programs serving children, families and/or adults; (d) volunteering/shadowing community college and university advisors and/or counselors serving college students; (e) other school related experience such as shadowing a school counselor, observing classroom instruction, attending district and school - based meetings, and mapping school - based community resources; (f) attending a counseling-related conference, etc. Additional types of experiences may be approved at the discretion of the Program Director or Assistant Director.

***Required for all tracks**

All pre-counseling “Your Choice” hours must be completed before enrolling in the Culturally Responsive Counseling with Individuals Course (EDSP 6386). A completed pre-counseling documentation log must be submitted to and approved by the Academic Advisor.

Please refer to the Counseling Program Handbook to obtain the Proposal for Pre-Counseling Hours and Pre-Counseling Hours Documentation Page Forms.

FIELDWORK APPLICATION REQUIREMENTS

All Candidates are required to attend a Fieldwork Orientation Meeting prior to Fieldwork. The meetings will take place months prior to the beginning of the Candidate’s Fieldwork semester (Summer and Fall Fieldwork Information Meetings will take place in January and/or February; Spring Orientation Meetings will take place in August and/or September). The Fieldwork Liaison will send an email each semester with details regarding the meeting. The orientation meetings will provide Candidates an overview of the Fieldwork experience. Documents that must be turned in prior to beginning Fieldwork include:

Pre-Counseling Proposal and Documentation Log [to the Academic Advisor, see the Counseling Program Handbook]

Transcripts of Coursework: Official transcripts from all colleges and universities with degree posted [to the Academic Advisor]

Disposition Forms: [to the Academic Advisor, see the Counseling Program Handbook]

Certificate of Fingerprint Clearance: Official fingerprint clearance or a copy of a CTC issued credential processed through the Commission on Teacher Credentialing must be on file with the Academic Advisor, otherwise the Candidate will not be able to enroll in Fieldwork. For information on fingerprint processing, see the Academic Advisor or Credential Analyst in the School of Education Office. In addition, Candidates will need to check with their Fieldwork Site to determine further fingerprinting criteria established by their particular site. [to the Academic Advisor]

Fieldwork Application: ([Appendix A](#)) [to the Fieldwork Liaison by the provided deadline]

Fieldwork Planning Document: ([Appendix B](#)) [to the Fieldwork Liaison by the provided deadline]

Proof of Counseling Organization Membership: Evidence of a counseling organization membership [to the Fieldwork Liaison by the provided deadline] Candidates may join one of the following organizations, or another organization approved by the Fieldwork Liaison:

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

American College Counselors Association
<http://www.collegecounseling.org>

National Associate of Colleges and Employers

<http://www.naceweb.org>

Mountain Pacific Association of Colleges and Employers

<https://www.mpace.org>

National Career Development Association

<https://www.ncda.org>

Proof of Liability Insurance: Submit certificate as proof of liability insurance. All Fieldwork Candidates must be covered by professional liability insurance *throughout* their Fieldwork experience. [to the Fieldwork Liaison by the provided deadline] Candidates may obtain coverage through the following organizations:

American Counseling Association

<http://www.counseling.org/>

HPSO

<http://www.hpso.com>

To summarize, prior to beginning Fieldwork, the following documents must be submitted to the Academic Advisor:

1. **Pre-Counseling Proposal and Documentation Log**
2. **Transcripts of Coursework**
3. **Disposition Forms**
4. **Certificate of Fingerprint Clearance**

The following documents must be submitted to the Fieldwork Liaison by the provided deadline:

1. **Fieldwork Application ([Appendix A](#))**
2. **Fieldwork Planning Document ([Appendix B](#))**
3. **Proof of Counseling Organization Membership**
4. **Proof of Liability Insurance with Counseling Organization**

Time: It cannot be stated enough that in order to have a successful Fieldwork training experience, Candidates must schedule sufficient weekly time available to complete Fieldwork. To complete 300 hours per semester, a Candidate is expected to schedule 14 hours/week at their Fieldwork Site during Fall/Spring terms and 34 hours/week during the Summer term. Candidates should not enroll in Fieldwork unless they are certain that they can allow for this weekly time commitment within their schedule. Candidates who wish to enroll in Fieldwork in the summer will need to complete 300 hours over the course of six weeks.

****Beginning 2026, all Fieldwork classes will run in Fall and Spring semesters only per University course enrollment policies.****

CULTURALLY RESPONSIVE COUNSELING WITH INDIVIDUALS

Using video recorded sessions with volunteer clients and under the supervision of professionals, advanced Candidates observe and critique their counseling skills with individuals in the course EDSP 6386 Culturally Responsive Counseling with Individuals. The class involves peer evaluation and discussion. Cross-cultural counseling experiences are emphasized. This course must be completed prior to Fieldwork.

FIELDWORK PLACEMENT PROCESS

Fieldwork placement is the co-responsibility of the Candidate and the Counseling Fieldwork and Community Outreach

Liaison (Counseling Fieldwork Liaison). The Counseling Fieldwork Liaison will provide the Candidate an approved list of Fieldwork Sites with contact information. The Candidate is expected to review this list, identify and research possible sites, make an informed choice, and follow standard processes and procedures for submitting their portfolio for considerations to their site(s) of interest. In order to maximize the benefits of the Fieldwork placement process, early planning and preparation are essential. Once the Candidate has secured a site, they must complete the Fieldwork Application and Planning Document located in the Appendix ([Appendix A](#) and [B](#)). These documents are intended to help the Candidate plan a Fieldwork experience that is tailored to their individual needs. Part of this planning includes a reflection on the types of experiences the Candidate has had prior to beginning Fieldwork. Candidates may contact the Counseling Fieldwork Liaison should they have questions about completing the Fieldwork Application and Planning Document.

LOCATING A FIELDWORK SITE

Candidates will receive an “approved site list” during the Fieldwork Orientation Meeting. Careful planning and research are essential to securing a Fieldwork placement and Candidates should begin looking for a site immediately following the Fieldwork Orientation meeting. Candidates who wait until the deadline will encounter difficulty in securing a Fieldwork site. It is important that candidates adhere to mandatory program and organization deadlines in order to begin the Fieldwork course. Candidates should complete their fieldwork hours at one site (Candidates, at times, are permitted to split their experience between two sites, but this must be approved first by the Fieldwork Liaison). The Candidate’s fieldwork experience should match their background and future plans. For example, if the Candidate plans on working in higher education, he/she may wish to seek opportunities to work in that setting (i.e., admission office, career center, transfer office, or university advising). **Please be advised that Candidates may not complete their Fieldwork hours at a site of current employment. This includes partnering departments of the same organization. Candidates also cannot complete their fieldwork placement at any fieldwork site or under any site supervisor in which they have a dual relationship or any relationship that may be considered a conflict of interest. There are no exceptions.** Additionally, Candidates should pursue new College Counseling and Student Affairs related experiences (i.e., if the Candidate is currently a financial aid counselor, fieldwork hours will **NOT** be accepted if they are financial aid counseling related). **Most Fieldwork sites offer unpaid fieldwork opportunities and some require a one-time registration fee and/or monthly supervision fee. Additionally, many sites require an additional *Livescan* and TB test result be submitted at the cost of the Fieldwork Candidate. Fieldwork Candidates should inquire on required costs for Fieldwork during the Fieldwork application process. The LMU School of Education, Department of Specialized Programs in Professional Psychology and the Counseling Program DO NOT provide financial assistance for expenses incurred during Fieldwork. It is solely the responsibility of the Fieldwork Candidate to fulfill this financial obligation for their Fieldwork training. Candidates should plan ahead of time to ensure they can meet the financial obligations of their Fieldwork experience.**

If a Candidate chooses to pursue an “alternative site” (a site not on the approved site list), they must consult with the Fieldwork Liaison by the provided deadline for alternative sites. Alternative sites are not guaranteed and can take months to become approved by the LMU School of Education. Additionally, **Candidates are not able to complete Fieldwork outside of the greater Los Angeles area** (at times, exceptions may be made by the Fieldwork Liaison and Counseling Program Director due to hardship, medical emergency or “higher calling”).

***Important Note for College Counseling and Student Affairs Track Candidates:**

Candidates may only begin their Fieldwork experience (Fieldwork) during the Fall, Spring and Summer Session I semesters. The options to complete Fieldwork in College Counseling and Student Affairs include:

- Fall
- Spring
- Summer Session I

****Beginning 2026, all Fieldwork classes will run in Fall and Spring semesters only per University course enrollment policies.****

FIELDWORK SITE REQUIREMENTS

COLLEGE COUNSELING AND STUDENT AFFAIRS TRACK REQUIREMENTS

a) A Fieldwork Site that meets the following criteria:

- Lawfully and regularly provides support services.
- Is not a private practice.

b) The Fieldwork Site will provide Fieldwork Candidates a minimum of 300 hours of counseling/advising related activities over the course of one academic semester.

- Providing workshops, advising, coordinating events, professional development, shadowing counselors/coordinators in the field
- Variety of experiences are permitted to ensure Candidate receives **in-depth** experience

c) "Approved Site Supervisor" means an individual who meets the following requirements:

- Has documented two years of experience as a professional in the education or non-profit field.
- Has received professional training in supervision.

d) Per instructor's syllabus, Fieldwork Candidates **MAY BE** expected to video record up to three (1-3) 15-minute "clips" of different presentations and/or counseling sessions per academic semester. The recordings/camera may be directed at the Candidate, and not at the client(s), as needed.

***Recordings should be video recorded and may feature the same client in more than one session, though a number of clients is ideal. If issues occur at the site that makes video recordings difficult to obtain, Candidates must notify their University Supervisor immediately. Audio recordings may be used in substitution on a case-by-case basis only upon approval of the Candidate's immediate University Supervisor and Fieldwork Liaison.**

FIELDWORK EXPERIENCE HOURS

Candidates may begin to accrue Fieldwork hours on the first day of the semester of their Fieldwork course. Hours completed prior to enrollment in a Fieldwork course will not count as part of the 300- hour requirement.

Overview of Hours: Candidates must complete a minimum of 300 hours of supervised College Counseling and Student Affairs experience over one Fieldwork course. In some cases, the number of required hours may be increased in order to meet the competency requirements or for reasons deemed necessary by the University Supervisor. Candidates may have up to one calendar year to complete a Fieldwork course if the requirements for an In Progress (IP) grade have been met (including completion of 80% of the Fieldwork hours). This option is available to candidates who experience difficulty meeting the Fieldwork hour and competency requirements and/or for candidates who encounter unexpected life experiences.

Off Site Hours: College Counseling and Student Affairs Track Candidates should complete all of their 300 hours while present at their Fieldwork site.

Logging of Hours: Candidate must keep a log of Fieldwork hours. Logs will be kept in a spreadsheet format. A template to log Fieldwork hours will be provided at the onset of Fieldwork by the University Supervisor. Candidates must keep a separate log for each Fieldwork Site.

Video Recording: Per instructor's syllabus, Fieldwork Candidates **MAY BE** expected to submit video recordings of up to three (1-3) 15-minute "clips" of different presentations and/or counseling sessions to the University Supervisor. Consent to Record forms signed by clients as well as confidentiality of client information are prerequisites for all videotaping. A Consent to Record Form will be provided to Candidates by the University Supervisor and is also found in

the index section ([Appendix D](#)). If a form is required in a language other than English, contact the Fieldwork Liaison. In addition, the Fieldwork Site Supervisor will speak to Candidates regarding the parameters of recording client sessions.

The Candidate's Fieldwork Site Supervisor and University Supervisor **MAY** review up to three videos. The Candidate should refer to the Fieldwork Course Syllabus. The Candidate's University Supervisor will ensure that the sessions were recorded. Per the instructor's syllabus, the following guidelines should be followed if recorded sessions are a requirement:

- Up to three (1-3) 15-minute presentations, individual or group counseling session "clips" must be recorded
- Sessions must be at least 15 minutes in length to be considered a session. No exceptions will be made on this requirement.
- It is mandatory to meet the recording requirement. It is imperative that Candidates work with the Fieldwork Site Supervisor at the onset of the Fieldwork experience to complete this assignment. If Candidates are in a location where a large portion of the parent community does not speak English, the Candidate may need to ask the Fieldwork Site Supervisor to advocate on their behalf and make parent phone calls for consent.
- All video recordings must be destroyed/deleted at the conclusion of the Candidate's Fieldwork experience.

Note: All videos are required to be submitted regardless of equipment malfunction.

Recordings: Per instructor's syllabus, Fieldwork Candidates **MAY BE** expected to video record up to three (1-3) 15-minute "clips" of different presentations and/or counseling sessions per academic semester. The recordings/camera may be directed at the Candidate, and not at the client(s), as needed.

Please note the following platforms meet HIPAA compliance if logged in with your LMU credentials: Box, LiveText, and Zoom.

***Recordings should be video recorded and may feature the same client in more than one session, though a number of clients is ideal. If issues occur at the site that makes video recordings difficult to obtain, Candidates must notify their University Supervisor immediately. Audio recordings may be used in substitution on a case-by-case basis only upon approval of the Candidate's immediate University Supervisor and Fieldwork Liaison.**

As of Spring 2016, LMU will no longer issue Fieldwork cameras and memory cards for the purposes of recordings. Candidates must use their own personal device (e.g., phone, tablet, or laptop computer (PC or Mac) to record sessions. After recording sessions, Candidates **must** upload their sessions directly to the *LiveText* and delete/remove these recordings from their personal devices within 48 hours.

CONFIDENTIAL MATERIALS

The Fieldwork Candidate and Fieldwork Site Supervisor should develop policies and procedures for handling student confidential records and ensure that records and data are stored in a secured location (under lock and key). Confidential records should be archived after graduation from the academic program in accordance with the school or organization's policy.

It is advised that Candidates not keep confidential student materials on personal electronic devices (computer, USB drives, etc.) In the case that a Candidate needs to keep a copy of a record on a personal file, it is **required** that the Candidate encrypt or password protect the specific file. This is a preventive step in the case that the electronic device is stolen or needs to be repaired by a third party.

ROLES & RESPONSIBILITIES

The Candidate's Fieldwork experience is a collaborative process that involves the Fieldwork Liaison, Fieldwork Site Supervisors, University Supervisors, and, most importantly, the Fieldwork Candidates. The roles and responsibilities that are expected from each party are described below:

FIELDWORK LIAISON RESPONSIBILITIES

- a) Identify Fieldwork Sites across areas of professional practice (e.g., community mental health clinics, hospitals, college counseling centers, community counseling centers, non-profit organizations, elementary and secondary schools) serving diverse racial, ethnic, and social class communities that provide opportunities and experiences for counseling Candidates to identify, develop and measure skills they will need in order to function independently as professional counselors.
- b) Assess Fieldwork Sites for the quality (e.g., current licenses and certifications to offer community services; education, training, license and certification of available Supervisors; curriculum used to train Candidates; kind of services provided) and quantity (e.g., number of clients the Candidate will be able to work with; variety of client concerns to which Candidate will be exposed) of experiences they provide counseling Candidates.
- c) Visit and/or correspond with Fieldwork Sites on a regular basis with a goal of generating current assessments of a site's overall goodness-of-fit with the LMU-SOE Counseling Program.
- d) Maintain a current and expanding list of Fieldwork Sites (across areas of professional practice) that includes the organizations' contact information.
- e) Maintain a working relationship with Fieldwork Site Supervisors, across sites, making sure to solicit comments and critiques from them about: (a) the Candidate's progress, (b) the LMU-SOE's preparation of Candidates to assume Fieldwork assignments, and (c) their continued interest in providing quality supervision experiences.
- f) Maintain demographic and evaluative profiles of all Fieldwork Sites and Fieldwork Site Supervisors that are consistent with the expectations of licensing and credentialing governing boards (CTC, BBS) as well as ethics and legal standards of professional practice.
- g) At the onset of the semester, provide University Supervisors a timeline regarding the distribution of *Qualtrics* surveys.
- h) Distribute all *Qualtrics* surveys to Candidates, University Supervisors and Site Supervisors.

FIELDWORK SITE SUPERVISOR RESPONSIBILITIES

- a) Provide regular supervision meetings with the Candidate to offer guidance and discuss progress. One scheduled hour of Fieldwork Site supervision is required each week.
- b) Provide Candidates with a thorough orientation to the site and its personnel, administrative policies, standards, and practices.
- c) Provide opportunities for Candidates to develop a broad and diverse role.
- d) Ensure that the Candidate's role and responsibilities at the site are appropriate for the level of training received, and are communicated to the appropriate staff.
- e) Assist the Candidate in identifying appropriate learning objectives for the site.
- f) Communicate issues of unsatisfactory performance or personal characteristics that prevent successful completion of Fieldwork.
- g) Meet with the University Supervisor **at minimum one time per semester** to discuss the Candidate's progress.
- h) Is responsible for determining their own criteria for accepting Candidates for placement. LMU's Counseling Program recommends an interview process.
- i) To impart expectations for the Candidate's professional and ethical conduct while at the particular site.

- j) To provide appropriate office and desk space for the Candidate to perform counseling activities.
- k) To complete Candidate evaluations (See [Appendix D](#)). The evaluations should be discussed with the Candidate prior to submission to the university.
- l) **View video recordings (per instructor's syllabus)** of the Candidate's counseling work and provide relevant critique and feedback to the Candidate. All video recordings will have appropriate signed permissions from students/clients and confidentiality of client information will be honored according to established professional guidelines.
- m) Supervisor will be evaluated by the Candidate ([See Appendix E](#)).

UNIVERSITY SUPERVISOR RESPONSIBILITIES

- a) Will make Fieldwork Site visits (minimum 1 per site/semester) to discuss Candidate's progress.
- b) Will provide an orientation to the Fieldwork processes, documentation requirements, and evaluation procedures.
- c) Will meet with the Candidate in both individual and class meetings throughout the semester to debrief, review progress, and assign tasks.
- d) Assess baseline competencies of Candidate relative to the demands of the Fieldwork Site.
- e) View video recordings (**per instructor's syllabus**) of the Candidate's counseling work and provide relevant critique and feedback to the Candidate. All video recordings will have appropriate signed permissions from clients and confidentiality of client information will be honored according to established professional guidelines.
- f) Provide written assessments of the Candidate's strengths and areas of challenge that invite further work. Assessment of the Candidate's counseling work should be ongoing, thus avoiding surprise end-of-the semester comments, critiques, and evaluations. If remediation of the Candidate's competencies is suggested during any point of the Fieldwork experience, then appropriate due process policies and procedures will be enacted and followed.
- g) At the onset of the semester, provide Candidate a timeline regarding evaluations.
- h) Supervisor will be evaluated by the Candidate.
- i) Ensure that the LMU Candidate is treated professionally and respectfully in the work place.

FIELDWORK CANDIDATE RESPONSIBILITIES

- a) **Attire and Conduct:** Candidates are considered professionals in the education/mental health field and are expected to act in a professional manner. Attention to dress is important, for it is one way in which Candidates communicate their role as a counselor. Candidates should discuss with Fieldwork Site Supervisors how he/she should be addressed by students/clients. Additionally, Candidates should be cognizant that they may be close in age to their clients/students, therefore, professional boundaries are key in productive working relationships. Another facet of maintaining professionalism is following all site rules and regulations, as well as demonstrating appreciation of and value for diversity in colleagues and clients.
- b) **Safety and Liability:** Today, possibly more so than in the past, there is a need to exercise prudence and vigilance in the Candidate's interactions with clients and/or students and others in the school or agency setting. It is important that Candidates take reasonable precautions to help insure their personal safety. Among other measures, this means being aware of the Candidate's surroundings. Candidates should never be in an isolated area of a building and/or alone with a student/client without a colleague and/or supervisor nearby (in other words, if a candidate is meeting with a student/client behind closed doors, a colleague should be in earshot). There should always be other site personnel nearby, available to assist the Candidate in case of emergency. If Candidates have reason to be concerned about a student/client acting out

impulsively, it is advised that the Candidate sit between the student/client and the door. This would also apply to a parent or other individuals who might become extremely agitated during a meeting. Prudence and awareness of the laws and ethics of the counseling profession dictate that the Candidate never touch someone in such a manner that the Candidate's action(s) could be construed as inappropriate. A good rule to follow would be to confine any touch to a handshake greeting.

c) **Interactions with Students/Clients:** It is important to keep in mind professional ethics and laws governing the Candidate's interactions with students/clients, especially with children. Of special importance is that the Candidate act in such a way that his or her actions could not be misconstrued as crossing professional boundaries. This includes both crossing the physical boundary (forms of physical contact) as well as other types of boundaries (contacts outside the organization/ school and/or counseling office). While laws and ethics are part of the Candidate's coursework, these issues will also be discussed during Fieldwork seminars. Generally speaking, Candidates want to refrain from any physical contact that might be subject to misinterpretation. In addition, Candidates should avoid contact with students/clients outside the school/agency setting.

d) **Commitment:** Fieldwork Candidates are in a role that requires them to be aware of professional ethics and laws governing counselors. When a Candidate agrees to enter Fieldwork, he/she is also agreeing to adhere to the ethical principles of the governing organizations (the American Counseling Association (ACA)). Candidates have an ethical responsibility to carry out their Fieldwork experience in a manner that takes into consideration the best interest of the students/clients they serve. Additionally, Candidates must fulfill the time commitment that they initially made to their site. This means that the Candidate may not abandon students/clients assigned to the Candidate for counseling/advising. Candidates who finish the required number of hours at a Fieldwork Site, need to continue at the site in order to bring a counseling experience for a student/client to completion and/or to complete their commitment to the site. It is the Candidate's responsibility to make reasonable efforts at helping the student/client transition to another counselor if the Candidate finds it impossible to see the student/client for future sessions.

e) **Supervisory Evaluation of Candidate:** It is the expectation of the Counseling Program that all Candidates will be evaluated formally and informally (as needed or requested by Candidate during supervision) by their University and Fieldwork Site Supervisors (See [Appendix D](#)).

f) **Fieldwork Candidate Evaluation of Supervisor:** It is the expectation of the Counseling Program that all Supervisors will be evaluated formally and informally during supervision sessions by the Candidate (See [Appendix E](#)).

g) **Scheduling:** Candidates are responsible for establishing a schedule at the placement site(s) that is compatible with the Fieldwork Site Supervisor's schedule and ensure that he/she will be able to acquire a minimum of 300 hours at the site(s). Likewise, Candidates are responsible for attending all scheduled individual/class (EDSP 6973) meetings with the University Supervisor.

h) **Orientation:** At the onset of Fieldwork, Candidates are expected to orient themselves to the staff, organizing their schedules, and identifying learning objectives. The relationship- building time is crucial to establishing the Candidate as part of the school/organization's system. Fieldwork Candidates are required to operate within the procedures and policies of the organization.

i) **Communication:** Candidates are responsible for seeking assistance from their Fieldwork Site Supervisors and/or University Supervisor when dealing with unfamiliar, difficult, or high-risk situations or cases. As future counselors, Candidates should be aware that communication is a key ingredient to a positive working relationship. It is important that Candidates consistently communicate to Supervisors any issues that arise or if feeling overwhelmed. In connection to communication, it is imperative that Candidates take initiative at the Fieldwork Site and inform Fieldwork Supervisors when there are projects that they wish to initiate.

j) **Documentation and Deadlines:** To successfully pass the Fieldwork in College Counseling and Student Affairs Course, Candidates are responsible for turning in all completed documentation that is outlined in this handbook in addition to all assignments and documents that are assigned to the Candidate by the University Supervisor and Fieldwork Liaison. Further information regarding Fieldwork documentation is provided in the section titled "[Documentation of Fieldwork Activities](#)". Candidates must submit final reflections to the University Supervisor and arrange a meeting to review all required documents.

k) **Employed Fieldwork Candidates:** Candidates may not complete their fieldwork hours at a site where they hold a full-time or part-time staff position. However, Candidates can hold a paid internship position. The position must have an official intern designation by the organization's human resources department.

COLLEGE COUNSELING AND STUDENT AFFAIRS COMPETENCIES

In the spirit of developing a purposeful fieldwork experience, Candidates will have the opportunity to practice counseling related competencies, which will prepare them for their future profession. Candidates will complete 300 fieldwork hours by following a group of competencies established by the LMU Counseling Program. College Counseling and Student Affairs Candidates will prepare a log detailing how competencies are met during the fieldwork experience. Candidates will also need to indicate the number of hours spent fulfilling each identified competency. Candidates must accumulate a minimum of 5 hours for each competency, except for competency number one in which the Candidate must accrue 25 hours.

1. Responds positively to issues of diversity (culture, race, ethnicity, gender, language, exceptionality, sexual orientation, geographic area, religion, and socioeconomic status). (minimum 25 hours)

How has the Candidate demonstrated the following:

- Skills in responding sensitively to the unique needs of diverse populations.
- Growth in the Candidate's ability to respond to the needs of racially and/or ethnically diverse client populations.
- Abilities to self-reflect with a focus on how the Candidate's assumptions, biases, beliefs, prejudices and stereotypes influence the counseling/advising process.
- Capacity for self-awareness related to biases and counter-transference.
- Awareness of cultural differences and willingness to expand knowledge and understanding in order to meet client needs.
- Recognition of how a client's various identities intersect and contribute to her/his worldview and way of relating to the world.
- Interacting with clients from diverse backgrounds regarding personal/social, academic and/or career related issues.

Examples:

- Develop and implement prevention/intervention geared towards an underserved population.
- Plan and conduct a workshop, to educate others on issues related to diversity (e.g., sensitivity training).
- Discuss diversity issues related to a client/case with the Site-Based Site Supervisor.
- Consult with a colleague or supervisor regarding diversity related issues.

2. Demonstrates the ability to apply professional ethical and legal mandates to the practice of advising. (minimum 5 hours)

How has the Candidate demonstrated the following:

- Familiarity with laws and regulations such as child abuse and neglect, elder and dependent-care abuse, reporting laws, confidentiality, and federal and state mandates related to the counseling profession.
- The ability to recognize, evaluate and act in situations where potential ethical conflicts arise.
- The ability to access information about legal and ethical matters.

Examples:

- Contact Child Protective Services to uphold mandated reporting responsibilities.

- Obtain a signed release of information to share information with third parties. Providing informed consent to client(s) or legal guardians, including limits to confidentiality.
- Consult with colleagues or other stakeholders regarding legal rights/protections related to foster youth, homelessness, harassment, discrimination, etc.

3. Demonstrates knowledge and skills in career development. (minimum 5 hours)

How has the Candidate demonstrated the following:

- Knowledge and skill in using assessment instruments and techniques relevant to career planning and decision-making.
- Knowledge and skill in using technology-based career development programs and strategies.
- Knowledge and skill in career development program planning, organization, implementation administration, and evaluation.

Examples:

- Provide advising and resources relating to self-efficacy issues related to career uncertainties.
- Integrate interventions related to work and career adjustment.
- Help navigate a job/career webpage;
- In collaboration with the site supervisor, coordinate a job/career fair.

4. Ability to promote the personal and social development of all clients. (minimum 5 hours)

How has the Candidate demonstrated the following:

- The ability to enable clients to acquire knowledge of their own personal strengths, assets, values, beliefs, and attitudes.
- Interventions for increasing self-worth and confidence.
- Identifying and addressing affective issues related to client issues.
- Utilizing a range of effective communication skills.

Examples:

- Facilitate a psycho-educational workshop on identity development, stress management, etc.
- Coordinate a multidisciplinary team consisting of various health and mental health providers.

5. Leadership skills. (minimum 5 hours)

How has the Candidate demonstrated the following:

- Play a leadership role in planning, organizing, and/or implementing a counseling/advising related service.
- The capacity for identifying systemic or community level needs in order to target and develop appropriate responses to those needs.

Examples:

- Assist in coordinating and facilitating staff development and in-service programs.
- Develop a needs-assessment for enhanced service delivery.

6. Prevention education and training. (minimum 5 hours)

How has the Candidate demonstrated the following:

- Skills in identifying early signs and predictors of client functioning problems.
- Skills in developing, organizing, presenting and evaluating preventive programs for individuals, families, and community members.

Examples:

- Coordinate prevention-oriented workshops for staff members.
- Lead a meeting with staff and faculty to brainstorm ideas for a referral system targeting at-risk clients.

7. Research, program evaluation, and technology. (minimum 5 hours)

How has the Candidate demonstrated the following:

- Skills in locating research data and interpreting its meaning to clients and the community.
- Skill in conducting program evaluations.
- Proficiency in the use of technology in order to (a) conduct and disseminate research, (b) access information, and (c) evaluate client progress.

Examples:

- Create separate online surveys for clients and staff to assess the mental health of the community.
- Develop professional presentations utilizing PowerPoint, Prezi, or another multi-media platform.

PROFESSIONAL ETHICAL STANDARDS

All field experience Candidates are required to be familiar with and conduct themselves according to the ethical standards of the American Counseling Association and/or any other professional association applicable to the Candidate's Fieldwork Site. Failure to do so may result in disciplinary action and possible removal from the program.

ACA Ethical Guidelines for Counselors, Supervisors, and Researchers:

<https://www.counseling.org/resources/ethics#>

DOCUMENTATION OF FIELDWORK ACTIVITIES

Throughout the Fieldwork experience, Candidates will be required to submit documentation to illustrate their on-site and in-class continuous progress to their Instructor/Fieldwork Portfolio. Candidates should refer to their Course Syllabi and Fieldwork Instructors for more information.

CANCELLATION OF FIELDWORK PLACEMENT

There is strict protocol when it comes to cancellation of a Fieldwork Site Placement. Cancellations of Fieldwork Site Placements may only be approved by the Fieldwork Liaison and are only approved based on problems with site supervision or experience (i.e., competencies are not being met based on site or supervisor limitations). Prior to cancellation of a Fieldwork Placement, both the University Supervisor and the Fieldwork Candidate should first discuss the concerns with the Fieldwork Site Supervisor. The University Supervisor should act as the Candidate's advocate and intervene, communicating concerns with the Fieldwork Site Supervisor. Most times, concerns can be resolved at the level of the University Supervisor. Serious or on-going problems should be brought promptly to the attention of the Fieldwork

Liaison.

Additionally, the Fieldwork Site Supervisor may not cancel Fieldwork experience placement without cause. The actions and reasons for cancellation should be discussed with the University Supervisor and communicated to the Fieldwork Candidate in advance of the cancellation. In addition, the causes for canceling a Fieldwork placement will be discussed with the appropriate school/district/agency personnel.

If remediation of Fieldwork placement is required then the issue will be noted and documented by the University Supervisor and a conference will be held by the University Supervisor, Fieldwork Liaison, and Fieldwork Candidate to discuss next steps. If it is decided by the University Supervisor and Fieldwork Liaison that the cancellation of field placement was not at the cause of the Fieldwork Candidate, then the Candidate may earn credit for the hours completed at the cancelled site. It is the responsibility of the Candidate to follow-up on this step to ensure that the hours will be counted towards the 300 Fieldwork hours.

FREQUENTLY ASKED QUESTIONS

1. Do the same individuals oversee Fieldwork and the comprehensive exam? Who will provide me information on the comprehensive exam?

The comprehensive exam is a component of the Counseling Program. All questions regarding the Comprehensive exam should be directed to the Assistant Director (see the directory in the Table of Contents in the front of this Handbook).

2. Will the Counseling Program provide me with a list of field placement sites for me to pursue?

Yes, Candidates will receive the approved Fieldwork placement list months prior to beginning the Fieldwork semester. The Fieldwork Liaison is available to support Candidates in finding placement at an agency, university mental health center, community-counseling center, or school.

3. What can I do if I am interested in completing my Fieldwork hours at a site that is not on the “approved site list”?

The Fieldwork Liaison can assist you in exploring this option. Begin by forwarding the Fieldwork Liaison an email that states the organization’s interest in becoming a Fieldwork Site. The email should include the contact information for the individual who has agreed to provide the Candidate Site Supervision. The Fieldwork Liaison will contact the Site Supervisor on behalf of the Candidate, confirm the site’s interest and share our Program’s training requirements with them. If both parties remain in agreement, a Memorandum of Understanding (MOU) will be initiated. An MOU may take weeks to months to complete and deadlines must be followed. Please remember that this option offers no guarantees.

4. Are paid locations available?

Most sites do not offer a stipend. However, if a Candidate is offered a stipend or any type of monetary payment for their Fieldwork hours, they must contact the Fieldwork Liaison prior to making any agreement with the organization.

5. Can I walk at commencement if I have not completed my degree program’s coursework?

Candidates on the *College Counseling and Student Affairs track* may participate in Spring Commencement with up to 9 units remaining in their Program to complete after the Spring (Commencement) semester. **NOTE: If 9 units are remaining, AT LEAST 1 of these 9 units *MUST* include Fieldwork.**

APPENDIX A

FIELDWORK APPLICATION: College Counseling and Student Affairs Track

This form is to be completed on the computer and emailed to the Fieldwork Liaison by the assigned **due date**. Submission of a completed form does not automatically qualify a Candidate for Fieldwork.

NAME _____

DATE _____

STUDENT ID _____

LION E-MAIL _____

SPECIALIZATION ____ – 41-UNIT CCSA

CHECK THAT THE FOLLOWING DOCUMENTS ARE IN YOUR CANDIDATE FILE:

____ FINGERPRINT CLEARANCE (COC) DOCUMENT

____ COPY OF ALL TRANSCRIPTS

____ CANDIDATE DISPOSITION FORMS

____ APPROVED PRE-COUNSELING EXPERIENCE DOCUMENTATION OF 10 HOURS

CHECK THAT THE FOLLOWING DOCUMENTS ARE SUBMITTED WITH THIS APPLICATION:

____ FIELDWORK PLANNING DOCUMENT

____ EVIDENCE OF PROFESSIONAL LIABILITY INSURANCE

____ EVIDENCE OF MEMBERSHIP IN A PROFESSIONAL COUNSELING ORGANIZATION

Course	Title	Units	Term	Year	Grade
Core Level Courses					
EDSP 6391	Foundations of Counseling	3			
EDSP 6362	Counseling Theories & Techniques	3			
EDSP 6394	Helping Skills	3			
EDSP 6390	Lifespan Development	3			
EDSP 6382	Ethical and Legal Issues	3			
EDSP 6379	Social, Emotional, and Behavioral Functioning	3			
EDSP 6365	Research Methodology and Statistics	3			
EDSP 6376	Crisis and Trauma Counseling, Prevention, and Consultation	3			
EDSP 6378	Group Counseling	3			
EDSP 6377	Multicultural Counseling	3			
EDSP 6368	Career Counseling and Educational Planning	3			
EDSP 6398	Special Topics in Student Affairs and Higher Education	2			
Advanced Level Courses					
EDSP 6386	Culturally Responsive Counseling with Individuals	3			
Specialization Level Courses					
EDSP 6973	Fieldwork in College Counseling and Student Affairs	3			
EDSP 6995	Comprehensive Exam	0			

APPENDIX B (3 PAGES)

FIELDWORK PLANNING DOCUMENT: College Counseling and Student Affairs Track

This form is to be completed on the computer and emailed to the Fieldwork Liaison by the assigned **due date**.

Submission of a completed form does not automatically qualify a Candidate for Fieldwork. Please be sure to complete all three pages within this Fieldwork Planning Document.

NAME _____

DATE _____

STUDENT ID _____

LION E-MAIL _____

SPECIALIZATION 41-UNIT CCSA

First Semester of Fieldwork:

Fall 20 _____

Spring 20 _____

Summer 20 _____

Units Enrolled _____

Will you be employed during Fieldwork YES / NO

If yes, Employer's Name: _____ Hours Worked/ Week: _____

Have you discussed with your employer how you will balance work hours with your Fieldwork requirements? YES / NO

Fieldwork Site 1: _____

Fieldwork Site Supervisor Name & Title: _____

Phone Number _____ Email Address: _____

[IF APPLICABLE] Fieldwork Site 2: _____

Fieldwork Site Supervisor Name & Title: _____

Phone Number _____ Email Address: _____

This planning activity is geared towards identifying relevant strengths and experiences the Candidate brings to Fieldwork. In addition, the intent is to have the Candidate identify those areas where growth is needed. Ideally, each Candidate will have a blueprint for Fieldwork experience that is tailored to his/her individual needs. This document serves as that blueprint for the entire Fieldwork experience as encompassed by Fieldwork. It is important to plan carefully and document all Fieldwork experiences with careful attention to the requirements of each particular program specialization.

1. Briefly describe the types of work and/or volunteer experiences you have had that are relevant to preparing you to be a counselor. Where did you complete your 10 hours of your choice pre-counseling hours experience?
2. Describe significant course and course-related experience you have had that prepare you to be a counselor.
3. Describe any other experiences that may not have been covered in #1 and #2.

4. Which M.A. degree are you pursuing and why?
5. When do you plan to complete your degree?
6. At this point, what is your career goal in obtaining the M.A. in Counseling?
7. Describe your financial planning related to completing your Fieldwork experience, a time when it is difficult and ill-advised to work full-time (e.g., part-time work on or off campus, non-federally subsidized loans, family financial assistance, etc.).
8. Describe responsibilities outside of Fieldwork that you will need to balance to complete your Fieldwork requirements (e.g., employment, family responsibilities, etc.)?

Candidate Signature _____

Date _____

APPENDIX C

COLLEGE COUNSELING AND STUDENT AFFAIRS TRACK- CONSENT TO RECORD TEMPLATE [ENGLISH]

NAME OF SITE
ADDRESS
PHONE



NAME OF SITE SUPERVISOR
SITE SUPERVISOR'S TITLE
PHONE

Dear Student/ Client:

The counseling sessions/ presentations that occurs with you is confidential in nature, except where disclosures are required by law, such as in the event that represents a danger to one's self or to others.

This year I am fortunate to have a graduate student counseling Candidate working under my supervision. Accordingly, **INTERN NAME** will be providing individual and group counseling to students/clients. As part of **her/his** training, some sessions with clients will need to be audio/video recorded for later review and evaluation. **INTERN NAME** is a Loyola Marymount University graduate student, working toward a Master's Degree in College Counseling and Student Affairs.

Your signature below indicates that you will participate in weekly counseling with **INTERN NAME** and for the counseling sessions in which you will be audio/video recorded. The audio/video recorded session(s) will be used for supervision, education and training purposes of **INTERN NAME** and, in this connection, only shared with Supervisors, evaluators, and/or other graduate students in the counseling services program for these educational purposes. The following precautions will be taken to protect your identity.

- After the Candidate's counseling skills have been critiqued and the educational purposes for which the audio/video recorded session was done are completed, the audio/video recording will be erased. Prior to erasure of the audio/video recording, a recorded chain of custody will be established from Candidate to Supervisor to professor so that all persons who had access to the audio/video recording will be recorded.
- Subject to legal requirements, upon request of the student, the audio/video recording will be turned off and/or any portion of the audio/video recording will be erased upon request.

You will be provided a copy of this signed consent form for your records and you may choose to revoke this consent at any time. Your ability to participate in, and receive, counseling services is not dependent upon your agreement granting this permission. Further, later opting out of audio/video recorded sessions will not interfere with you receiving counseling services, nor impact the level of services provided.

Please do not hesitate to contact me at **(###) ###-###** (Supervisor's contact information) if you have any questions or concerns.

Thank you,

SUPERVISOR'S NAME
SUPERVISOR'S TITLE

CANDIDATE'S NAME
Fieldwork Candidate

STUDENT/CLIENT'S NAME AND DOB

STUDENT/CLIENT'S SIGNATURE/ DATE

APPENDIX D (2 PAGES)

**LOYOLA MARYMOUNT UNIVERSITY
SCHOOL OF EDUCATION
Candidate Evaluation Form**

Candidate Name: _____

Site/University Supervisor: _____

Site Name: _____

Please answer the following items. The Candidate...

	Excellent	Good	Fair	Poor	Not Observed
Communicates effectively with others					
Organizes & completes tasks in a timely manner					
Respects clients and colleagues (including site-based staff, faculty, etc.)					
Uses technology effectively					
Accepts Supervisor and co-worker feedback					
Shows sensitivity toward diversity					
Understands the responsibilities of position assigned					

What would you identify as the Candidate's strengths?

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

[illegible]

Date _____

APPENDIX E

LOYOLA MARYMOUNT UNIVERSITY SCHOOL OF EDUCATION Site Supervisor Evaluation Form

Candidate Name: _____

Site Supervisor: _____

Site Name: _____

Please answer the following items.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I was assigned an appropriate variety of experiences at this site.					
My Site Supervisor met with me regularly to discuss my Fieldwork.					
I received feedback from my Site Supervisor in a systematic and timely manner.					
Based on my experience, I would recommend this site to another Candidate.					

Candidate's Signature

Date