I. INTRODUCTION

This manual includes pertinent information regarding requirements for practicum/field experience in the School Counseling Program. Be sure to read it over carefully as you are responsible for meeting all the requirements on time. Keep this manual on hand to serve as a reference guide as you move through the program.

The School Counseling Program at Phillips includes appropriate course curriculum and an opportunity for application of course content in direct field experience. You will have the opportunity for hands-on training designed to augment and enhance the academic knowledge learned in the classroom. You will have the chance to learn about your strengths and weaknesses and, as a result, grow as an individual. This is something that will continue throughout your professional development.

In your field placement you will be working under the supervision of an experienced School Counselor. They are eager to share their vast knowledge and expertise with you and will assist you as you learn and grow.

The Department of School Counseling will assist you with placement at a site appropriate for your training. The Faculty Supervisor will guide you as you enter your practicum/field placement experience and will be in contact with your Field Placement Supervisor. Open communication is essential and it is important that you always seek approval before embarking on any new phase of your field placement.

II. PRACTICUM/FIELD PLACEMENT EXPERIENCE

1. Practicum
   a. Practicum Requirement

   The Practicum at Phillips Graduate Institute begins with a few weeks of study for a total of fifteen hours (1.0 unit) in SC505A - Foundations of School Counseling. Candidates are required to take classes where study units are devoted to orienting candidates to the public school system and the supervisory relationship.

   SC505A - Foundations of School Counseling (1.0 unit): This course is an introduction to the field of School Counseling and builds on skills and knowledge that will be learned in semester one and other semester two courses. It introduces students to the roles counselors play in public schools.
and the ethical and legal guidelines of the profession. The course consists of lecture and classroom discussions.

In SC 505A-L Supervision and Mentoring for Practicum (0 units): Students will be assigned to small groups for ongoing supervision and mentoring. Practicum leaders will facilitate student involvement with case vignettes and discussion of assessment, diagnosis, treatment planning, classroom accommodations, and follow-up methods with children and adolescents. Students will be encouraged to present cases and situations drawn from their practicum experiences.

Students must enroll in SC 505A and attend 15 hours of class time in preparation for field placement experience. Upon completion of this course and the first semester courses, candidates are placed in school sites affiliated with Phillips, where they are closely supervised by a field supervisor. Students must obtain 100 hours of practicum field experience under the mentorship of a Pupil Personnel Service (PPS) professional in an approved field placement. These hours must be completed within two semesters. Direct field experience for practicum includes: individual and group counseling, academic and career advisement, program planning, consultation, and participation in the school culture.

**b. Types of Approved Settings**

- The school setting must be in public schools, in any two of the three levels (elementary, middle and/or senior high).

**c. Practicum and Field Supervision**

- The amount of direct field services provided by a student-intern in an approved placement needs to be monitored with the appropriate amount of field supervision. Supervision is to be provided individually to the student at a minimum of 30 minutes each week or one hour every other week.

**2. STATEMENT OF INTENT TO PURSUE A PRACTICUM/FIELD PLACEMENT**

During the commencement of your first semester, you must apply to the Commission on Teacher Credentialing for the Certificate of Clearance. This application with Livescan form can be picked up in the Department of School Counseling. Livescan fingerprinting can be obtained at any law enforcement agency. All applications for the Certificate of Clearance are done online by the candidate/student for School Counseling. The online cost of the Certificate of Clearance is $29.50. Copies of the Livescan and completed Certificate of Clearance application must be submitted to Department Chair.

**a. Intent to Pursue a California Credential**
California regulates the practice of school counselors. To be employed as a school counselor in California one must obtain the Pupil Personnel Service (PPS) credential. The master’s degree in school counseling at Phillips meets all of the qualifications of the California state credential. One of these requirements is that the graduate program includes 100 Practicum/600 hours of direct field experience in a setting approved by the Institute. If you are interested in pursuing the PPS credential in California you will need to be familiar with the state’s laws and regulations. It is the responsibility of the student to be knowledgeable of and to abide by these business and professional codes.

b. Intent to Pursue a Credential in Another State

Those of you who are interested in pursuing a PPS credential in another state are responsible in knowing that state’s current laws and regulations and should contact the regulatory body of that state. The program at Phillips is not a nationally accredited program.

3. COMMENCING FIELD PLACEMENT EXPERIENCE

a. Certification of Clearance for your PPS Field Placement Status

You may begin your field training at approved placements when you have been designated by faculty as being ready for field practice under the supervision of a credentialed professional. The supervisor’s credential must be valid for a minimum of two years. The faculty, in deciding when you are prepared for direct field experience, uses the following guidelines:

- **Successful Completion of 12 units.** The first 12 units of the master’s program prepares you in understanding your professional role as counselors. Students enrolled in the PPS Credential Program, who have a master’s degree from another institution must have their transcripts reviewed confirming all prerequisites.

- **Adherence to the Institute’s Policies.** The Student Policy Handbook contains policies and standards of conduct pertinent to your emerging professional role. Your behavior in the Institute and the quality of participation in required academic activities must reflect expected standards of graduate level performance.

A student who needs more preparation for field placement will be notified by the Department Chair of the School Counseling Department. The faculty will review the student’s progress before designating the student ready for field placement.

b. Additional Criteria for Commencing Placement
After the first 100 hours, you must be enrolled in 505B - Supervision and Mentoring: Field Experience in School Counseling course at Phillips when receiving field placement experience at an approved setting. This course requires students to participate in a small “group supervision” facilitated by a Faculty Supervisor.

The field experience is coordinated through the Department of School Counseling. They approve the field placements and will assist you in finding and selecting a suitable placement. You need to submit a copy of the Notification of Field Placement to the Department of School Counseling. Students must also give a copy of the Notification of Field Placement form to their Faculty Supervisors. This handbook informs and assists you in documenting your practicum/field placement experience.

In addition to the above, prior to beginning field placement you must have:

1. **FINGERPRINT CLEARANCE (Livescan)** - Interns must have their Certificate of Clearance prior to beginning their field placement.
2. **CBEST** - It is required that students have taken the CBEST prior to beginning their field placement hours. In order for students to get a PPS Credential, they **MUST** pass CBEST first.
3. **SC505A COURSE** - You must be enrolled in a one-unit Foundations of School Counseling.
4. **SC505A-L COURSE** - You must be enrolled in Supervision and Mentoring: Field Experience in School Counseling for the first 100 hours.
5. **SC505B COURSE** - You must be enrolled in a two-unit Supervision and Mentoring: Field Experience in School Counseling for the remaining 600 hours in a school setting.
6. **TUBERCULOSIS (TB) TEST** - Interns must have medical proof of passing a TB test within six months of placement beginning.

c. **Additional Units of Practicum**
   When required, if 600 hours of field placement have not been completed within one year of onset of placement, students must then register for an additional one unit of SC 505C per semester.

d. **Field Study SC505B Course** -
   The Supervision and Mentoring classes provide a valuable and unique educational experience in which you can:
   - Look at personal issues affecting your roles as school counselors
   - Learn how to participate in multi-team assessments
   - Demonstrate application of course curriculum
   - Become aware of legal and ethical issues in specific problems
   - Learn the process of making appropriate referrals
These classes provide the Faculty Supervisors with consistent student contact necessary for evaluating your progress in the field of school counseling. Candidates are required to review their Field Placement Plan for Practicum and develop a revised Field Experience Plan that outlines how they intend to develop, attain, and evaluate competencies outlined in the Field Placement Manual. The Faculty Supervisors will review these documents and conduct a written and verbal evaluation of you at the end of the semester.

Students must take two units of field study Supervision and Mentoring while attaining their additional 600 hours of required field experience. This course may be taken simultaneously or following the PPS coursework. If you have completed the required academic units to graduate yet have not obtained the 600 hours of required field experience, then you will need to enroll in SC505C for an additional semester. It is the student’s responsibility to consult their faculty supervisor regarding absences. Attendance in this course is mandatory and is scheduled for three hours, two times per month. Inconsistent attendance may impede acceptance of field placement hours.

e. Faculty Supervisors

Faculty Supervisors are experienced practicing professionals and qualified Field Supervisors. They are respectful of the supervisory relationship between you and your placement supervisors. The written and oral presentation of cases in the SC505B offers you the opportunity to integrate your field placement experience with the skills you are developing as part of your training. The placement supervisors, not the Faculty Supervisors, are responsible for the care of the students seen by you at your field placements. Therefore, the Faculty Supervisors' involvement in an educational and consultative role with your cases augments but doesn’t replace the field direction or supervisory authority of your placement supervisor and the school administrator. In addressing your training needs, the Faculty Supervisor and the Field Placement Supervisor may work collaboratively in a joint effort to assist you.

4. AVAILABLE SCHOOL PLACEMENT SETTINGS

a. Consultation with School Placement Services

You may consult with the Department of School Counseling for assistance in finding and selecting a school placement. Students are also encouraged to seek out placements in districts they may want to work upon receiving their credential.

b. Approved School Placement Settings

Phillips approves the placement sites and monitors the supervised school experience obtained by you. Through the Department of School Counseling,
Phillips establishes an affiliation with approved schools in coordinating the school training and experience of its students.

c. **Types of Approved Settings**

The school setting must be in (a) public schools, on (b) two levels (elementary, middle and/or senior high), with (c) students from diverse ethnic/cultural backgrounds (different from your ethnicity). A minimum of 200 hours in any one setting is required.

The School Counseling Department makes site visits to the approved schools to formalize an understanding of the responsibilities that both the Institute and school will have in the school training experience of the candidates. **Students must submit a Notification of Field Placement Form to the Department of School Counseling (a copy to your Faculty Supervisor) upon beginning any field work.** This form initiates the process of developing an affiliation with Phillips and the school site. These forms are available in the Appendix of this manual and in the Department of School Counseling. A Notification form needs to be submitted for each placement. An Affiliation Agreement is signed by both the Institute and the school which outlines this understanding and describes the training and supervision provided by the school. A copy is available for review by you in the Department of School Counseling.

5. **SELECTING A SCHOOL PLACEMENT**

Although Phillips provides you with information on possible placement sites, it is the **responsibility of the candidates to apply at these schools for placement.** Most schools will require an interview, a resume and attendance at an orientation meeting. The application and screening process varies from each school.

a. **Procedure in Selecting a School Placement**

The following procedure will guide you in selecting a suitable placement for your school training:

- Review the approved list of placement sites
- Check the placement board for announcements from schools
- Call schools for information and application procedures
- Submit application forms and attend scheduled interviews
- Notify the Department of School Counseling once accepted by a school, with the submission of a completed Notification of Field Placement Form.

b. **Résumé**
Most schools require a résumé from the student when applying for a field placement. The résumé may be a business résumé which you may already have, or it could be one specific to the task of seeking a school placement. In either case you do not have to indicate in the résumé that you have experience doing counseling. It is understood by student sites that most students do not have such experience and are at Phillips Graduate Institutes to get this training. The schools do want to know the extent of the student’s personal and professional experiences. This may include any life experiences that demonstrate maturity, interpersonal and communication skills, and self-growth. This document will also be referenced in your Candidacy Review process.

c. Notification of Placement to Phillips Graduate Institute (PGI)

You notify PGI of your acceptance into a school placement by submitting a Notification of Field Placement Form to the Department of School Counseling (a copy to your practicum instructor). These forms are available in the appendix of this manual and in the Department of School Counseling. A notification form needs to be submitted for each placement.

Upon receiving the Notification of Field Placement Form for such a setting, Field Placement Services will initiate the process of establishing an affiliation with that school if one has not been already completed. These Affiliation Agreements are valid for one year from signature date.

In addition, Phillips will distribute to each field placement supervisor a copy of this handbook. Students shall also review the handbook with the placement supervisor.

6. DIRECT FIELD PLACEMENT EXPERIENCE

All field experience must conform to California’s laws and regulations regarding the practice of school counseling by you in a graduate program. Phillips Graduate Institute is the responsible agent on behalf of the State in the approval and monitoring of your field practice.

a. Purpose of Field Placement Experience

The main goal of the field placement experience is to prepare students as professionals in the field of school counseling. Towards this purpose, field placement training provides you with the following:

- The ability to discern when a case falls within the scope of the School Counselor
- The skills to provide academic and career advisement and develop student program plans.
- The ability to apply a systemic theoretical orientation
- The ability to formulate and implement appropriate intervention plans and demonstrate practical application and use of various treatment methods, techniques, and consultation with others
- The ability to understand, interpret, and apply legal/ethical standards in specific practice situations
- The knowledge of administration practices and the ability to appropriately implement them
- The experience of determining and implementing appropriate community referrals
- The experience and training of providing services to students and families from various socioeconomic status and diverse racial and ethnic backgrounds
- The working knowledge of special education programs and IEP procedures

b. Field Supervision Experience

These counseling services may be provided alone by the candidate, which is usually the case in most internships, or they may be given in collaboration with another professional. Often you may work with another counselor in conducting group counseling. The hours of service provided in a collaborative or co-counseling role count towards hours of experience.

In your field placement you will receive direct supervision from the credentialed professional assigned by the school to monitor and guide you. You and your supervisor should meet regularly on a weekly basis to review and discuss your field experience. The supervision sessions will provide you directives and/or recommendations for implementation in future field experiences. The supervisor needs to be working in the school setting where you are providing field services. The PPS supervisor must have a valid PPS credential for a minimum of two years.

c. Verification of Field Placement Experience

You are required to have a written record of hours spent in the various field activities at your placement. The Log of Field Experience Hours Form is used to keep an account of the actual hours spent in each of the various competencies. The placement supervisor uses this form to review your field activities. These forms, when completed and signed, are submitted to the Department of School Counseling, but may or may not be used by the state. These forms must also be reviewed and signed by the Faculty Supervisor.

You report to the Department of School Counseling the hours of field experience that fulfill your practicum requirement through the progress evaluation forms completed by your supervisors. At the end of each placement experience, the placement supervisor completes an evaluation of your training that includes a summary of the practicum and/or field placement hours gained during that period. These evaluations are submitted to the institute and remain in your student file. Through these evaluation forms the institute documents and verifies that the candidate completed the required hours of field experience.
This evaluation is reviewed and signed by your Faculty Supervisor during the exit interview process.

d. **Professionalism**

Dress and conduct yourself in a professional manner that conveys your role as a counselor. You are expected to conduct yourself in a professional and ethical manner at all times in your field placements. Knowledge of the school’s policies and following the school’s administrative procedures is expected. You are expected to be familiar with and abide by the state laws and professional codes of ethics and standards. It is expected that you exercise sensitivity and professional judgment pertaining to your contact with students and school staff. Issues concerning confidentiality are to be managed with firm professional boundaries.

7. **FIELD PLACEMENT SUPERVISION**

Field placement supervisors make significant contributions to your integrated learning experience. They serve several roles in your graduate training. They are a vital link to the actual practice of the profession in the school community. They provide another model and style of field practice. They lead you in the application of your individuality and your theoretical knowledge in counseling practice. Placement supervisors will be informed of the competencies you must meet and will monitor the quality of services you provide.

a. **Requirements of Field Supervisors**

Field supervisors must have a current and valid PPS credential in California and have worked as a school counselor for at least **two** years.

Field supervisors verify to you that they qualify in California to supervise school counseling trainees by completing and signing the Notification of Field Placement Form. These forms are to be submitted to the School Counseling Department upon beginning the field placement experience. A separate Notification of Field Placement Form must be submitted for each field placement.

A credentialed professional that is related to the candidate, or has a personal relationship with that candidate may undermine the effectiveness of the supervisory relationship and therefore cannot provide supervision.

When providing counseling services you will be monitored and directed by your field placement supervisor. Collaboration and consultation activities are under the supervision of the field placement supervisor.

b. **Requirements for Field Placement Supervision**

Field Supervisors, of course, monitor the quality of services performed by you to ensure that you can properly assess students, implement appropriate
intervention plans, perform within appropriate limits, and display a certain degree of overall competency.

Phillips encourages schools to include direct observation of your field work by the supervisor at least once during the course of your training at that school. A practical way of doing this is by the supervisor observing you interacting with students.

Regardless of the methods used in monitoring field performance, you must receive 30 minutes every week or one hour every other week of face-to-face contact with your field placement supervisor.

c. Functions of Supervision

Monitor student welfare. The primary ethical responsibility of a placement supervisor is to monitor the welfare of the students at the school. The supervisor is legally responsible for the quality of care you provide. To that extent, a supervisor needs to assure that the type and quality of the counseling performed by you is consistent with your training and experience. In consideration of student safety, you must follow all supervisory directives and must receive from the supervisor a conceptual explanation of those directives.

Enhance professional development and competence. The major task of a placement supervisor is to assist you in the application of school counseling principles, methods and education codes. Supervision facilitates the process in which you develop a sense of professional presence and field competence. At this early stage of professional development, the supervisor needs to be sensitive to your level of skill and comfort, and to guide you towards a higher degree of performance and confidence.

Evaluate progress. An essential function of supervision is to provide continuous feedback to you on your performance. This provides you with an opportunity for growth and professional development. Supervision is a place where you can explore and overcome your initial fears and doubts. Feedback on how you come across to your students and others is critical to your success in working in the schools as a counselor.

d. Training Role of Placement Supervisors

Supervisors will be provided with a Supervisor Handbook explaining the competencies you must meet for your credential. To properly assist you in working with students/families of different cultural backgrounds, supervisors need to be aware of your own values, attitudes and limitations. Wanting your field placement to be the best it can be, Phillips will work with field placement supervisors to ensure they understand your role and their role as supervisors.

8. EVALUATION OF STUDENT'S PROGRESS

You will receive feedback and a grade from your Faculty Supervisor at the end of each semester. You are also required to receive a review of your training
and performance at each placement from your placement supervisors. The review and evaluation by the placement supervisors will be taken into account in determining your growth. You cannot complete the course and receive a grade without an evaluation from your placement supervisors.

Placement supervisors need to use the school’s Trainee Evaluation Form found in the Appendix section of this handbook. These forms are due to the last week of the semester. It is your responsibility to return the completed evaluation to Phillips’ Department of School Counseling.

If you are in more than one placement you will need to make copies of these forms, or, may contact the Department of School Counseling for additional copies.

In addition to evaluating your professional development and personal qualities, these evaluation forms include the cumulative hours of direct clinical experience. It is through these evaluation forms that you will document with Phillips Graduate Institute the 100 practicum/600 hours of required field placement experience.

The original version of the completed (Field Placement) Evaluation Form needs to be submitted to the Department of School Counseling Department. It is recommended that you make and keep a copy of your evaluations for your own records. The evaluations are useful when you are seeking employment.

Students are also required to write an Evaluation of School Placement experiences for each placement site and submit these documents to the Department of School Counseling.

III. FIELD PLACEMENT COMPETENCIES

Fulfilling the guidelines established by the Commission on Teacher Credentialing will require you to obtain hours in 11 competencies. You will need to keep a log on how you meet each of these competencies during your field experience and the hours spent on fulfilling each competency. There is a minimum of 200 Field Placement hours which must be acquired at any one school site.

1. **Individual/Group Counseling:** You will need to demonstrate this competency by working with a minimum of ten students in individual or group counseling. Gain knowledge of cross-cultural counseling techniques. Provide 150 hours individually or in group with at least ten students of a racial/ethnic background different from yours. Provide 10 hours of group counseling. Can include crisis intervention.

2. **Community Resources:** You will need to demonstrate knowledge of the different community resources that serve as a referral base for school children and their parents. These resources may include mental health services, drug and alcohol treatment, parenting education programs, recreation programs and academic support programs.
3. **In-Service Training:** Provide or participate in at least one in-service training program (if possible).

4. **Consultation:** Consult with staff, teachers, parents, and other appropriate service providers. You will need to demonstrate an ability to work collaboratively with other professionals, plan and suggest intervention strategies, and communicate with parents effectively. Consultation can include working with special education and at-risk students and their families. Participate in multi-disciplinary team assessment and attend an Individual Education Plan (IEP) meeting.

5. **Academic and Career Advisement:** Participate in academic counseling and career planning for at least three students. Gain knowledge of the resources offered in the career centers at the high school. Gain knowledge of the test instruments utilized by the school. (i.e. Stanford 9, PSAT, SAT, ASVAB, and standardized test batteries that determine eligibility for special education). Provide 15 hours of guidance activities with individual students after conducting a review of the student’s cumulative record.

6. **Legal and Ethical Standards:** Demonstrate an understanding of ethical behavior in the school setting. Gain a clear understanding of child abuse reporting responsibilities and confidentiality. Understand the relevant education codes (i.e. attendance, record keeping, and eligibility criteria). Comply with administrative regulations and follow school procedures.

7. **Prevention/Intervention Program:** Gain knowledge of prevention and intervention programs for students having academic or behavioral problems. Conduct a needs assessment, develop and present an intervention plan.

8. **Diversity:** Understand the effects of emotional, intellectual, physical and social characteristics on the learning performance of a diverse population of students. Gain knowledge of age, sex, life-style, socioeconomic and cultural diversity. Improve sensitivity and awareness to people different from yourself. Understand the contribution diversity provides to the classroom setting. (150 hours)

9. **Professional Development:** Demonstrate commitment to professional development by attending workshops and conferences, joining and attending professional organizations, reading professional journals. Provide evidence of attendance to supervisor and School Counseling Department.

10. **School Culture:** Gain an understanding of school culture and atmosphere by attending a sport or social function, a student study team (SST) meeting, and a student attendance review board meeting (SARB). Attend either a Parent Teacher Student Association (PTA) meeting or a school improvement plan meeting (SIP).

11. **Technology:** Gain knowledge and skill in the use of technological support for pupil services in school counseling such as programming, program development and research.