



**Loyola
Marymount
University**

**School Counseling, Child Welfare and Attendance, and
Mental Health Counseling**

FIELDWORK HANDBOOK

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

University Hall, Suite 1500
1 LMU Drive
Los Angeles, California 90045

2024-2025 Edition

LAST UPDATED 7/31/2024

**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**

Table of Contents	Appendices
Introduction	Appendix A: Fieldwork Application
Counseling Program Signature & Pedagogical Approach	Appendix B: Fieldwork Planning Document
Overview of Pre-Counseling, Counseling with Individuals, and Fieldwork	Appendix C: CWA Fieldwork Application
Typical Fieldwork Program Sequence	Appendix D: CWA Fieldwork Planning Document
Pre-Counseling Experience	Appendix E: Consent to Record Form English (School Counseling Track)
Fieldwork Application Requirements	Appendix F: Consent to Record Form Spanish (School Counseling Track)
Culturally Responsive Counseling with Individuals	Appendix G: Consent to Record form English (Mental Health Counseling Track)
Fieldwork Placement Process	Appendix H: Consent to Record Form Spanish (Mental Health Counseling Track)
Locating a Fieldwork Site	Appendix I: Individualized Self-Care Plan
Fieldwork Site Requirements	Appendix J: Requirements, Roles, and Responsibility
Fieldwork Experience Hours	
Child Welfare and Attendance Supplemental Added Authorization	
Child Welfare and Attendance Track Competencies	
Confidential Materials	
Roles & Responsibilities	
Fieldwork Liaison Responsibilities	
Fieldwork Site Supervisor Responsibilities	
University Supervisor Responsibilities	
Fieldwork Candidates Roles & Responsibilities	
Mental Health Track Competencies	
School Counseling Track School Counselor Performance Expectations (SCPEs)	
Professional Ethical Standards	
Online Fieldwork Documentation	
Fieldwork Portfolio at the Conclusion of Fieldwork	
Cancellation of Fieldwork Placement	
Frequently Asked Questions	<i>Sections are hyperlinked to their location in the document.</i>

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 School Counseling, Pupil Personnel Services (PPS) Credential and Child Welfare and Attendance (CWA) added authorization, and the Community Mental Health Counseling, Licensed Professional Clinical Counselor (LPCC) preparation program options. 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 semesters.

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 the 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 I.

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

The following courses must be completed prior to beginning Fieldwork I:

EDSP 6391	Foundations of Counseling
EDSP 6362	Counseling Theories and Techniques
EDSP 6394	Helping Skills
EDSP 6390	Lifespan Development
EDSP 6382	Ethical and Legal Issues
EDSP 6376	Crisis and Trauma Counseling, Prevention, and Consultation
EDSP 6379	Social, Emotional, and Behavioral Functioning
EDSP 6393	Assessment, Appraisal, and Diagnosis
EDSP 6508	Student Diversity and Exceptionalities
EDSP 6386	Culturally Responsive Counseling with Individuals

Only one of the following courses may be taken concurrently with Fieldwork per semester (e.g., not more than one of the following courses can be taken concurrently with Fieldwork I, and not more than one of the following courses may be taken concurrently Fieldwork II).

EDSP 6365	Research Methodology and Statistics
EDSP 6378	Group Counseling
EDSP 6377	Multicultural Counseling
EDSP 6368	Career Counseling and Educational Planning
EDSP 6392	Psychopharmacology
EDSP 6395	Counseling for Addictions and Substance Use Disorders
EDSP 6396	Human Sexuality and Gender Identity

EDSP 6400 Community Psychology: Theories and Practice

Candidates may take up to three of the following courses concurrently with Fieldwork in School Counseling I and II (EDSP 6970 and EDSP 6980) but may not take more than three courses in addition to EDSP 6970 and EDSP 6980.

- EDSP 5303 Foundations in Child Welfare and Attendance
- EDSP 5304 School Attendance Improvement and Truancy Remediation: Prevention and Intervention
- EDSP 5305 CWA Supervision in Community Partnerships and Fieldwork Hours

Fieldwork I 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 and Fieldwork Liaison verify 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 I. The meetings will take place months prior to the beginning of the Candidate's Fieldwork I semester (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]

Basic Skills Requirement (PPS Only): A Bachelor's degree satisfies the Basic Skills Requirement (BSR). Additionally, international students may fulfill the BSR by submitting a CTC-approved Foreign Transcript Evaluation. An official record of satisfying the BSR must be on file in the Candidate's School of Education file, otherwise the Candidate will be forced to drop the course.

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]

Individual Self-Care Plan: ([Appendix I](#)) [to the Fieldwork Liaison by the provided]

Reviewed all documents, Requirements, Roles & Responsibilities with Site Supervisor(s) and Obtained Signatures ([Appendix J](#))

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 School Counselor Association

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

California School Counseling Association

<http://www.schoolcounselor-ca.org/>

California Association for Licensed Professional Clinical Counselors

<http://calpcc.org/>

American School Counseling Association:

<https://www.schoolcounselor.org/Membership/Membership-Options>

CA Association of School Counselors:

<https://www.schoolcounselor-ca.org/join-casc>

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/>

American School Counselor Association

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

HPSO

<http://www.hpsso.com>

To summarize, prior to beginning Fieldwork I, the following documents should 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
5. Basic Skills Requirement (PPS Only)

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. Individual Self-Care Plan ([Appendix I](#))
4. Proof of Counseling Organization Membership
5. Proof of Liability Insurance with Counseling Organization
6. Reviewed all documents, Requirements, Roles & Responsibilities with Site Supervisor(s) and Obtained Signatures ([Appendix J](#))

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. Please see the [FIELDWORK EXPERIENCE HOURS](#) section to learn more about the semester requirements for each track. **Because of the weekly hour requirements at Fieldwork Sites, all Candidates are advised to not work full-time during Fieldwork.** Any Candidate enrolling in Fieldwork who is attempting to continue to work in a full-time capacity must meet with the Fieldwork Liaison prior to enrolling in the Fieldwork I course in order to have their proposed schedule approved by the Fieldwork Liaison.

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 I.

FIELDWORK PLACEMENT PROCESS

Fieldwork placement (mental health center, school, agency) 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 application materials 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.

NOTE RE: CHOSEN SITE(S): PLEASE CONFIRM YOUR SITES CAREFULLY. Once a candidate has confirmed a fieldwork placement site(s), it is against LMU Counseling Program policy to back out of a professional site placement agreement. If a candidate has ANY problem in keeping their professional obligations at a fieldwork site and/or believes that they are unable to fulfill the agreed-upon FW site hours at a chosen site, the MUST first let their FW instructor know of their concerns and MUST meet with the FW Liaison in order to discuss and obtain any approval to leave a chosen fieldwork district/school/site. Failure to obtain authorization in advance prior to terminating hours at a site will result in receiving “NC” in Fieldwork and may impact the candidate’s ability to obtain their PPS credential.

CONFIRMING SITES: Once the Candidate has secured a site, they **must** complete the Fieldwork Application and Planning Document located in the Appendices ([Appendix A](#) and [Appendix B](#)). These 2 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; as well as the agreement/plan on their work schedule and how the plan to finance their fieldwork experience. 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 I course. Both PPS Candidates and Mental Health/LPCC should secure one site (e.g., school district – PPS or mental health agency – LPCC) for the two semesters of Fieldwork. HOWEVER: NOTE that all PPS or LPCC+PPS candidates MUST secure coordination of and get approval to work in two different school *settings* within that one district site per CTC standards (e.g. one Middle school setting AND one high school setting; or one elementary school setting AND one middle school setting).

Candidates will be completing hundreds of fieldwork hours at their sites. Thus, a good match is imperative to both the Candidate and the organization. **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. 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.**

***Important Note for School Counseling Track Candidates:**

Candidates may only begin their Fieldwork experience (Fieldwork I) during the Fall and Spring semesters. Fieldwork II is offered for the School Counseling Track during Fall and Spring semesters. The only options to complete Fieldwork in School Counseling I and II include:

- Fall and Spring
- Spring and Fall

***Important Note for Mental Health Counseling Track Candidates:**

Candidates may only begin their Fieldwork experience (Fieldwork I) during the Fall and Spring semesters. Fieldwork II is offered for the Mental Health Counseling Track during Fall, Spring and Summer Session semesters. For those who complete Fieldwork I in the spring, Summer Fieldwork II spans the entirety of both Summer Session I and II (12 weeks total), though candidates only enroll for the 3-unit course in Summer Session I. At times, candidates elect to take Fieldwork II in the Fall instead of the Summer (e.g., placed at a school-based agency, took an IP for Spring to complete FW I requirements). The options to complete Fieldwork in Mental Health Counseling I and II include:

- Fall and Spring
- Spring and Summer Session (SS I and II)
- Spring and Fall

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

FIELDWORK SITE REQUIREMENTS

The following sections, as well as the [Fieldwork Site Supervisor Responsibilities](#), detail the requirements of Fieldwork Sites (e.g. Community Mental Health Agencies, School Districts, Charter Schools, Private/Parochial Schools, etc.) and Fieldwork Site Supervisors. If Sites and/or Site Supervisors fail to meet these requirements, or withhold required training experiences from Fieldwork Candidates, the LMU Counseling Program reserves the right to terminate the Fieldwork experience and/or the Fieldwork partnership. Our Counseling Policy dictates that partners (e.g. Community Mental Health Agencies, School Districts, Charter Schools, Private/Parochial Schools, etc.) who fail to adhere to our training requirements are unable to join our site list for the following two years, and only then with in-writing approval that all training requirements, as listed in the Fieldwork Handbook and MOU, are to be completed in their entirety. Failing to meet the training requirements of our candidates, as agreed upon in the MOU, is serious and leaves our candidates at risk of not receiving Fieldwork credit. Fieldwork Sites and Site Supervisors that fail to meet our requirements and have been removed from our approved site lists are unable to participate in Program Community Advisory Board meetings, accreditation visits (e.g. California CTC, CAEP), etc.

MENTAL HEALTH SITE (LPCC ONLY TRACK) REQUIREMENTS:

a) A Fieldwork Site that meets the following criteria:

- Lawfully and regularly provides mental health counseling and psychotherapy.
- Provides Fieldwork Site Supervision to ensure that the clinical Fieldwork Candidate's work at the setting meets the practicum and field study experience and requirements set forth in this document and is within the scope of practice for Professional Clinical Counselor trainees.
- Is not a private practice.
- Experience may be gained by the clinical Fieldwork Candidate solely as part of the position for which the clinical Fieldwork Candidate volunteers or is employed (candidate may not receive payment directly from clients).

b) The Fieldwork Site will provide Fieldwork Candidates a minimum of 600 hours of counseling related activities over the course of two academic semesters.

c) The Fieldwork Site will provide Fieldwork Candidates a minimum of 280 hours of direct one-to-one, couple, family or

group counseling activities over two academic semesters.

d) Fieldwork Candidates are expected to video record five (5) 15-minute “clips” of different counseling sessions per academic semester. The recordings/camera may be directed at the Candidate, and not at the client, 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.**

e) “Approved Supervisor” means an individual who meets the following requirements:

- Has documented two years of clinical experience as a Licensed Professional Clinical Counselor, Licensed Marriage and Family Therapist, Licensed Clinical Psychologist, Licensed Clinical Social Worker, or Licensed Physician and Surgeon who is certified in psychiatry by the American Board of Psychiatry and Neurology.
- Has received professional training in supervision.
- Has not provided therapeutic services to the Fieldwork Candidate.
- Has a current and valid license that is not under suspension or probation.

NOTE: 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. There are no exceptions.

SCHOOL SITE (PPS OR PPS/LPCC TRACK) REQUIREMENTS:

a) A public or charter school. Up to 200 clock hours may be in a setting other than a school working with school aged (K-12) youth, provided that the Candidate is supervised by a practitioner who holds a PPS Credential. These requirements must be met along with the requirements stipulated in this handbook applicable to all Candidates in the Master of Arts in Counseling degree program.

b) The Fieldwork Site will provide Fieldwork Candidates between 200 and 400 hours of counseling related activities (to be determined by the Candidate and Fieldwork Site).

c) The Fieldwork Site will provide Fieldwork Candidates a minimum of 75-140 hours of direct one-to-one or group counseling activities.

d) Fieldwork Candidates are expected to video record five (5) 15-minute “clips” of different counseling sessions per academic semester. The recordings/camera may be directed at the Candidate, and not at the client, 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.**

e) Candidates seeking a School Counseling, Pupil Personnel Services (PPS) Credential must demonstrate knowledge and skill in areas of educational assessment, personal and social counseling, academic and career counseling, program development, program coordination and supervision, consultation, legal aspects and professional ethics. The California Commission on Teacher Credentialing mandates that a minimum of 600-800 clock hours of field practice is required in a K-12 school setting in direct contact with pupils.

- At least 400 clock hours must be completed in public school settings with K-12 pupils.
- Up to 200 clock hours may be complete in settings other than public schools (e.g., private/parochial schools).
- The assignment shall be provided in at least two of three settings (elementary, middle, high school) with a minimum of 200 clock hours at each setting.
- At least 150 clock hours shall be devoted to issues of diversity and work must be with at least 10 pupils

(individually and/or in a group) of a racial/ethnic background different from that of the Candidate.

- A minimum of 20 clock hours will involve group counseling and guidance activities in a school setting.
- 150 (PPS Only) – 280 (PPS/LPCC) hours of face-to-face direct service, including individual, family, and/or group counseling, and a minimum of ten 15-minute video “clips” of different counseling sessions.

*** Starting Fall 2022 candidates entering on the PPS track must complete 800 clock hours. Candidates are required to complete a minimum of eight hundred (800) clock hours in two of three school levels such as elementary, middle, high school with a minimum of two hundred (200) clock hours within each level. At least six hundred (600) clock hours must be completed in public school settings with Pre-K-12 pupils.**

f) “Approved Supervisor” means an individual who meets the following requirements:

- The Fieldwork Site Supervisors must be employees of the school and/or school district where the Fieldwork will be completed.
- The Fieldwork Site Supervisor must hold a California Pupil Personnel Services School Counselor Credential and have been credentialed for at least two years.

NOTE: Candidates do not have the option to complete Fieldwork hours with an organization of current employment.

FIELDWORK EXPERIENCE HOURS

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

Candidates may begin to accrue Fieldwork hours on the first day of the semester of their Fieldwork I and Fieldwork II courses. Hours completed prior to enrollment in a Fieldwork course will not count as part of the 600 - 800-hour requirement. Candidates enrolled in the Mental Health specialization (LPCC Track) may complete 600 Fieldwork hours at one agency/site. School Counseling Track Candidates (PPS or PPS/LPCC Track) must complete 400 of their 600 - 800 hours at two of three public or charter school settings (elementary school, middle school, or high school). A minimum of 200 hours must be completed at each of the two levels. It is required, that the two (2) school levels/sites be completed in the same school district. All PPS or LPCC+PPS candidates MUST secure coordination of and get approval to work in two different school settings within that one district site per CTC standards (e.g. one middle school setting AND one high school setting; or one elementary school setting AND one middle school setting). Each school setting must be located on a different campus and Candidates must have a different Supervisor at each site. If a candidate elects to complete 200 of the 800 hours in a setting outside of the Pre-K-12 school system, they must have a site supervisor that has a master’s degree in counseling or a related field (this only applies to those that are completing the 800-hour track).

*** Starting Fall 2022 candidates entering on the PPS track must complete 800 clock hours. Candidates are required to complete a minimum of eight hundred (800) clock hours in two of three school levels such as elementary, middle, high school with a minimum of two hundred (200) clock hours within each level. At least six hundred (600) clock hours must be completed in public school settings with Pre-K-12 pupils.**

Overview of Hours: Candidates must complete a minimum of 600-800 hours of supervised counseling experience over two Fieldwork courses. In some cases, the number of required hours may be increased in order to meet the competency/School Counseling Performance Expectations 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/School Counseling Performance Expectations requirements and/or for candidates who encounter unexpected life experiences.

Fieldwork Minimum & Maximum Hours: Fieldwork I Candidates must complete a minimum of 300 - 400 hours to

receive Credit in FW I and advance to Fieldwork II (no exceptions). Candidates who do not earn the minimum number of hours, may earn in an In-Progress (IP) grade, but they will not be allowed to enroll in Fieldwork II until they have cleared their IP grade. Note that a Candidate cannot enroll in Fieldwork II at mid-semester. In addition, there are a maximum number of hours per semester that Candidates can complete. Please read below for the minimum and maximum number of hours per semester:

Fieldwork I Minimum/Maximum Hours:

Fall = 300 – 400 (candidates completing 600 hours)
400 – 500 (candidates completing 800 hours)

Spring = 300 – 400 (candidates completing 600 hours)
400 – 500 (candidates completing 800 hours)

Fieldwork II Minimum Hours:

Fall = 300 – 400 (candidates completing 600 hours)
400 – 500 (candidates completing 800 hours)

Spring = 300 – 400 (candidates completing 600 hours)
400 – 500 (candidates completing 800 hours)

Summer (Mental Health Counseling Track) = 200 - 300

Fieldwork Maximum Weekly Hours: Fieldwork Candidates may complete a maximum number of hours per week (no exceptions). Candidates can complete more hours during the summer because there are less weeks per semester.

****Beginning 2026, all Fieldwork classes will run in Fall and Spring semesters only per University course enrollment policies.**** Please read below for the maximum number of hours per week:

Fall = 30 hours (candidates completing 600 hours) and 40 hours (candidates completing 800 hours)

Spring = 30 hours (candidates completing 600 hours) and 40 hours (candidates completing 800 hours)

Summer (Mental Health Counseling Track) = 40 hours

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

Before and After School & Off-Site Hours (PPS or PPS/LPCC): PPS or PPS/LPCC Track Candidates must accrue their Fieldwork hours during regular school hours (e.g., 7:00 AM – 4:00 PM).

Before and after school events and weekend hours (BAS hours) must be approved by their University Supervisor/ Fieldwork Instructor and Site Supervisor in advance. The Candidate must be supervised by their Site Supervisor or an assigned school representative during these events/activities. Though there is no limit to the BAS hours per semester, the hours can be approved or denied at the discretion of the University Supervisor/ Fieldwork Instructor and Site Supervisor.

Off-Site hours (OS hours) Candidates must be approved by their University Supervisor/ Fieldwork Instructor and Site Supervisor in advance. Candidates may clock these hours when working on counseling competency/School Counseling Performance Expectations tasks (e.g., case conceptualization, planning, research & review, attendance at a conference or completing an online training, etc.). Candidates may complete a maximum of 25 hours of Off-Site hours per semester and are limited to five off-site hours in a single week. Candidates who are on the track to complete 800 hours can complete a maximum of 33 hours of Off-Site hours per semester and are limited to five off-site hours in a single week. The hours can be approved or denied at the discretion of the University Supervisor/ Fieldwork Instructor and Site Supervisor. OS hours are included in the maximum number of hours permitted in a week.

Off-Site Hours (LPCC Only): LPCC Track candidates may accrue Fieldwork hours outside of the regular business day as appropriate and accepted by their Fieldwork (e.g., session documentation on a secured database provided by Fieldwork Site, case conceptualization, planning, research & review, attendance at a conference or completing an online training, etc.). Though there is no limit to the OS hours per semester, the hours can be approved or denied at the discretion of the University Supervisor/ Fieldwork Instructor and Site Supervisor. Candidates must keep in mind that a minimum of 280 hours of direct one-to-one, couple, family or group counseling activities must be accrued during regular business hours. OS hours are included in the maximum number of hours permitted in a week.

Direct Counseling Hours: PPS Track Candidates must provide a minimum 150 hours of direct one-to-one or group counseling over a minimum of two academic semesters. LPCC or PPS/LPCC Track Candidates must provide a minimum

of 280 hours of direct one-to-one, couple, family or group counseling activities over two semesters.

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 I by the University Supervisor. Candidates must keep a separate log for each Fieldwork Site and semester.

Video Recording: Candidates are required to submit video recordings of 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 Appendix section (Appendices [E](#), [F](#), [G](#) and [H](#)). In addition, the Fieldwork Site Supervisor will speak to Candidates regarding the parameters of taping client sessions.

The Candidate's Fieldwork Site Supervisor will review a minimum of two videos per site and University Supervisor will review a minimum of two videos per academic semester. The Candidate's University Supervisor will ensure that the sessions were recorded. The department's requirements for video recording are as follows:

- Ten 15-minute individual or group counseling session "clips" (of the Candidate's 600 hours) must be recorded; 5 sessions in Fieldwork I and 5 in Fieldwork II. The minimum for school counseling (PPS Track) Candidates completing Fieldwork in the summer is 3 sessions.
- 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 5 videos per semester are required to be submitted regardless of equipment malfunction.

Recordings: Fieldwork Candidates are expected to video record five (5) 15-minute "clips" of different counseling sessions per academic semester. The recordings/camera may be directed at the Candidate, and not at the client, as needed. A Consent to Record Form will be provided to Candidates by the University Supervisor and is also found in the Appendix section (Appendices [E](#), [F](#), [G](#) and [H](#)).

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. All 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.

CHILD WELFARE AND ATTENDANCE (CWA) SUPPLEMENTAL ADDED AUTHORIZATION

School Counseling Candidates, as well as professionals with a valid PPS Credential in School Counseling, School Psychology, or School Social work, are eligible to complete the requirements for the Child Welfare and Attendance Added Authorization for their PPS Credential. Interested candidates should inquire with the Counseling Program and LMU Graduate admissions to apply to the CWA Program. More details can be found in the Counseling Program Handbook.

Candidates are required to follow the following course sequence, taken concurrently in one semester or over the course of two consecutive academic semesters:

1. EDSP 5303: Foundations in Child Welfare and Attendance (3 units)
2. EDSP 5304: School Attendance Improvement and Truancy Remediation: Prevention and Intervention (3 units)
3. EDSP 5305: CWA Supervision in Community Partnerships and Fieldwork Hours (3 units)

The following sections outline the requirements for Fieldwork in CWA Supervision, EDSP 5305.

PREREQUISITES FOR EDSP 5305 CWA FIELDWORK

Candidates will be required to enroll in EDSP 5305 as the culmination of their CWA Coursework. Coursework can be completed concurrently or over the course of two consecutive academic semesters.

In order to qualify for CWA fieldwork, candidates must be eligible for fieldwork by meeting the following requirements:

- For LMU Counseling Degree Candidates: Concurrent enrollment in EDSP 6970 or EDSP 6980 (Fieldwork in School Counseling I and II) ([Fieldwork Application Requirements](#)).

OR

- For LMU School Psychology Degree Candidates: Concurrent enrollment in EDSP 6538 or EDSP 6540 (Supervised Internship in School Psychology I and II).

OR

- For LMU Alum and Community Members: A valid California Commission on Teacher Credentialing PPS Credential in School Counseling, School Psychology or School Social work and successful admission to the program, based on the [LMU Bulletin](#).

All candidates must complete and submit a CWA Fieldwork Application and Planning Document to the Fieldwork Liaison by the provided deadline (see [Appendix C](#) and [Appendix D](#)).

FIELDWORK SITE AND SUPERVISOR REQUIREMENTS

Candidates should seek a fieldwork site at a public or charter school where Child Welfare and Attendance services are needed on a regular basis. Candidates must secure placements that agree with the University's terms for Fieldwork. Additionally, Candidates will need to be supervised by a PPS Credentialed individual (minimum of two years) who either possess a CWA added authorization to their credential or is proficient with the CWA competencies. If the PPS Credentialed individual (minimum of two years) does not hold a CWA added authorization, the University Fieldwork Instructor can sign off on the candidate's fieldwork hours. The CWA Site Supervisor must be an employee of the school and/or school district where the trainee is completing fieldwork. If a candidate is concurrently enrolled in School Counseling and CWA Fieldwork, the candidate may have a different supervisor for the CWA hours. The Site Supervisor must provide a minimum of one hour a week of direct supervision to the Candidate. See [Fieldwork Site Supervisor Responsibilities](#) for additional Site Supervisor Responsibilities.

Candidates should look for schools where Counselors and/or CWA Supervisors participate in CWA services, such as:

- School Board Meetings
- School Attendance Review Board (SARB) or School Attendance Review Team (SART) meetings
- School Expulsion Hearings
- Post suspension conferences
- School-Based Mental Health Clinics
- School Improvement Committee Meetings
- Law enforcement or probation-based programs affiliated with schools
- Public health agencies who provide services to pregnant minors, victims of domestic violence or child abuse, etc.
- Attendance improvement programs or parent involvement programs operated by schools or community agencies

FIELDWORK HOURS

The CWA Fieldwork hours should focus primarily on pupils who are considered “at risk” (failing, underachieving, at risk for potentially dropping out of school, transitioning from probation or correctional institutions, etc.).

Candidates must complete a minimum of 150 hours in CWA Fieldwork where:

- 120 hours are **within** a school/educational setting in direct contact with pupils and/or their stakeholders (parents, teachers, law enforcement, lawyers, probation officers, and any other individuals that are stakeholders to the pupil).
- 30 hours are interdisciplinary experiences in a setting that is **outside** of a school/educational setting. Such as:
 - law enforcement
 - juvenile justice
 - child health and welfare
 - mental health
 - social services
 - child protective services
 - community based organizations

For CWA Fieldwork Candidates who are concurrently enrolled in Fieldwork in School Counseling I or II (EDSP 6970 and EDSP 6980), may count up to 120 of their School Counseling Fieldwork hours for these CWA Fieldwork Hours should the experience meet Child Welfare and Attendance and School Counseling competencies. Candidates **MUST** be concurrently enrolled in EDSP 6970 or EDSP 6980 and EDSP 5305 in order to count these hours.

CHILD WELFARE AND ATTENDANCE (CWA) TRACK: School Counseling Performance Expectations (SCPEs)

SCPE 1: Foundations of School Counseling Professional Standards [Addressed by previous SC coursework]

SCPE 2: Professionalism, Ethics, and Legal Mandates [Addressed by previous SC coursework]

SCPE 3: Student Academic Development

The Candidate must demonstrate the following:

- Demonstrate the role of the school counselor in academic tiered systems of support, and develop strategies to intervene academically through appraisal, advisement, individual student planning, goal-setting, etc.

Examples:

- Provide presentations about the role of the school counselor, academic readiness skills, etc.
- Individual or group meetings for to discuss academic goals for students who are at-risk of being truant.
- Develop a 4-year academic plan with students who are at-risk of being truant.
- Provide alternative options for education and/or school placement based on pupil needs.

SCPE 4: Student College and Career Development [Addressed throughout CWA Program]

SCPE 5: Social/Emotional Development

The Candidate must demonstrate the following:

- Develop cultural competency and demonstrate skills in helping pupils to respect and understand alternative points of view to accept, respect, and value differences, such as cultural diversity and family configuration patterns.
- Articulate the intervention processes and considerations utilized in the delivery of responsive services including individual/small group/crisis response.
- Demonstrate an ability to counsel and address mental health needs of students during times of transition, separation, heightened stress and critical change, and how to access community programs and services that assist all students.
- Articulate and demonstrate the role of the comprehensive school counseling program in the school crisis/post-crisis plan.
- Develop, implement, and monitor prevention, education, and intervention programs, such as: cyber-bullying, restorative practices, self-harm, social media literacy, Alcohol, Tobacco and Other Drugs (ATOD), suicide,

school truancy, sex trafficking, retention rates, pregnancy, LGBTQ+ awareness, and empowerment.

- Demonstrates knowledge of and skills in developing, organizing, presenting, and evaluating preventative and proactive in-service education programs for school staff.
- Demonstrate the ability to promote school connectedness and understand the benefits of enrichment and extracurricular engagement, such as school clubs, sports, and other extracurricular activities.
- Attend continuing education sessions for professional development on topics related to crisis, trauma, and mental health services provided to students in the PreK-12 school system.
- Demonstrate the ability to provide an initial assessment of a student's mental health needs and make the appropriate referrals within and external to the school site.
- Articulate and demonstrate the school counselor's responsibility to develop and lead comprehensive student support system in collaboration with teachers, administration, and other PPS professionals, and community partners/ agencies.

Examples:

- Implement laws related to child welfare and attendance (e.g. SART, SARB, IEP).
- Refer pupils/families to county-based Child and Family services and/or PMRT.
- Participate in Manifestation Determination meetings, suspension hearings, or pre-expulsion panels.
- Provide parent education on how to advocate for special populations, including foster youth, those experiencing homelessness, etc.
- Collaborate with all stakeholders to support pupils in improving attendance.
- Meet with school personnel to determine the level of involvement expected from teachers, administrations and parents/guardians with pupils are failing to attend school.
- Actively participate in CWA programs that are supported by the school/district (e.g. outings for foster youth and those experiencing homelessness, teen parent support groups).
- Create a trauma informed culture at the school or district level via push-in supports with students and/or collaboration with teachers/staff.
- Implement district programming with pupils at-risk of gang affiliation/involvement.
- Conduct needs assessment to determine the greatest needs of CWA-programming.
- Educate all stakeholders on alternative education pathways, including organizing an in-service for administration and the counseling department on options available for pupils.

SCPE 6: Educational Foundations [Addressed by previous SC coursework + throughout CWA Program]

SCPE 7: Leadership and Advocacy in Social Justice, Equity, and Access [Addressed by previous SC coursework + throughout CWA Program]

SCPE 8: Program Development

The Candidate must demonstrate the following:

- Use data to articulate the impact of comprehensive school counseling programs, including academic, college/career, and social/emotional development for all students in traditional and alternative educational systems.
- Demonstrate the ability to design, develop, and deliver prevention and intervention programs based on a comprehensive student needs assessment.
- Ability to identify needs of multiple school stakeholders and engage in school, family, and community partnerships/relationships.
- Ability to use and interpret state, county, district, and school accountability systems data to help design, implement, and monitor comprehensive school counseling programs.

Examples:

- Review graduation rates, dropout rates, etc. and develop prevention and intervention programs for obtaining a high school or alternative program diploma.
- Conduct needs assessment to determine the greatest needs of CWA-programming.
- Develop and implement a truancy prevention and remediation plan based on a student's needs.
- Educate all stakeholders on alternative education pathways, including organizing an in-service for administration and the counseling department on options available for pupils.
- Review of California Dashboard regarding district or school truancy percentages, suspension percentages, etc.

SCPE 9: Research, Program Evaluation, and Technology

The Candidate must demonstrate the following:

- Understands and demonstrates abilities in using and interpreting state accountability systems data to develop prevention and intervention programming.
- Possess knowledge, understanding, and experience with at least one student information system.

Examples:

- Review graduation rates, dropout rates, etc. and develop prevention and intervention programs for obtaining a high school or alternative program diploma.
- Ability to access and navigate Aeries, PowerSchool, Schoology, etc.
- Implement district programming with pupils at-risk of gang affiliation/involvement.
- Conduct needs assessment to determine the greatest needs of CWA-programming.
- Educate all stakeholders on alternative education pathways, including organizing an in-service for administration and the counseling department on options available for pupils

Please be sure to read the entirety of this Fieldwork Handbook for pertinent, fieldwork-related information. All CWA questions should be directed to Dr. Blanco, the CWA Program Director, at Kathleen.Blanco@lmu.edu.

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 Candidate. 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. Based on the Candidate's direct counseling interaction with clients, LPCC Track Fieldwork Site Supervisors may need to provide additional hours of supervision per 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, including development of leadership, advocacy, counseling, facilitation, coordination, and consultation skills, and professional competence in database decision making for the purpose of program design and evaluation.
- 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 placement** 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 online surveys and Candidate evaluations. The evaluations should be discussed with the Candidate prior to submission to the University.
- l) **View video recordings (minimum 2 per site)** 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.
- m) Supervisor will be evaluated by the Candidate on their: (a) abilities to create a supportive and caring learning environment wherein the Candidate can thrive and maximize their experiences, (b) abilities to lay out a clear, behaviorally-anchored learning outcomes agenda that will characterize the training supervision experience, (c) their knowledge of and willingness to convey to the Candidate counseling skills, techniques, and strategies that positions the

trainee to do their best work with clients, (d) abilities to help the Candidate develop more than just counseling skills; to include development of an identity as a professional counselor and encouragement to maintain a healthy work/life balance, (e) knowledge of counseling with a broadly defined multicultural context, (f) their abilities to self-reflect with a focus on awareness of how their assumptions, biases, beliefs, prejudices, and stereotypes influence the counseling as well as supervisory process, and (g) their knowledge of laws and ethics pertaining to the professional practice of counseling.

n) CTC and BBS require supervisors to complete mandatory supervision training in order to supervise candidates on the School Counseling PPS track or Mental Health Clinical Track. Please make sure to complete these trainings prior to supervising candidates. The CTC supervision training must include “models of supervision, the SCPEs, and program fieldwork requirements and share responsibility for the quality of field experience, design of field experiences, quality of clinical progress, and assessment and verification of candidate competence”(Pupil Personnel Services: School Counseling Preconditions, Program Standards, and Performance Expectations, May 2020).

UNIVERSITY SUPERVISOR RESPONSIBILITIES

a) Will make Fieldwork Site visits (minimum 1 per semester) to discuss Candidate’s progress (in-person or virtually).

b) Will provide an orientation to the Fieldwork processes, documentation requirements, and evaluation procedures.

c) Will facilitate all supervision classes; meeting with Candidates weekly during the Fall/Spring semester and semiweekly during the Summer semester (weekly during Summer semester for Mental Health Fieldwork) and meet with Candidates on an individual basis at least one time per semester to plan ongoing progress and goals.**Beginning 2026, all Fieldwork classes will run in Fall and Spring semesters only per University course enrollment policies.**

d) Assess baseline competencies of Candidate relative to the demands of the Fieldwork Site.

e) Identify behaviorally anchored target goals. The measurement of which verifies the counseling – related skills and talents the Candidate will have mastered. Supervisors will be expected to comment on the Candidates’ skills in: (a) assessment, (b) formulating diagnostic impressions, (c) identifying possible interventions, (d) selecting interventions that are consistent with diagnostic impressions, and (e) evaluating the counseling work.

f) View video recordings (minimum 2 per academic semester) 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.

g) 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.

h) At the onset of the semester, provide Candidate a timeline regarding the distribution of *Qualtrics* surveys. The surveys will be sent to Fieldwork Site Supervisors, University Supervisors, and the Candidates.

i) Supervisor will be evaluated by the Candidate on their: (a) abilities to create a supportive and caring learning environment wherein the Candidate can thrive and maximize their experiences, (b) abilities to lay out a clear, behaviorally-anchored learning outcomes agenda that will characterize the training supervision experience, (c) their knowledge of and willingness to convey to the Candidate counseling skills, techniques, and strategies that positions the trainee to do their best work with clients, (d) abilities to help the Candidate develop more than just counseling skills; to include development of an identity as a professional counselor and encouragement to maintain a healthy work/life balance, (e) knowledge of counseling with a broadly defined multicultural context, (f) their abilities to self-reflect with a focus on awareness of how their assumptions, biases, beliefs, prejudices, and stereotypes influence the counseling as well as supervisory process, and (g) their knowledge of laws and ethics pertaining to the professional practice of counseling.

j) 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 (American School Counselors Association (ASCA) and 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 (e.g., one or two academic semesters, one calendar year). This means that the Candidate may not abandon students/clients assigned to the Candidate for counseling. 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 (e.g., using a standard online evaluation form) and informally (as needed or requested by Candidate during supervision) by their University and Fieldwork Site Supervisors. Candidates will be evaluated on their: (a) abilities to conduct individual, group, couples, or family counseling within the context of using standard counseling tools (e.g., assessment, case conceptualization, developing diagnostic impressions, identifying possible interventions, selecting interventions that are consistent with diagnostic impression and evaluation of counseling outcomes), (b) knowledge of laws and ethics pertaining to professional counseling practices, (c) awareness, knowledge, and skills relative to working within a multicultural context, (d) abilities to self-reflect with a focus on awareness of how their assumptions, beliefs, biases, prejudices, and stereotypes influence the counseling situation, and (f) their abilities to engage in a respectful and collaborative relations with their Supervisor.

f) **Fieldwork Candidate Evaluation of Supervisor:** It is the expectation of the Counseling Program that all Supervisors will be evaluated formally (using a standard online Supervisor Evaluation Form) and informally during supervision sessions by the Candidate. Supervisors will be evaluated on their: (a) abilities to create a supportive and caring learning environment wherein the Candidate can thrive and maximize their experiences, (b) abilities to lay out a clear, behaviorally-anchored learning outcomes agenda that will characterize the training supervision experience, (c) their knowledge of and willingness to convey to the Candidate counseling skills, techniques, and strategies that positions the trainee to do their best work with clients, (d) abilities to help the Candidate develop more than just counseling skills; to include development of an identity as a professional counselor and encouragement to maintain a healthy work/life balance, (e) knowledge of counseling with a broadly defined multicultural context, (f) their abilities to self-reflect with a focus on awareness of how their assumptions, biases, beliefs, prejudices, and stereotypes influence the counseling as well as supervisory process, and (g) their knowledge of laws and ethics pertaining to the professional practice of counseling.

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 meet the Fieldwork hour and competency/School Counseling Performance Expectations requirements. Take note that there are Fieldwork Sites that require a commitment of more than one semester and up to 12 months. Candidates completing Fieldwork at more than one site (specifically, PPS Candidates) need to ensure they meet the hour minimum for site requirements (200) and Fieldwork I/II combined requirement (600). It is up to the Candidate to ensure he/she reaches the minimum hour requirements.

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 Specialization I and II courses, 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 "[ONLINE FIELDWORK DOCUMENTATION](#)".

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.

COMPETENCIES & SCHOOL COUNSELING PERFORMANCE EXPECTATIONS (SCPEs)

In adherence with guidelines established by the BBS and CTC, the competencies and SCPEs that follow are required components of the Candidates' fieldwork experience. Candidates will document examples of how each competency and SCPEs was met and log the amount of time accrued in each area.

MENTAL HEALTH COUNSELING COMPETENCIES

In accordance with the Board of Behavioral Sciences, competencies have been revised to align with LPCC licensing requirements. These updates include a minimum of 280 hours of face-to-face direct service (6A and 7A combined), including individual, family, and/or group counseling.

1. Responds positively to issues of diversity (culture, race, ethnicity, gender, language, exceptionality, sexual orientation, geographic area, religion, and socioeconomic status). (minimum 150 hours)

How has the Candidate demonstrated:

- Skills in responding sensitively to the unique needs of diverse populations.
- Growth in the Candidate's ability to respond to the needs of a 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 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.
- Demonstration of cultural competence and responsiveness within counseling sessions, during supervision, in consultation, and within any other counseling-related practices (e.g., workshops, professional development, prevention/intervention development and implementation).
- Interacting with clients from diverse backgrounds regarding personal/social, academic and/or career related issues.

The Candidate will demonstrate this competency by working with clients from diverse backgrounds (e.g., culture, race, ethnicity, gender, language, ability/exceptionality, sexual orientation, gender identity, geographic area, religion/spirituality, and socioeconomic status). This competency involves an awareness of self, an awareness of others, and culturally responsive counseling practices. Culturally competent counselors are attuned to the existing power/privileges, discrimination, oppression, and marginalization and how these impact their clients and their own effectiveness with clients. Culturally competent counselors affirm the multiple identities and backgrounds of their clients and utilize inclusive language in all communication.

Examples:

- Maintain a client caseload that is comprised of clients from diverse backgrounds.
- Developing and implementing a prevention/intervention geared towards an underserved population.
- Planning and conducting a workshop, to educate others on issues related to diversity (e.g., sensitivity training).
- Discussing diversity issues related to a client/case with the Fieldwork Site Supervisor.
- Consulting with a colleague or Supervisor regarding diversity related issues.

2. Demonstrates the ability to apply professional ethical and legal mandates to the practice of counseling. (minimum 10 hours)

How has the Candidate demonstrated:

- 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:

- Contacting Child Protective Services to uphold mandated reporting responsibilities.
- Obtaining a signed release of information to share information with third parties. Providing informed consent to client(s) or legal guardians, including limits to confidentiality.
- Consulting 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 10 hours)

How has the Candidate demonstrated:

- 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 counseling and resources relating to self-efficacy issues related to career uncertainties.
- Integrate interventions related to work and career adjustment.

4. Ability to promote the personal and social development of all clients. (minimum 10 hours)

How has the Candidate demonstrated:

- The ability to enable clients to acquire knowledge of their own personal strengths, assets, personal values, beliefs, and attitudes.
- Interventions for increasing self-worth and confidence.
- Identifying and addressing affective issues related to client issues.
- Promoting cooperative behavior in groups.
- 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 10 hours)

How has the Candidate demonstrated:

- Playing a leadership role in planning, organizing, and/or implementing a counseling 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. Individual/family/dyadic counseling: Ability to help clients cope with intrapersonal and interpersonal problems on an ongoing basis as well as in crisis. (minimum 25 hours)

**** 6a: Direct Service: Face-to-face clinical counseling with clients**

6b: Case Conceptualization, Treatment Planning, and Progress Monitoring

How has the Candidate demonstrated:

- Skills in applying theories of counseling as they pertain to counseling clients in schools and mental health organizations.
- Skills in helping individual clients work through emotional conflicts and problems.
- Skills in making appropriate and effective referrals to community mental health agencies and professionals.
- Skills in helping individual students work through intrapersonal and interpersonal conflicts and challenges.
- Skills in developing appropriate treatment plans and monitoring progress.
- Understanding of what defines a crisis, the appropriate response and a variety of intervention strategies to meet the needs of the individual, group or school community before, during and after crisis response.

Examples:

- Provide theory-driven counseling to a client who has presented self-esteem issues.
- Establish individual goals with a client/student to work through during their sessions and refer to outside agencies when necessary.
- Develop a peer mediation workshop, oversee, and train mediators.

7. Group counseling and facilitation. (minimum 20 hours)*

**** 7a: Direct Service: Face-to-face clinical counseling to small groups of clients**

7b: Case Conceptualization, Treatment Planning, and Progress Monitoring

Candidates **must LEAD one group or CO-LEAD two groups during their time in Fieldwork. A group consists of 2 or more clients focusing on the same topic (i.e., anxiety, test-taking, high school transition, DV support group, lunch bunch, etc.) that meet for a period of time (i.e., 6-8 sessions). Candidates **must log 20 hours within the 7a/7b category**, but do not need to log all 20 hours within 7a. The remaining hours can be logged in 7b to reflect the time spent preparing curriculum, organizing the group logistics, writing progress notes, etc.*

How has the Candidate demonstrated:

- Skills in leading small groups directed towards promoting the academic, personal, social, and career development of clients.
- Developing an action plan to address behavior or achievement issues within a group setting.
- Collecting outcome data on groups the Candidate has led.

Examples:

- Lead or co-lead a social skills group.
- Collect data on client progress at the beginning and end of group and share findings with group members to facilitate reflective growth among group members.

** LPCC Only Candidates, minimum 280 hours in 6a + 7a.

8. Prevention education and training. (minimum 10 hours)

How has the Candidate demonstrated:

- 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:

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

9. Research, program evaluation, and technology. (minimum 10 hours)

How has the Candidate demonstrated:

- 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.
- Develops professional presentations utilizing PowerPoint, Prezi, or other multi-media platforms.

10. Skills in assessment, appraisal, and testing of individuals. (minimum 10 hours)

How has the Candidate demonstrated:

- Familiarity with basic concepts of standardized and non-standardized testing and other assessment techniques.
- Sensitivity to issues of social and cultural factors related to assessment and evaluation of individuals and groups.
- Understanding of ethical strategies for selecting, administering, and interpreting assessment instruments and techniques in counseling.

Examples:

- Assess clients/students using a personality assessment (True Colors, Myers-Briggs, etc.) and accurately interpret results.
- Utilize formal assessment instruments to detect substance use and other risky behavior.

School Counselor Performance Expectations (SCPEs)

Candidates must complete a minimum of 100 hours for SCPE three, four, and five. Candidates who will seek LPCC licensure must complete a minimum of 280 hours of face-to-face direct service, which includes individual, family, and/or group counseling. Candidates who will seek a PPS credential must complete a minimum of 150 hours of face-to-face direct service, which includes individual, family, and/or group counseling.

For those Candidates working toward a PPS credential, the CCTC mandates that 150 hours shall be devoted to issues of diversity. This includes working with a minimum of ten clients from a different racial/ethnic background within individual or group counseling. The Candidate will demonstrate this by working with clients from diverse backgrounds (e.g., culture, race, ethnicity, gender, language, ability/exceptionality, sexual orientation, gender identity, geographic area, religion/spirituality, and socioeconomic status). This involves an awareness of self, an awareness of others, and culturally responsive counseling practices. Culturally competent counselors are attuned to the existing power/privileges, discrimination, oppression, and marginalization and how these impact their clients and their own effectiveness with clients. Culturally competent counselors affirm the multiple identities and backgrounds of their clients and utilize inclusive language in all communication.

Each section of the SCPE is accompanied by a comprehensive list of skills and abilities that candidates are required to proficiently showcase, as stipulated by the CTC guidelines. The items highlighted in bold necessitate full completion and practical demonstration at fieldwork sites. Meanwhile, items emphasized in italics denote areas in which candidates will receive supplementary instruction within their fieldwork course. Moreover, items presented with a subtle grey shading signify the anticipated foundational knowledge expected of candidates prior to embarking on their fieldwork endeavors.

1. SCPE 1: Foundations of School Counseling Professional Standards

The Candidate must demonstrate the following:

- Identify and understand the model framework for school counseling programs, specifically the American School Counselor Association (ASCA) National Model for School Counseling programs and the ASCA Mindsets and Behavior Standards.

Examples:

- Provide counseling to an individual student or group of students who are from a background different than his/her own.
- Develop and implement a prevention/intervention geared toward a population with diverse needs.
- Plan and conduct a workshop, classroom guidance lesson, or school-wide event to educate others on issues related to diversity (e.g., sensitivity training).
- Discuss diversity issues related to a client/case with Site Supervisor.
- Consult with a parent, teacher, or colleague about diversity related issues.

2. SCPE 2: Professionalism, Ethics, and Legal Mandates

The Candidate must demonstrate the following:

- Articulate and provide an example of an individualized self-care plan to ensure long-term wellness and professionalism to successfully cope with high stress situations.
- Knowledge of federal and state laws, county ordinances, and district policies related to the rights of historically marginalized populations, including but not limited to: special needs population, English learner, undocumented youth, racial and ethnic minorities, foster youth, homeless, social and economically disadvantaged, and LGBTQ+.
- Maintaining professional and ethical boundaries in school counseling relationships per professional association ethical guidelines created by American School Counselor Association (ASCA), American Counseling Association (ACA), and American Psychological Association (APA).
- Display professional disposition related to conduct, communication, demeanor, and presentation (written/oral) within the school counseling program and profession.

Examples:

- Contact Child Protective Services to uphold mandated reporting responsibilities.
- Participate in an SST/IEP meeting and/or writing SST/IEP goals.
- Educate parents or clients on their educational rights.
- Explain an attendance policy to a parent or student or attend a SARB meeting.
- Provide informed consent to client(s) or legal guardians, including limits to confidentiality.
- Obtain a signed release of information to share information with third parties.
- Consult with colleagues or other stakeholders regarding legal rights/protections related to foster youth, homelessness, bullying/harassment, nondiscrimination, etc.

3. SCPE 3: Student Academic Development (minimum 100 hours)

The Candidate must demonstrate the following:

- **Demonstrate the role of the school counselors in academic tiered systems of support, and develop strategies to intervene academically through appraisal, advisement, individual student planning, goal-setting, etc.**
- *Demonstrate knowledge of high school graduation requirements in assisting pupils to develop appropriate academic plans, including alternative pathways to high school completion (for example, General Education Development (GED) test, A-G requirements, waivers for homeless, foster and probation youth, California High School Proficiency Exam (CHSPE).*
- Ability to link the relationship of pupil academic performance to the world of work, family life, and community service.
- **Identify the factors associated with prevention and intervention strategies to support academic achievement and ensure equitable access to resources promoting academic achievement, college and career development, and social/emotional development for every student, such as: motivation, student efficacy, time management, study skills, constructive problem solving, and teacher-student rapport.**
- **Identify support systems and processes for students to successfully transition between school levels (such as proving summer bridge programs for elementary to middle school, middle to high school).**
- Knowledge and understanding of state and local academic standards, grading policies and state testing.
- **Identify and explain English Language Development (ELD) class placement and reclassification process, and methods to support success through the reclassification process.**
- *Awareness and understanding of parent rights and processes associated with Individual Educational Plan (IEP), Section 504 Plan, and other academic accommodation and modification programs.*
- Understand and apply approaches that recognize the importance of building on students' strengths and assets as a foundation for supporting all students, especially historically underserved students including students from low socioeconomic backgrounds, ethnicity subgroups, English learners, foster youth, homeless youth and students with special needs.

Examples:

- Deliver a classroom guidance lesson on time management.
- Discuss the process of short-term and long-term goals with students.
- Meet with students and/or parents to develop educational plans, collaborate with other stakeholders at IEPs, SSTs, SART and SARB.

4. SCPE 4: Student College and Career Development (minimum 100 hours)

The Candidate must demonstrate the following:

- Articulate the role of the school counselors in PreK-12 college/career tiered systems of support.
- Knowledge of state and local graduation requirements, and provisions for marginalized populations.
- **Ability to promote developmentally appropriate college affordability planning and establishing a school wide career and college culture throughout PreK-12 schools.**
- **Apply educational transitional strategies, including career development and exploration, throughout the lifespan including using multiple career assessments and planning tools.**
- *Knowledge and understanding of local and national career and job market trends.*

Examples:

- Provide classroom presentations about career trends.
- Present a career development workshop using an interest/career inventory in a classroom to help students find career interest/options. For example, the program Career Zone.

5. SCPE 5: Social/Emotional Development (minimum 100 hours)

The Candidate must demonstrate the following:

- **Model and demonstrate essential counseling skills, techniques, and strategies in individual counseling, including but not limited to addressing social/emotional and mental health, needs, crises and traumas that are barriers to student achievement.**
- **Model and demonstrate essential counseling skills in group counseling within psycho-educational and/or psycho-analytic frameworks to address root causes and underlying issues impeding student achievement, including building rapport, showing empathy, and providing non-judgmental support to students.**
- **Articulate the role of school counselors in Multi-Tiered Systems of Support (MTSS) and apply the MTSS framework to promote social and emotional learning of pupils in a non-judgmental and inclusive manner.**
- **Develop cultural competency and demonstrate skill in helping pupils to respect and understand alternative points of view to accept, respect, and value differences, such as cultural diversity and family configuration patterns.**
- **Articulate the intervention processes and considerations utilized in the delivery of responsive services including individual/small group/crisis response.**
- **Demonstrate an ability to counsel and address mental health needs of students during times of transition, separation, heightened stress and critical change, and how to access community programs and services that assist all student needs.**
- **Understand what defines a crisis, identifies the appropriate responses, and develops a variety of intervention strategies to meet the needs of the individual, group, or school community before, during, and after crisis response.**
- **Articulate and demonstrate the role of the comprehensive school counseling program in the school crisis/post-crisis plan.**
- **Demonstrates knowledge of trauma-informed care processes and the ability to create interventions aligned with trauma-informed care practices to support student achievement.**
- **Develop, implement, and monitor prevention, education, and intervention programs, such as: cyber-bullying, restorative practices, self-harm, social media literacy, Alcohol, Tobacco and Other Drugs (ATOD), suicide,**

school truancy, sex trafficking, retention rates, pregnancy, LGBTQ+ awareness and empowerment.

- **Demonstrates knowledge of and skills in developing, organizing, presenting, and evaluating preventative and proactive in-service education programs for school staff.**
- **Demonstrate the ability to promote school connectedness and understand the benefits of enrichment and extracurricular engagement, such as school clubs, sports, and other extracurricular activities.**
- **Attend continuing education sessions for professional development on topics related to crisis, trauma, and mental health services provided to students in the PreK-12 school system.**
- **Demonstrate the ability to provide an initial assessment of a student's mental health needs and make the appropriate referrals within and external to the school site.**
- **Articulate and demonstrate the school counselor's responsibility to develop and lead comprehensive student support system in collaboration with teachers, administration, other PPS professionals, and community partners/agencies.**

Examples:

- Meet with students and/or their parents to provide direct counseling or participate in an IEP, SST, SARB or SART meeting.
- Create a series of workshops on topics addressing common self-esteem issues faced by high school students.
- Coordinate team meetings at a school or agency to provide appropriate interventions for at-risk students or clients.
- Provide counseling to a client/student who has a minor argument with a colleague during a non-scheduled session.
- Establish individual goals with a client/student to work through during their sessions and refer to outside agencies when necessary.
- Develop a peer mediation program, oversee, and train mediators.
- Lead a boy's social skills group and set goals for each group member to meet.
- Through group counseling sessions, collect and analyze data. After analyzing the data, use a data-based decision-making process to create changes to the meeting to best support the clients/students in the group.

6. SCPE 6: Educational Foundations: Growth and Development, Learning Theory, Academic Achievement

The Candidate must demonstrate the following:

- **Compare and contrast learning theories in education and integrate applicable theories into a model lesson on school counseling core curriculum.**
- Knowledge of systemic and environmental factors affecting human development, function and behavior.
- **Develop, present, and evaluate a classroom lesson on school counseling core curriculum, including formative and summative assessments.**
- **Demonstrate effective classroom management skills and strategies, including developing, implementing, and consulting on successful practices such as classroom systems and procedures, positive behavior interventions and supports (PBIS), restorative practices, tiered systems of support (academic and social/emotional), and individual student support plans.**
- Understand the needs of diverse learners, including adapting to the dynamics of difference in cross cultural relationships for effective classroom management. Understanding the impact of counselor identity (racial, ethnic, gender, sexual orientation, socioeconomic status) as a factor in effective classroom management.
- **Review and analyze appropriate state and national evidence-based curriculum for Pre-K-12 social/emotional learning.**

- Identify and apply student engagement strategies and pedagogical best practices.
- **Recognize early signs and predictors of student learning barriers and apply measurable intervention strategies.**
- Examine and identify factors that impede or limit student development including stereotyping, socioeconomic status, language development, school climate, and discrimination. Understand, develop, and encourage collective and student efficacy to increase student achievement.

Examples:

- Evaluate student transcripts to make sure they are fulfilling graduation requirements and college/university requirements based on student’s career goals.
- Assess clients/students using a personality assessment (True Colors, Myers-Briggs, etc.) and accurately interpret results.
- Work with students to complete their four-year educational plan.
- Identify students who are academically at-risk and place students in an after-school tutoring program.
- Discuss with parents a student’s academic future and methods to support the student outside of the school.
- Develop an educational four-year plan that includes a discussion of life after high school.
- Evaluate a student’s educational performance and placement in academic tutoring and/or mentoring programs.
- Collaborate with teachers to present a guidance lesson on relationships with 9th graders reading *Romeo & Juliet*.
- Research classroom management strategies and through a collaborative process, work with a teacher to implement those that will best support the specific group of students.
- Consult and/or collaborate with teachers, administrators, school psychologists and other stakeholders for the purposes of providing knowledge and developing plans or programs that enhance the learning or students.

7. SCPE 7: Leadership and Advocacy in Social Justice, Equity, and Access

The Candidate must demonstrate the following:

- Understand and demonstrate the school counselor’s role as a leader, advocate, and systems change agent based on leadership and change theory leading to equitable outcomes.
- **Articulate the impact of school, district and state educational policies, procedures, and practices that support and impede student success.**
- Integrate multicultural and pluralistic trends when developing and choosing school counseling core curriculum.
- Ability to understand and apply cultural competencies and social justice competencies with marginalized populations.
- Identify and address prejudice, power, personal biases (implicit and explicit) and attitudes, oppression and privilege that affect self, pupils, and all stakeholders.
- Demonstrate knowledge of federal and state laws, county ordinances, and district policies related to the rights and treatment of historically marginalized populations, including but not limited to special needs population, English learner, undocumented youth, racial and ethnic minorities, foster youth, homeless youth, social & economically disadvantaged, LGBTQ+, and gender identity.
- Understands the leadership role of school counselor in engaging in collaborative work with school administrators, teachers, other pupil personnel services staff, and outside agencies.
- Understand and apply theories and principles of equity within the educational context for the purpose of creating more safe, secure and nurturing learning environments that promote and support student success.
- Understand and apply processes to improve schooling for all students with an emphasis on vulnerable and historically underserved students by examining student academic performance, student engagement, student discipline, school culture, family involvement, and other programmatic supports in the school for the purposes of providing equitable access for all students.

Examples:

- Attend board of education meetings, participate in end of the year evaluations, and plan meetings or collaborate

with colleagues at other sites to develop and improve current programs.

- Participate in staff development and in-service programs.
- Create online or paper-based need assessments to research how to better support students
- Lead anti-bullying workshops for clients/students, staff, and parents.
- Lead a meeting with staff and faculty to brainstorm ideas for a school-wide referral system

8. SCPE 8: Program Development

The Candidate must demonstrate the following:

- Understands the organization and structure of schools as part of district, county, and state educational systems.
- **Plan, develop, implement, and evaluate a comprehensive school counseling program and the program's role connected with the overall school plan.**
- **Use data to articulate the impact of comprehensive school counseling programs, including academic, college/career and social emotional development for all students in traditional and alternative educational systems.**
- **Demonstrate the ability to design, develop, and deliver prevention and intervention programs based on a comprehensive student needs assessment.**
- Understand the interrelationships among prevention and intervention strategies within school organization and the community.
- **Ability to identify needs of multiple school stakeholders and engage in school, family, and community partnerships/relationships.**
- **Ability to use and interpret state, county, district, and school accountability systems data to help design, implement, and monitor comprehensive school counseling programs.**

Examples:

- Provides input during SST and other student-focused meetings.
- Collaborate with staff and the community in the development of a Career Day Fair for students and parents.
- Collaborate with the administration, faculty, and staff to create an annual school-wide carnival to raise money for the school.
- Assess current counseling services/programs to determine progress of the support system. As a result, implement changes in order to provide students a comprehensive counseling program.
- Have a comprehensive understanding of the school's crisis counseling plan to support the counseling team if it is needed.

9. SCPE 9: Research, Program Evaluation, and Technology

The Candidate must demonstrate the following:

- **Collect, evaluate, and share process, perception, and outcome data for school counseling program activities (i.e., classroom lessons, interventions).**
- **Conduct a program evaluation of a comprehensive school counseling program using technological applications such as computer software or web-based applications.**
- **Facilitate effective and appropriate outcomes in program management and individual student achievement, demonstrate skills in utilizing current technology for communication and collecting, organizing, distributing and analyzing data, and resources.**
- **Understands and demonstrates abilities in using and interpreting state accountability systems data to develop prevention and intervention programming.**
- **Possess knowledge, understanding, and experience with at least one student information system.**

Examples:

- Help and/or create a SPARC for school site.
- Create separate online surveys for parents, clients/students, and teachers to assess the mental health of the community.
- Develop a Power Point presentation on a needed topic at a school or agency, such as anger management, college choices, or self-esteem.

Please be sure to read the entirety of this Fieldwork Handbook for pertinent, Fieldwork-related information. All questions should be directed to Professor Gobrial, the Fieldwork Liaison for School Counseling, Mental Health and Guidance and Counseling Programs, at Esther.Gobrial@lmu.edu.

PROFESSIONAL ETHICAL STANDARDS

All field experience Candidates are required to be familiar with and conduct themselves according to the ethical standards of the American School Counselor Association, 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.

ASCA Ethical Standards for School Counselors

<https://www.schoolcounselor.org/About-School-Counseling/Ethical-Legal-Responsibilities>

ACA Ethical Guidelines for Counselors, Supervisors, and Researchers:

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

ONLINE FIELDWORK DOCUMENTATION

Throughout the Fieldwork experience, Candidates will be required to submit documentation to illustrate their on-site and in-class continuous progress to their LiveText Fieldwork Portfolio. Candidates should refer to their Course Syllabi and Fieldwork Instructors for more information. Surveys will also be completed through an online survey platform, *Qualtrics*. Fieldwork Candidates, Fieldwork Site Supervisors, and University Supervisors will receive emails at different periods of the semester to trigger responses to specific surveys. At the beginning of the semester, University Supervisors will provide Fieldwork Candidates a timeline regarding the distribution of surveys. It is the responsibility of the Candidate that all online surveys are completed including those of the Fieldwork Site Supervisors.

FIELDWORK PORTFOLIO AT THE CONCLUSION OF FIELDWORK

Fieldwork LiveText Portfolio: At the conclusion of Fieldwork II, candidates are required to turn in a Fieldwork Portfolio via LiveText. Candidates will be provided with both the Fieldwork Portfolio Template and Rubric at the start of Fieldwork I and will need to meet all FW requirements stated in the syllabi for FW I and II in order to receive credit in the courses.

For technical questions regarding LiveText contact LiveTexthelp@lmu.edu.

CANCELLATION OF FIELD EXPERIENCE 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 Fieldwork Liaison 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, as well as the University Supervisor and Fieldwork Liaison.

If cancellation 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 fieldwork 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 600-800 Fieldwork hours.

If Sites and/or Site Supervisors fail to meet Fieldwork requirements, or withhold required training experiences from Fieldwork Candidates, the LMU Counseling Program reserves the right to terminate the Fieldwork experience and/or the Fieldwork partnership. Our Counseling Policy dictates that partners (e.g. Community Mental Health Agencies, School Districts, Charter Schools, Private/Parochial Schools, etc.) who fail to adhere to our training requirements are unable to join our site list for the following two years, and only then with in-writing approval that all training requirements, as listed in the Fieldwork Handbook and MOU, are to be completed in their entirety. Failing to meet the training requirements of our candidates, as agreed upon in the MOU, is serious and leaves our candidates at risk of not receiving Fieldwork credit. Fieldwork Sites and Site Supervisors that fail to meet our requirements and have been removed from our approved site lists are unable to participate in Program Community Advisory Board meetings, accreditation visits (e.g. California CTC, CAEP), etc.

FREQUENTLY ASKED QUESTIONS

1. What is the difference between the Master of Arts in Counseling with a track of School Counseling (60 units) and a Master of Arts in School Counseling with PPS Credential (48 units)?

The Master of Arts in Counseling plus PPS (60 credits) is designed to prepare aspiring counselors for K-12 public, private, and parochial schools; college and university settings; and or community mental health settings. Completion of this program will result in eligibility to pursue LPCC licensure. The Master of Arts in School Counseling (48 units) is for Candidates who do not intend to pursue the LPCC.

2. 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.

3. 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.

4. 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.

5. Will I be provided information on the PPS Credential process?

For information regarding the credential process, please contact the SOE's Credential Office at soecredentials@lmu.edu.

Please also visit the SOE Credentialing website:

<https://soe.lmu.edu/studentssuccess/credentialservices/pupilpersonnel-services/schoolcounselingclear/>

6. 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.

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

Candidates on the *School Counseling or Mental Health tracks* 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, these 9 units MUST include the candidate's Fieldwork experience.**

APPENDIX A

FIELDWORK I APPLICATION: School Counseling and Mental Health Tracks

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 [CHECK ONE]: 48-UNIT, 60-UNIT WITH PPS, 60-UNIT WITHOUT PPS

CHECK THAT THE FOLLOWING DOCUMENTS ARE IN YOUR CANDIDATE FILE:

- FINGERPRINT CLEARANCE (COC) DOCUMENT
- CBEST PASSING SCORE REPORT (PPS ONLY)
- CANDIDATE DISPOSITION FORMS
- COPY OF ALL TRANSCRIPTS
- APPROVED PRE-COUNSELING EXPERIENCE DOCUMENTATION OF 10 HOURS

CHECK THAT THE FOLLOWING DOCUMENTS ARE SUBMITTED WITH THIS APPLICATION:

- FIELDWORK APPLICATION AND PLANNING DOCUMENT
- EVIDENCE OF PROFESSIONAL LIABILITY INSURANCE
- EVIDENCE OF MEMBERSHIP IN A PROFESSIONAL COUNSELING ORGANIZATION
- MY SELF-CARE PLAN
- REVIEWED ALL DOCUMENTS, REQUIREMENTS, ROLES & RESPONSIBILITIES WITH SITE SUPERVISOR(S) AND OBTAINED SIGNATURES

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 6393	Assessment, Appraisal, and Diagnosis	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 6508	Student Diversity & Exceptionalities	3			
Advanced Level Courses					
EDSP 6386	Culturally Responsive Counseling with Individuals	3			
EDSP 6395	Counseling for Addictions and Substance Use Disorders	3			
EDSP 6396	Human Sexuality and Gender Identity	3			
EDSP 6392	Psychopharmacology	3			
EDSP 6400	Community Psychology: Theories and Practice	3			
Specialization Level Courses					
EDSP XXXX	Fieldwork in Specialization I	3			
EDSP XXXX	Fieldwork in Specialization II	3			
EDSP 6995	Comprehensive Exam	0			

APPENDIX B (4 PAGES)

FIELDWORK PLANNING DOCUMENT: School Counseling and Mental Health 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 [CHECK ONE]: 48-UNIT, 60-UNIT WITH PPS, 60-UNIT WITHOUT PPS

First Semester of Fieldwork:

Fall 20 _____

Spring 20 _____

Units Enrolled _____

Second 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: _____

If School Counseling, which School District/Charter School Network? _____

Fieldwork Site Supervisor Name & Title: _____

Credential and/or License type and Credential and/or License #: _____

Original Issue Date: _____ Expiration Date: _____

Phone Number _____ Email Address: _____

Check which semester(s) you will be at this site for Fieldwork I Fieldwork II

Is this a paid fieldwork placement? YES / NO

[IF APPLICABLE] Fieldwork Site 2: _____

If School Counseling, which School District/Charter School Network? _____

Fieldwork Site Supervisor Name & Title: _____

Credential and/or License type and Credential and/or License #: _____

Original Issue Date: _____ Expiration Date: _____

Phone Number _____ Email Address: _____

Check which semester(s) you will be at this site for: Fieldwork I Fieldwork II

Is this a paid fieldwork placement? YES / NO

[IF APPLICABLE] Fieldwork Site 3: _____

If School Counseling, which School District/Charter School Network? _____

Fieldwork Site Supervisor Name & Title: _____

Credential and/or License type and Credential and/or License #: _____

Original Issue Date: _____ *Expiration Date:* _____

Phone Number _____ Email Address: _____

Check which semester(s) you will be at this site for: Fieldwork I Fieldwork II

Is this a paid fieldwork placement? YES/ NO

APPENDIX C

FIELDWORK I APPLICATION: Child Welfare and Attendance 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 [CHECK ONE]: CWA with PPS, CWA ONLY

CHECK THAT THE FOLLOWING DOCUMENTS ARE IN YOUR CANDIDATE FILE:

OPTION 1:

___ CURRENTLY ENROLLED IN A LMU PPS PROGRAM (COUNSELING/SCHOOL COUNSELING) (FIELDWORK LEVEL)

___ CURRENTLY ENROLLED IN THE LMU SCHOOL PSYCHOLOGY PROGRAM (INTERNSHIP LEVEL)

___ POSSESS A VALID PPS CREDENTIAL [TYPE: _____ ISSUE DATE: _____ EXPIRATION DATE: _____]

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
CWA Courses					
EDSP 5303	Foundations in Child Welfare and Attendance	3			
EDSP 5304	School Attendance Improvement and Truancy Remediation: Prevention and Intervention	3			
EDSP 5305	CWA Supervision in Community Partnerships and Fieldwork Hours	3			

APPENDIX D (3 PAGES)

FIELDWORK PLANNING DOCUMENT: Child Welfare and Attendance 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 [CHECK ONE]: ___CWA with PPS, ___CWA ONLY

Semester of Fieldwork:

Fall 20_____

Spring 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

CWA Fieldwork Site 1: _____

School District/Charter School Network? _____

Fieldwork Site Supervisor Name & Title: _____

Credential type (including CWA Added Authorization, if applicable): _____

Original Issue Date: _____ *Expiration Date:* _____

Phone Number _____ Email Address: _____

[IFAPPLICABLE] CWA Fieldwork Site 2: _____

School District/Charter School Network? _____

Fieldwork Site Supervisor Name & Title: _____

Credential type (including CWA Added Authorization, if applicable): _____

Original Issue Date: _____ *Expiration Date:* _____

Phone Number _____ Email Address: _____

This planning activity is geared towards identifying relevant strengths and experiences the Candidate brings to CWA 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. 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 CWA counselor.

2. Describe significant course and course-related experience you have had that prepare you to be a CWA counselor.

3. Describe any other experiences that may not have been covered in #1 and #2.

APPENDIX E

SCHOOL COUNSELING TRACK- CONSENT TO RECORD TEMPLATE [ENGLISH]

NAME OF SCHOOL
ADDRESS
PHONE



NAME OF PRINCIPAL
PRINCIPAL
PHONE

Dear Parent/Guardian(s):

Your child has been identified as someone who might benefit from counseling services at school to support his or her development and academic success. The counseling sessions that occur with your child are confidential in nature, except where disclosures are required by law such as in the event of child abuse/neglect or if a student’s statements represent a danger to one’s self or to others. Typically, individual counseling sessions focus on a range of topics such as self-esteem, social skills, education/career-related issues, and personal choices.

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. 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 and Credential in Counseling.

Your signature below indicates that you are granting permission for your child to participate in weekly counseling with **INTERN NAME** and for the counseling sessions in which your child participates to be audio and/or video recorded. Additionally, your child’s signature below indicates that he/she agrees to participate in counseling sessions with **INTERN NAME** and is aware that those sessions will be audio/video recorded. The audio/video recording 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 child’s 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 with a copy of this signed consent form for your records and you may choose to revoke this consent at any time. Your child’s 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 your child 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

CHILD’S NAME AND DOB

PARENT/GUARDIAN’S NAME

CHILD’S SIGNATURE/ DATE

PARENT/GUARIDAN’S SIGNATURE/ DATE

APPENDIX F

SCHOOL COUNSELING TRACK- CONSENT TO RECORD TEMPLATE[SPANISH]

NAME OF SCHOOL/ORGANIZATION
ADDRESS
PHONE



NAME OF PRINCIPAL
PRINCIPAL
PHONE

Querido Padre/ Guardián,

Su hijo/a ha sido identificado como alguien que podría beneficiarse de los servicios de asesoramiento en la escuela para apoyar su desarrollo y éxito académico. Las sesiones de asesoramiento que ocurren con su hijo/a son confidenciales excepto en el caso de negligencia o del abuso infantil, o si las palabras del estudiante representan un riesgo a sí mismo o a otros. Típicamente, las sesiones de asesoramiento se enfocan en una serie de temas, como la autoestima, las habilidades sociales, asuntos de la educación o la carrera, y decisiones personales.

Este año soy afortunada de tener un interno/a de asesoramiento que trabajara bajo mi supervisión. En consecuencia, **NOMBRE INTERNO** proporcionará sesiones individuales y grupales de orientación con los estudiantes. Como parte de su entrenamiento, sus sesiones de consejería con los estudiantes tendrán que ser audio y / o video grabadas para revisión y evaluación. **NOMBRE INTERNO** es una estudiante de Loyola Marymount University, trabajando hacia un título de maestría y credencial en consejería de escuela.

Su firma indica que usted está dando permiso para que su hijo participe en el asesoramiento semanal con **NOMBRE INTERNO** y que las sesiones de orientación sean audio y / o video grabadas. Además, la firma de su hijo a continuación indica que él / ella está de acuerdo en participar en sesiones de consejería con **NOMBRE INTERNO** y es consciente de que las sesiones serán audio y / o video grabadas. El disco grabado se utilizará para fines de supervisión, educación y formación de **NOMBRE INTERNO** y, en este sentido, sólo se compartiran con los supervisores, los evaluadores y / u otros estudiantes de posgrado en el programa de servicios de asesoramiento para estos fines educativos. Las siguientes precauciones se tomarán para proteger la identidad de su hijo.

- Después de revisar las habilidades del interno/a de asesoramiento, la grabación será borrada. Antes de borrar la grabación, una cadena de registros de custodia se establecerá para que todas las personas que tenían acceso a la grabación estén registrados.
- Sujeto a los requisitos legales, a petición del estudiante, la cinta de audio / vídeo se apagará y / o cualquier parte de la cinta se borrara bajo petición.

Se le proporcionará una copia de este formulario de consentimiento firmado para sus archivos y usted puede optar por revocar este consentimiento en cualquier momento. La capacidad de su hijo para participar y recibir servicios de orientación no depende de la aceptación de la concesión de este permiso. Además, si usted decide revocar a su hijo/a después que las sessions comenzaron, esto no va a interferir con los servicios de asesoramiento de su hijo/a, ni afectara el nivel de los servicios dados.

Por favor, no dude en contactarse conmigo **(###) ###-####** con cualquier pregunta o preocupación.

Gracias,

SUPERVISOR NAME
Consejero Escolar

INTERN NAME
Interno/a de asesoramiento

Nombre de hijo/a y fecha de nacimiento

Nombre de Padre/ Guardián

Firma del hijo/a y fecha

Firma del Padre/Guardián y fecha

APPENDIX G

MENTAL HEALTH COUNSELING TRACK- CONSENT TO RECORD TEMPLATE [ENGLISH]

NAME OF ORGANIZATION
ADDRESS
PHONE



NAME OF SUPERVISOR
SUPERVISOR
PHONE

Dear Client:

The counseling sessions that occurs with you is confidential in nature, except where disclosures are required by law such as in the event of child abuse/neglect or if your statements represent 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 counseling to you. 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 Counseling.

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

CLIENT’S NAME AND DOB

CLIENT’S SIGNATURE/ DATE

PARENT/GUARDIAN’S NAME (if client is under the age of 18)

PARENT/GUARDIAN’S SIGNATURE/ DATE (if client is under the age of 18)

APPENDIX H

MENTAL HEALTH COUNSELING TRACK- CONSENT TO RECORD TEMPLATE [SPANISH]

NAME OF ORGANIZATION
ADDRESS
PHONE



NAME OF SUPERVISOR
SUPERVISOR
PHONE

Querido Cliente,

Ha sido identificado como alguien que podría beneficiarse de los servicios de asesoramiento para su éxito personal. Las sesiones de asesoramiento que ocurren son confidenciales excepto en el caso del abuso infantil o adultos mayores, o si las palabras de usted representan un riesgo a sí mismo o a otros. Típicamente, las sesiones de asesoramiento se enfocan en una serie de temas, como la autoestima, las habilidades sociales, asuntos de la educación o la carrera, y decisiones personales y profesionales.

Este año soy afortunada de tener un interno/a de asesoramiento que trabajara bajo mi supervisión. En consecuencia, **NOMBRE INTERNO** proporcionará sesiones individuales y grupales de orientaciones basadas en teoría consejería. Como parte de su entrenamiento, sus sesiones de consejería tendrán que ser audio y / o video grabadas para revisión y evaluación. **NOMBRE INTERNO** es una estudiante al nivel maestría de Loyola Marymount University, trabajando hacia un título de en consejería.

Su firma indica que usted está dando permiso para que usted participe en el asesoramiento semanal con **NOMBRE INTERNO** y que las sesiones sean audio y / o video grabadas. Además, la firma indica que está consciente de que las sesiones serán audio y / o video grabadas. El disco grabado se utilizará para fines de supervisión, educación y formación de **NOMBRE INTERNO** y, en este sentido, sólo se compartiran con los supervisores, los evaluadores y / u otros estudiantes de posgrado en el programa de servicios de asesoramiento para estos fines educativos. Las siguientes precauciones se tomarán para proteger su identidad.

- Después de revisar las habilidades del interno/a de asesoramiento, la grabación será borrada. Antes de borrar la grabación, una cadena de registros de custodia se establecerá para que todas las personas que tenían acceso a la grabación estén registrados.
- Sujeto a los requisitos legales, a petición de usted, la cinta de audio / vídeo se apagará y / o cualquier parte de la cinta se borrara bajo su petición.

Se le proporcionará una copia de este formulario de consentimiento firmado para sus archivos y usted puede optar por revocar este consentimiento en cualquier momento. La capacidad de usted para participar y recibir servicios no depende de la aceptación de la concesión de este permiso. Si usted decide revocar después que las sessions comenzaron, esto no va a interferir con los servicios de asesoramiento, ni afectara el nivel o calidad de los servicios dados.

Por favor, no dude en contactarse conmigo **(###) ###-####** con cualquier pregunta o preocupación.

Gracias,

SUPERVISOR NAME
Supervisor

INTERN NAME
Interno/a de asesoramiento

Nombre del Cliente

Firma del Cliente

Fecha

Firma del Interno

Fecha



Individual Self-Care Plan

Self-care

Self-care is important, especially for those in the helping professions. It entails taking responsibility for yourself to maintain a healthy and balanced lifestyle through individualized, proactive activities. Maintaining self-care is not just a personal luxury; it is an ethical imperative and an essential safeguard against safeguard. If self-care is neglected, there is risk of emotional exhaustion, compassion fatigue, and compromised therapeutic effectiveness. To ensure long-term wellness and professionalism, developing an individualized self-care plan to empower coping with stressor/s and maintaining commitment to ethical practice.

- **Ethical Responsibility:** As counselors, the well-being of your clients is directly related to your own well-being. An emotionally and mentally drained counselor is less capable of providing effective care. Ethical guidelines mandate that counselors prioritize their self-care to prevent harm to their clients.
- **Burnout Prevention:** Counseling is emotionally demanding work involving active listening to clients' struggles and traumas. Without proper self-care, the accumulation of stress and vicarious trauma can to burnout, impacting the counselor's ability to function effectively.
- **Enhancing Empathy and Compassion:** Engaging in self-care practices nurtures a counselor's empathy and compassion, allowing one to connect more genuinely with their clients and understand their unique needs.
- **Modeling Healthy Behavior:** By practicing self-care, counselors model healthy coping mechanisms for their clients, encouraging them to prioritize their own well-being.
- **Career Longevity:** Investing in self-care can extend a counselor's career by preventing early burnout and reducing the likelihood of leaving the profession prematurely.



**Loyola
Marymount
University**

**Department of Specialized
Programs in Professional
Psychology**
School of Education

University Hall
1 LMU Drive, Suite 1500
Los Angeles, California
90045-2659

T 310.568.6854
310.568.6640
www.lmu.edu

An effective self-care plan should be personalized to suit the counselor's specific needs and preferences. It should encompass various aspects of well-being, including physical, emotional, social, and spiritual components. Below is an example of an individualized self-care plan:

Physical Self-Care: As always, please make sure to consult with your primary care doctor before participating in any physical activity or taking any nutritional advice.

- Engage in regular exercise, such as yoga, jogging, or dancing, to release tension and promote physical well-being.
- Prioritize nutritious meals and maintain a balanced diet to nourish the body. • Ensure sufficient sleep each night to enhance cognitive function and emotional resilience.

Emotional Self-Care:

- Practice mindfulness and meditation to stay present and reduce stress.
- Set aside time for journaling or artistic expression as a means of processing emotions.
- Seek regular supervision or consultation with a trusted colleague to discuss challenging cases and emotions.

Social Self-Care:

- Cultivate a supportive network of friends and family for emotional support and encouragement.
- Schedule regular social activities to prevent isolation and promote a sense of belonging.

Spiritual Self-Care:

- Engage in activities that align with personal values and beliefs, such as volunteering or participation in community events.
- Spend time in nature or engage in reflective practices to foster a sense of inner peace.

Professional Self-Care:

- Set clear boundaries with clients to manage workload and prevent overextension.
- Attend workshops, conferences, or continuing education on programs to enhance professional skills and knowledge.
- Seek regular professional supervision to discuss ethical challenges and receive guidance on complex cases.



Stress Level

To be able to recognize the presence of stressors and its effects is important for self-care. For a list of life events that typically cause stress, consider the “Holmes-Rahe Life Stress Inventory.”

1. Develop a list of potential stressors.
2. Review the list and distinguish between “General Stressors” and “Specific Stressors.”
For example, “General Stressors” may include pressure, overload, etc. “Specific Stressors” may include personal health concerns, lack of administrator support, finances, etc.

Coping Skills

To be able to cope with stressors is important for self-care.

1. Reflect on your current coping skills.
2. Develop a list of your current coping skills.
3. Review the list and distinguish between “Healthy Coping Skills” and “Unhealthy Coping Skills.”
4. Highlight at least 3 “Healthy Coping Skills.”

Self-Care Plan

Understanding the approaches that can be utilized to cope with stressor/s, such as eliminating the stressor/s (E), adjusting perception of stressor/s (P), limiting exposure to stressor/s (LE), and/or minimizing the impact of the stressor/s (M).

Current Stressor	Current Coping Skill	Additional Self-Care/Coping Skills:



Department of Specialized
Programs in Professional
Psychology
School of Education

University Hall
1 LMU Drive, Suite 1500
Los Angeles, California
90045-2659

T 310.568.6854
310.568.6640
www.lmu.edu

As counselors, we play a crucial role in supporting others through challenging times, making it essential for us to prioritize our self-care. By doing so, we uphold our ethical responsibility, prevent burnout, and maintain the empathy and effectiveness needed to provide quality care. An individualized self-care plan is key to ensuring long-term wellness and professionalism, empowering counselors to cope successfully with high-stress situations and continue making a positive impact on their clients' lives.

Please articulate and provide below your individualized self-care plan (including each of the following components: physical, emotional, social, spiritual, and professional) to ensure long-term wellness and professionalism to successfully cope with high-stress situations.



**Loyola
Marymount
University**

**Department of Specialized
Programs in Professional
Psychology**
School of Education

University Hall
1 LMU Drive, Suite 1500
Los Angeles, California
90045-2659

T 310.568.6854
310.568.6640
www.lmu.edu

I, hereby acknowledge the importance of maintaining my own well-being as an integral part of my ethical responsibility and professional commitment as a counselor. I understand that following an individualized self-care plan is crucial to prevent burnout, enhance empathy, and sustain my effectiveness in providing support to my clients. Therefore, I commit to diligently and wholeheartedly follow my self-care plan to ensure my long-term wellness and professionalism in coping with high-stress situations. By prioritizing self-care, I aim to continue serving my clients with the utmost care, compassion, and dedication, while also setting a positive example for their own well-being.

Print Name: _____

Signature: _____ **Date:** _____



**Department of Specialized
Programs in Professional
Psychology**
School of Education

University Hall
1 LMU Drive, Suite 1500
Los Angeles, California
90045-2659

T 310.568.6854
310.568.6640
www.lmu.edu

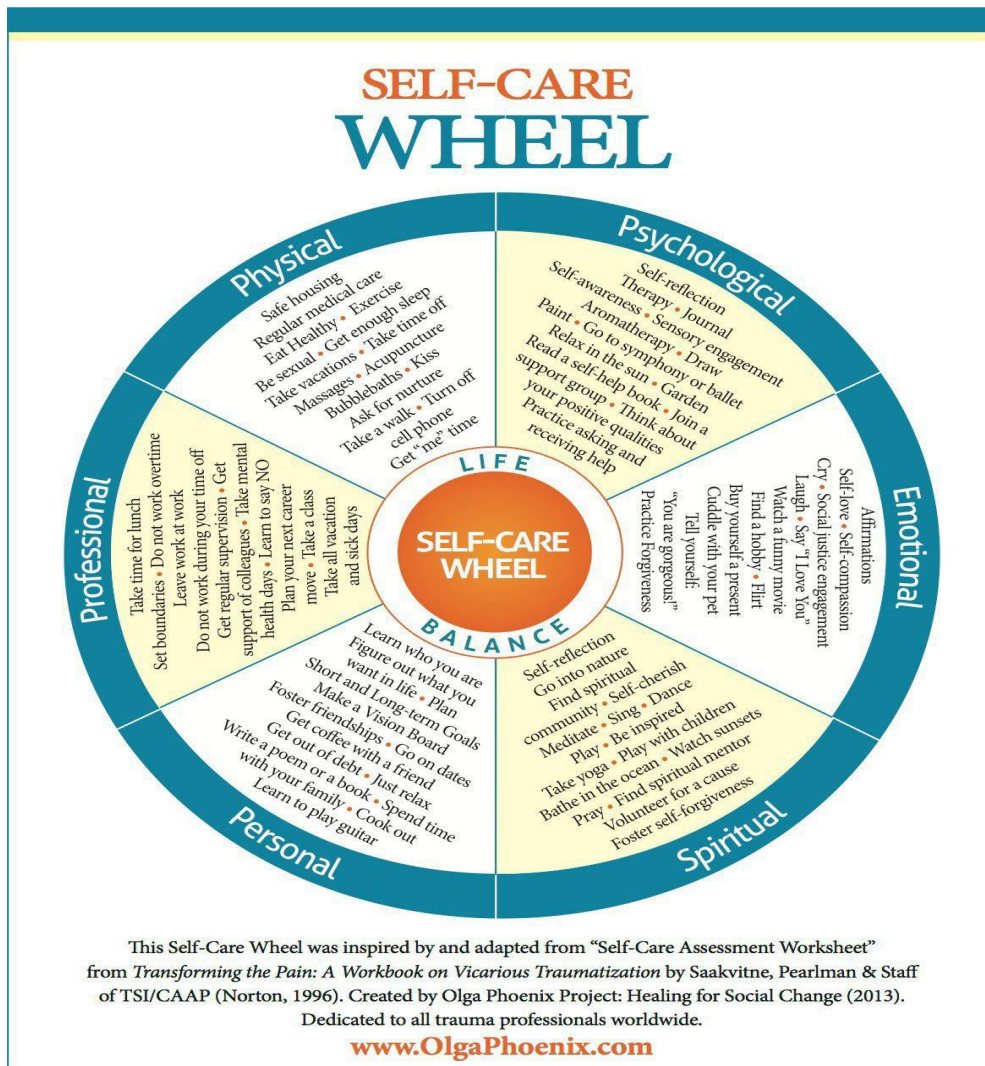
Important Links

[Community of Care @ LMU](#)

[Student Health Services @ LMU](#)

[Student Psychological Services @ LMU](#)

Please see Self-Care Wheel for additional examples:





School Counseling Fieldwork: *Required School Counseling Performance Expectations and Experiences*

Pupil Personnel Services: School Counseling Performance Expectations (SCPEs)

The following SCPEs are required to be met at the completion of the candidate's two-semester, 600 – 800 hour Fieldwork experience. Please refer to the Fieldwork Handbook for a detailed description of each requirement.

- SCPE 1: Foundations of School Counseling Professional Standards
- SCPE 2: Professionalism, Ethics, and Legal Mandates
- SCPE 3: Student Academic Development (minimum 100 hours)
- SCPE 4: Student College and Career Development (minimum 100 hours)
- SCPE 5: Social/Emotional Development (minimum 100 hours)
- SCPE 6: Educational Foundations: Growth and Development, Learning Theory, Academic Achievement
- SCPE 7: Leadership and Advocacy in Social Justice, Equity, and Access
- SCPE 8: Program Development
- SCPE 9: Research, Program Evaluation, and Technology

Site-Based Requirements

- Weekly supervision with Site Supervisor (minimum of one hour per week)
- One site visit per semester (if a candidate is at your site for two semesters, one of the site visits will be at your site, the other will be at the second site and you are encouraged, but not required, to participate)
- Candidate must complete five recordings per site (during one semester or between two semesters)
- Site Supervisor must review two recordings or observe two counseling sessions per semester
- Candidate Evaluation by Site Supervisor completed online (each semester candidate is assigned to Supervisor)

Please note candidates are not allowed to complete fieldwork placement with their employers. 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.

Mental Health Counseling Fieldwork: *Required Competencies and Experiences*

Mental Health Counseling Competencies

The following competencies are required to be met at the completion of the candidate's two-semester, 600-hour Fieldwork experience. Please refer to the Fieldwork Handbook for a detailed description of each.

1. Respond positively to issues of diversity (culture, race, ethnicity, gender, language, exceptionality, sexual orientation, geographic area, religion, and socioeconomic status). (minimum 150 hours)
2. Demonstrates the ability to apply professional ethical standards and legal mandates to the practice of counseling. (minimum 10 hours)
3. Demonstrates knowledge and skills in career development. (minimum 10 hours)
4. Ability to promote the social and emotional development of all clients. (minimum 10 hours)
5. Leadership skills. (minimum 10 hours)
6. Individual/family/dyadic counseling: Ability to help clients cope with intrapersonal and interpersonal problems on an ongoing basis as well as in crisis. (minimum 25 hours)
 - **6a: Direct Service: Face-to-face clinical counseling with clients
 - 6b: Case Conceptualization, Treatment Planning, and Progress Monitoring
7. Group counseling and facilitation. (minimum 20 hours)*
 - **7a: Direct Service: Face-to-face clinical counseling to small groups of clients
 - 7b: Case Conceptualization, Treatment Planning, and Progress Monitoring

Candidates **must LEAD one group or **CO-LEAD** two groups during their time in Fieldwork. A group consists of 2 or more clients focusing on the same topic (i.e. anxiety, test-taking, high school transition, DV support group, lunch bunch, etc.) that meet for a period of time (i.e. 6-8 sessions). **Candidates must log 20 hours within the 7a/7b category**, but do not need to log all 20 hours within 7a. The remaining hours can be logged in 7b to reflect the time spent preparing curriculum, organizing the group logistics, writing progress notes, etc.*

***LPCC Only Candidates, minimum 280 hours in 6a + 7a.*

8. Prevention education and training. (minimum 10 hours)
9. Research, program evaluation, and technology. (minimum 10 hours)
10. Skills in assessment, appraisal, and testing of individuals. (minimum 10 hours)

Site-Based Requirements

- Weekly supervision with Site Supervisor (At least one hour of director supervision for every five hours of client contact each week [one hour of direction supervision is one hour of individual supervision or two hours of group supervision in a group of no more than eight people])
- One site visit per semester
- Candidate must complete five recordings per semester
- Site Supervisor must review two recordings or observe two counseling sessions per semester
- Candidate Evaluation by Site Supervisor completed online (each semester candidate is assigned to Supervisor)

Please note candidates are not allowed to complete fieldwork placement with their employers. 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.

ROLES & RESPONSIBILITIES

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. Based on the Candidate's direct counseling interaction with clients, LPCC Track Fieldwork Site Supervisors may need to provide additional hours of supervision per 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, including development of leadership, advocacy, counseling, facilitation, coordination, and consultation skills, and professional competence in database decision making for the purpose of program design and evaluation.
- 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 placement** 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 online surveys and Candidate evaluations. The evaluations should be discussed with the Candidate prior to submission to the University.
- l) **View video recordings (minimum 2 per site)** 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.
- m) Supervisor will be evaluated by the Candidate on their: (a) abilities to create a supportive and caring learning environment wherein the Candidate can thrive and maximize their experiences, (b) abilities to lay out a clear, behaviorally-anchored learning outcomes agenda that will characterize the training supervision experience, (c) their knowledge of and willingness to convey to the Candidate counseling skills, techniques, and strategies that positions the trainee to do their best work with clients, (d) abilities to help the Candidate develop more than just counseling skills; to include development of an identity as a professional counselor and encouragement to maintain a healthy work/life balance, (e) knowledge of counseling with a broadly defined multicultural context, (f) their abilities to self-reflect with a focus on awareness of how their assumptions, biases, beliefs, prejudices, and stereotypes influence the counseling as well as supervisory process, and (g) their knowledge of laws and ethics pertaining to the professional practice of counseling.
- n) CTC and BBS require supervisors to complete mandatory supervision training in order to supervise candidates on the School Counseling PPS track or Mental Health Clinical Track. Please make sure to complete these trainings prior to supervising candidates. The CTC supervision training must include "models of supervision, the SCPEs, and program fieldwork requirements and share responsibility for the quality of field experience, design of field experiences, quality of clinical progress, and assessment and verification of candidate competence" (*Pupil Personnel Services: School Counseling Preconditions, Program Standards, and Performance Expectations, May 2020*).

UNIVERSITY SUPERVISOR RESPONSIBILITIES

- a) Will make Fieldwork Site visits (minimum 1 per semester) to discuss Candidate's progress (in-person or virtually).
- b) Will provide an orientation to the Fieldwork processes, documentation requirements, and evaluation procedures.
- c) Will facilitate all supervision classes; meeting with Candidates weekly during the Fall/Spring semester and semiweekly during the Summer semester (weekly during Summer semester for Mental Health Fieldwork) and meet with Candidates on an individual basis at least one time per semester to plan ongoing progress and goals.
- d) Assess baseline competencies of Candidate relative to the demands of the Fieldwork Site.
- e) Identify behaviorally anchored target goals. The measurement of which verifies the counseling – related skills and talents the Candidate will have mastered. Supervisors will be expected to comment on the Candidates' skills in: (a) assessment, (b) formulating diagnostic impressions, (c) identifying possible interventions, (d) selecting interventions that are consistent with diagnostic impressions, and (e) evaluating the counseling work.
- f) View video recordings (minimum 2 per academic semester) 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.
- g) 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.
- h) At the onset of the semester, provide Candidate a timeline regarding the distribution of *Qualtrics* surveys. The surveys will be sent to Fieldwork Site Supervisors, University Supervisors, and the Candidates.
- i) Supervisor will be evaluated by the Candidate on their: (a) abilities to create a supportive and caring learning environment wherein the Candidate can thrive and maximize their experiences, (b) abilities to lay out a clear, behaviorally-anchored learning outcomes agenda that will characterize the training supervision experience, (c) their knowledge of and willingness to convey to the Candidate counseling skills, techniques, and strategies that positions the trainee to do their best work with clients, (d) abilities to help the Candidate develop more than just counseling skills; to include development of an identity as a professional counselor and encouragement to maintain a healthy work/life balance, (e) knowledge of counseling with a broadly defined multicultural context, (f) their abilities to self-reflect with a focus on awareness of how their assumptions, biases, beliefs, prejudices, and stereotypes influence the counseling as well as supervisory process, and (g) their knowledge of laws and ethics pertaining to the professional practice of counseling.
- j) 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 ensure 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 (American School Counselors Association (ASCA) and 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 (e.g., one or two academic semesters, one calendar year). This means that the Candidate may not abandon students/clients assigned to the Candidate for counseling. 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 (e.g., using a standard online evaluation form) and informally (as needed or requested by Candidate during supervision) by their University and Fieldwork Site Supervisors. Candidates will be evaluated on their: (a) abilities to conduct individual, group, couples, or family counseling within the context of using standard counseling tools (e.g., assessment, case conceptualization, developing diagnostic impressions, identifying possible interventions, selecting interventions that are consistent with diagnostic impression and evaluation of counseling outcomes), (b) knowledge of laws and ethics pertaining to professional counseling practices, (c) awareness, knowledge, and skills relative to working within a multicultural context, (d) abilities to self-reflect with a focus on awareness of how their assumptions, beliefs, biases, prejudices, and stereotypes influence the counseling situation, and (f) their abilities to engage in a respectful and collaborative relations with their Supervisor.

f) **Fieldwork Candidate Evaluation of Supervisor:** It is the expectation of the Counseling Program that all Supervisors will be evaluated formally (using a standard online Supervisor Evaluation Form) and informally during supervision sessions by the Candidate. Supervisors will be evaluated on their: (a) abilities to create a supportive and caring learning environment wherein the Candidate can thrive and maximize their experiences, (b) abilities to lay out a clear, behaviorally-anchored learning outcomes agenda that will characterize the training supervision experience, (c) their knowledge of and willingness to convey to the Candidate counseling skills, techniques, and strategies that positions the trainee to do their best work with clients, (d) abilities to help the Candidate develop more than just counseling skills; to include development of an identity as a professional counselor and encouragement to maintain a healthy work/life balance, (e) knowledge of counseling with a broadly defined multicultural context, (f) their abilities to self-reflect with a focus on awareness of how their assumptions, biases, beliefs, prejudices, and stereotypes influence the counseling as well as supervisory process, and (g) their knowledge of laws and ethics pertaining to the professional practice of counseling.

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 meet the Fieldwork hour and competency requirements. Take note that there are Fieldwork Sites that require a commitment of more than one semester and up to 12 months. Candidates completing Fieldwork at more than one site (specifically, PPS Candidates) need to ensure they meet the hour minimum for site requirements (200) and Fieldwork I/II combined requirement (600). It is up to the Candidate to ensure he/she reaches the minimum hour requirements.

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 Specialization I and II courses, 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.

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.

My signature below confirms that I have read and understand the requirements expected of me.

Candidate Signature _____

Date _____

Site Supervisor #1 Signature _____

Date _____

Site Supervisor #2 Signature _____

Date _____

Site Supervisor #3 Signature _____

Date _____