



**Vision:**

*Equity & Excellence in Education*

**Mission:**

*The College of Education at CSULB is a learning and teaching community that prepares professional educators and practitioners who promote equity and excellence in diverse urban settings through effective pedagogy, evidence-based practices, collaboration, leadership, innovation, scholarship, and advocacy.*

## COUN 644A – Advanced School Counseling Fieldwork Spring 2021

### Advanced Studies in Education & Counseling – School Counseling

#### Course Information

<b>Instructor:</b> Cam-An Navarro	<b>Email:</b> cam-an.vo-navarro@csulb.edu
<b>Virtual Office Hours Days/Times:</b> By appointment	<b>Office Hours Zoom Link:</b> By appointment
<b>Class Days/Times:</b> Mondays 4:00PM – 6:45PM	<b>Class Zoom Link:</b> <a href="https://csulb.zoom.us/j/89550467073">https://csulb.zoom.us/j/89550467073</a>

#### Catalog Course Description

Continued practical experiences in counseling and guidance activities under supervision in approved school settings (total of 300 hours). Emphasis on personal and professional development as school counselors.

#### Course Student Learning Outcomes and Goals

1. Observe and practice various approaches and strategies for working with students in the classroom (CACREP School Counseling Standards (SCP), B.3, B.4, C1.d, 2.b).
2. Observe and practice various approaches and strategies for working with students in small groups (CACREP SCP, 2.a, 2.b).
3. Observe and practice various approaches and strategies for working with individual students (CACREP SCP, 2.a, 2.b).
4. Demonstrate skills and competencies in the area of school counseling as outlined in the Cooperating Counselor’s evaluation forms (CACREP SCP, D.).
5. Apply critical thinking skills in order to develop and articulate his/her personal philosophy of counseling in the school setting.
6. Understand the importance of counselor self-exploration and identify particular values, life experiences, and attitudes, which may enhance or hinder their counseling ability.
7. Understand the role, function, and professional identity of the School Counselor in relation to the roles of other professional and support personnel in the school (CACREP SCP, A.3).

8. Demonstrate understanding of strategies of leadership designed to enhance the learning environment of schools (CACREP Standards for SCP, A.4).
9. Demonstrate understanding of the professional, legal, ethical, and multicultural issues relevant to the field of School Counseling (CACREP SCP, A.7, A.10).
10. Demonstrate an understanding of advocacy for all students and for effective school counseling programs (CACREP Standards for School Counseling Programs, B. 1).
11. Create a resource file of materials utilized by School Counselors (CACREP SCP, B.4).
12. To develop a professional identity through participation in a professional development activity outside of the Practicum experience (CACREP Section II Program Objectives and Curriculum, K.1).

### Fieldwork Requirements

1. A minimum of **600 total fieldwork hours (300 per semester)** in approved public school field settings.
2. A minimum of three hundred (**300**) **direct contact hours** (approximately 150 per semester) are required. Direct contact is defined as “live” face-to-face contact with a student through in-person or virtual service delivery.
3. At least one hundred (**100**) clock hours of field practice with at least ten (10) pupils (individually and/or in a group) of a different diverse background from the candidate and can consist of any of the following: ability, ethnicity, race, religion, sexual orientation, socioeconomic status/class, geographical/regional background, or language.
4. **Schedule and attend weekly supervision meetings with the site supervisor (one hour per week).**
5. Meet with the University Supervisor for **ALL** required supervision sessions (22 hours total). A missed session must be made up by attending a session with another university supervisor. This make-up session must be arranged in agreement with both university supervisors. Only one make-up session is allowed. **Missing two (2) or more supervision sessions will result in a NC for the course.**

### Required Texts/Course Materials:

- Related information/articles/PowerPoints will be posted to BeachBoard
- Fieldwork Handbook: It is the student’s responsibility to review and the handbook, to print all required documents for review by site and university supervisors and to obtain all signatures required.
- Textbook: Professional School Counseling (3<sup>rd</sup> edition) by Bradley T. Erford (ISBN-13: 9781416406891)

### Mode of Delivery and Technical Requirements

This course is conducted entirely through Alternative Modes of Instruction, using both synchronous online and asynchronous learning. Students will access the course material and activities on [BeachBoard](#) and are required to participate in synchronous class meetings via [Zoom](#). All students must have access to a computer or other device with Internet functionality to access BeachBoard and Zoom, participate in class activities, and complete assignments. Students must also have access to Internet sufficient to interact in synchronous meetings.

Students who experience unexpected technical issues for a class session or assignment will be provided with the opportunity to make up missed work. Students who experience technical issues during a synchronous meeting or with an assignment should email me as soon as possible to let me know.

To access this course on [BeachBoard](#) and [Zoom](#), students will need access to the Internet and a supported web browser (Safari, Google Chrome or Firefox). Log in to [BeachBoard](#) with your CSULB Campus ID and BeachID

password. Once logged in, you will see the course listed in the My Courses widget; click on the title to access the course. To access Zoom, first [install the latest version](#) of the Zoom app on your device. Use the link provided and/or sign in using your CSULB Campus ID and BeachID password via Single Sign On to create or join a Zoom session. If students need technical assistance during the course or would like to report a technical issue with BeachBoard or Zoom, they should contact the [Technology Help Desk](#). The university provides a variety of [technology resources](#) to students.

### **Course Communication and Zoom Etiquette**

Emails with course announcements, information, assignments and corresponding due dates, and other course-related topics will be sent to CSULB student email accounts. Students should be sure to check their CSULB email accounts and respond to emails from the instructor within two business days.

Students should also review the Office of Student Conduct and Ethical Development's [Zoom Etiquette for Students @ the Beach](#).

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## **Course Evaluation Components and Grading**

### **Course Grading**

There are three possible grades given for the School Counseling fieldwork courses:

1. Credit (CR) - A grade of CR indicates satisfactory completion of all site and university requirements at an acceptable level.
2. No Credit (NC) - A grade of NC will be assigned when site or university requirements have not been met in an acceptable and timely manner. If students complete fewer than 200 hours during the semester in which they are enrolled in field work, they will receive a grade of NC. Students who do not attend the required group and individual meetings also will receive a grade of NC unless satisfactory arrangements have been made for a grade of Incomplete (INC). **Missing one or more supervision sessions will result in a NC for the course.**
3. Incomplete (INC) - A grade of INC will be assigned when a minimum of 200 hours has been completed and appropriate and acceptable arrangements for completion of the remaining hours (to total 300 hours) have been made. A grade of INC also will be assigned if the student does not attend the required number of group and individual supervision sessions.

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## **Course Policies**

### **Attendance and Participation**

Students' attendance (e.g., being present for all synchronous class sessions) and active participation are essential for student growth and learning in this class. Classes will start promptly at the arranged class time. Students arriving 10 minutes or after the start of class will be considered tardy. Every 3 tardies will be equal to one absence that will need to be made up. One absence will result in a NC for the course. Assignments or makeup assignments will not be provided to make up for absences. Students are expected to attend each class with all materials complete. Students should have read assigned material prior to attending class and are expected to actively contribute to class discussions and activities.

### **Late Work/Make-up Policy**

Students are expected to meet all task/assignment deadlines and should plan accordingly. Requests for extensions should be submitted to the instructor via email in advance of the deadline.

### **Plagiarism/Academic Integrity Policy**

There is zero tolerance for cheating, plagiarism, or any other violation of academic integrity in this course. Work submitted is assumed to be original unless your source material is documented using proper citations. Using the ideas or words of another person, even a peer or a web site, as if it were your own, constitutes plagiarism. It is your responsibility to review the University policy on [Cheating and Plagiarism](#) that governs your participation in courses at CSULB.

### **University Withdrawal Policy**

Class withdrawals during the final 3 weeks of instruction are not permitted except for a very serious and compelling reason such as accident or serious injury that is clearly beyond the student's control and the assignment of an Incomplete grade is inappropriate (see [Grades](#)). Application for withdrawal from CSULB or from a class must be filed by the student [online](#), whether or not the student has ever attended the class; otherwise, the student will receive a grade of "WU" (unauthorized withdrawal) in the course. View the CSULB guidelines on [Dropping and Withdrawal](#) for more detailed information.

### **Special Needs Accommodations**

Students with disabilities who require reasonable academic accommodations are strongly encouraged to register with the Bob Murphy Access Center (BMAC) each semester. Students must submit supporting disability documentation to BMAC and provide faculty of any BMAC verification of accommodations as early in the semester as possible. BMAC is located in the Student Success Center, Room 110 and may also be reached by phone at (562) 985-5401 or via email at [bmac@csulb.edu](mailto:bmac@csulb.edu).

### **College of Education Expectations for Professional Conduct**

Professional conduct and ethical dispositions are expected of all CED students at all stages of program participation including: advising, coursework, clinical/field practice, and extra-curricular activities in face-to-face, hybrid and online/virtual learning environments.

A CED student is expected to:

1. Act to benefit all individuals and communities by promoting the physical and psychological safety of others. Do no harm.
2. Abide by the mission, policies, procedures, safety regulations, and standards of professionalism of partnering institutions (e.g., schools, clinics, colleges, community organizations) when engaged in clinical or field practice.
3. Demonstrate cultural competence and responsiveness in honoring and respecting multiple perspectives, identities, and lived experiences of others in diverse classroom and clinical settings.
4. Monitor professional integrity by engaging in self-reflective practice and acknowledging the consequences of one's own actions or inactions on others.
5. Maintain essential collegial behaviors and ethical obligations delineated in standards of professional practice by accrediting organizations and professional associations in one's field of practice, including but not limited to the California Commission on Teacher Credentialing and other associations noted in the appendices to this document.

CED students must adhere to CSULB's Rules and Regulations and student conduct codes enforced by the CSULB Office of Student Conduct & Ethical Development, as well as to college, department, and program policies. If deemed necessary, reports of discriminatory behaviors toward others based on age, culture, national origin, gender, ability, race, religion, or sexual orientation will be referred to the CSULB Office of Equity and Diversity. Observed forms of harassment in physical or digital form may require immediate referral

to the CSULB Office of Student Conduct & Ethical Development. Claims of sexual harassment, discrimination, harassment, or retaliation will be reported immediately to the CSULB Office of Equity and Diversity.

## Additional Information

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### Sexual Assault, Rape, Dating/Domestic Violence and Stalking

Title IX prohibits gender discrimination, including sexual harassment and sexual misconduct. If you have experienced sexual harassment, sexual assault, rape, dating/domestic violence, or stalking, the campus confidential Victim's Advocate is available to help. Jaqueline Urtez (e: [advocate@csulb.edu](mailto:advocate@csulb.edu), p: (562) 985-2668) can provide **free** and **confidential** support, accommodations, and referrals for victims without having to report the assault to campus authorities. While students are welcome to discuss assaults with faculty, both faculty and teaching assistants are mandatory reporters who are required to report all incidents of sexual harassment/misconduct to the Title IX office for follow-up and possible investigation. Students who do wish to report the assault for possible investigation may contact the confidential victim's advocate, who can help them through the reporting process, or they can report the assault directly to the Title IX Office by completing an online reporting form at <https://www.csulb.edu/equity-diversity/title-ix> or contacting the Office of Equity & Diversity at [OED@csulb.edu](mailto:OED@csulb.edu).

### Student Support Services

The Division of Student Affairs has prepared a helpful guide, [Student Resources During COVID-19](#). A full list of student support services is also available on the [Programs and Services](#) website. All units and programs are offering services, primarily in a virtual format; visit individual websites for up-to-date contact information.

Students who are facing challenges resulting in housing and/or food insecurity are urged to contact the [Basic Needs Program](#). Students may also email [supportingstudents@csulb.edu](mailto:supportingstudents@csulb.edu) or call (562)985-2038.

### Syllabus Changes

The instructor reserves the right to alter this syllabus and/or the structure of the course, including components of the BeachBoard platform, assignments and deadlines, if situations that arise that necessitate doing so.

## Course Requirements & Assignments

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*Note: All forms referenced in this section can be found in the Appendices of the Fieldwork Handbook.*

### 1. Fieldwork Hours Planning Worksheet (2 submissions)

Students will complete this excel worksheet to plan their hours for the term at the beginning of the term and in the middle of the term. Students will submit a PDF of the worksheet to the appropriate DropBox folder on BeachBoard.

### 2. Individual Learning Goals

Develop and submit a written statement of 3 individual learning goals for the fieldwork experience from the five categories below. Written learning goals are critical to the success of fieldwork because they help focus efforts. With specific and challenging goals, performance is more likely to improve. Students are to submit a PDF of their learning goals to the appropriate DropBox folder on BeachBoard.

- **Knowledge goal:** Work on a report card or other media that demonstrates knowledge of community characteristics/resources.
- **Skills goal:** be able to integrate the theory and practice of counseling. Report on the skills that you will be able to list on your resume.

- **Personal development goal:** Maintenance of a healthy personal lifestyle.
- **Professional development goal:** Attend and report on professional development event in an area where you need to grow.
- **Self-assessment goals:** Share the results and insights you have from a personal assessment that you have taken in the area of academic, career or personal/social development.

### 3. Fieldwork Reflections (6 submissions)

Students will write reflections **not to exceed 1 typed single-spaced page** in which they react to activities/experiences on site/in class. A reflection on experiences at each site for each submission is preferred but not required. The purpose is to practice being thoughtful and writing succinctly in your own clinical notes. This will also encourage professional self-reflection as well as alert faculty to student supervision needs. Students will submit a PDF of their written reflections to the appropriate DropBox folder on BeachBoard.

Each entry contains two parts:

- Free response: What is going on for you personally and professionally?
  - Responding to any **two** of the following reflection questions. Make sure to copy the questions into your written response.
1. What are your expectations for this fieldwork experience? What are you most looking forward to? What are you most nervous about?
  2. What are your initial reactions to your first few days? Is there anything that you found positive and exciting? Is there anything you are disappointed about?
  3. What is going to be your biggest challenge in fieldwork?
  4. Do you feel like you fit in to the organization? Why or why not?
  5. What have you learned about yourself during this fieldwork experience?
  6. What would you do differently in this school if you were the full-time school counselor?
  7. How would you describe your work style and how does that style fit with the people and pace at your fieldwork site?
  8. What did you learn from your challenges during fieldwork experience? Describe the challenge and the lesson learned.
  9. How do you want your supervisor to remember you?
  10. How is your academic coursework helping you in your internship experience?
  11. What about your internship do you absolutely despise/hate or leaves a bad taste in your mouth? (Use this opportunity to vent privately.)
  12. What skills would you like to work on?
  13. Are there resources or relationships you need to work on to do your work more effectively? For example strengthening relationships with certain population of students, teachers, parents, yard staff, etc. or finding a particular resource.
  14. Describe what you have learned about your soft skills (communication skills, assertiveness, flexibility, time management, presentation skills).
  15. What doubts or concerns do you have about your ability to work effectively as a school counselor? (this is your opportunity to engage in honest reflection)
  16. Are there particular populations of students that you easily connect with and those you don't? Describe. What is your plan for connecting with that population?
  17. Describe what you have learned about your leadership skills including strengths and areas for improvement.

18. What have you learned about your collaboration skills including strengths and areas for improvement? Describe particular critical incidents or learning moments that stand out.
19. What have you learned about your student advocacy skills including strengths and areas for improvement? Describe particular critical incidents or learning moments that stand out.
20. What have you have learned about your professional advocacy skills (your ability to advocate for yourself) including strengths and areas for improvement? Describe particular critical incidents or learning moments that stand out.
21. How are you different than you were when you started this experience?
22. What was your biggest success or contribution to your school's counseling program?
23. How has your developing identity as a school counselor been impacted by your work in the school this semester?

#### 4. Digital Professional School Counselor Portfolio

A professional school counselor portfolio is a collection of experience-based materials that demonstrate various dimensions of the school counselor's work, philosophy and abilities. The goal is to demonstrate how diverse activities have contributed to the professional school counselor's development. A link to this portfolio may be included on the résumé to assist with obtaining job prospects.

Students will create a website digital portfolio and submit the link to their portfolio to the appropriate DropBox folder on BeachBoard.

##### Components

The components in **bold** are required. Students may include additional materials to enhance their portfolio.

- **Professional Background Information & résumé**
- **Professional Artifacts**
  - *Foundation: **Statement of school counseling philosophy***
  - *Management: Fieldwork log summary, needs assessments, action plans*
  - *Delivery:*
    - Direct: Classroom lessons, group counseling lessons, individual counseling activities, conflict mediation form, etc.
    - Indirect: Staff/Parent education, etc.
  - *Accountability: pre/posts, results report, etc.*
- **Professional Development Activities/Certificates**
  - Conferences, workshops, webinars, etc....

##### Characteristics of an exemplary portfolio

- Artifacts and work samples are clearly and directly related to the purpose of the portfolio and a wide variety of artifacts are included.
- Artifacts are accompanied by a caption that clearly explains the importance of the item and includes title and date.
- The organization of the portfolio provides for seamless navigation of the different components of the portfolio.
- Images, graphics, and videos are integrated seamlessly into several different artifacts.

##### Resources

- Weebly is user friendly website builder with drag and drop features:
  - YouTube video: <https://youtu.be/VIURuZWSOXw>

- Tutorial: <https://hc.weebly.com/hc/en-us/articles/201696307-First-Steps>
- Google Sites also is another site you can use to create a website: <https://support.google.com/sites/answer/6372878?hl=en>
- Sample digital portfolio: <http://elizabethcranford.weebly.com/>
- More about creating digital portfolios: <https://thespiritedschoolcounselor.wordpress.com/2016/05/01/creating-a-digital-portfolio/>

## 5. Fieldwork Documentation/Forms

Students are to complete all required fieldwork documentation and ensure that the Site Supervisor completes and signs any required forms. Forms can be found in the handbook appendices. See below for a list of all required documents.

Students can use DocuSign to obtain signatures from their Site Supervisors on all required documents. DocuSign is accessible through the SSO page. Instructions on how to send a document for signature can be found here: <https://support.docusign.com/en/videos/Sending-an-Envelope>

Throughout the term, students will submit a PDF of their documents to the appropriate DropBox folder on BeachBoard when due.

At the end of the term, students will combine all required documents into one PDF file and submit it to a DropBox folder (link will be provided via email).

- Place the pages in the document in order of appendix (e.g., Appendix B, D, E, etc.).
- For the Log of Hours (Appendix J), include the signed Dashboard page and all pages in date order for Site 1 and then the signed Dashboard page and all pages in date order for Site 2.
- Students must ensure all pages of the scanned documents are clear and legible.
- Files should be titled as follows: **LASTNAME\_FIRSTNAME\_SPRING2021**.

### Required documents:

- Appendix B: Fieldwork Paperwork Checklist
- Appendix D: Fieldwork Requirements
- Appendix E: Fieldwork Site Information Form
- Appendix J: Log of Hours
  - See Fieldwork Handbook for instructions on how to complete logs.
  - Due dates are assigned with a range of dates (of usually two to three weeks) due. Students will have more than a week to enter their logs, print, and get them signed by the due date. It is advised that logs be entered and printed as soon as possible, in case there are any issues with printing or in case the Site Supervisor is not available to sign the logs in the days leading up to the due date.
  - Combine pages for each site into one file for each submission (as opposed to uploading each page separately). Please make sure to title the files appropriately so I know what dates they cover and what sites they are for. For example, if your site is North High School, you would save all the pages for North High School from February 17th through March 1st in one file, and title it "North High School logs Feb 17 - March 1".
- Appendix K: School Counseling Fieldwork Competencies
- Appendix L: Rating of Student Practicum/FW Performance by University Supervisor
- Appendix M: Rating of Student Fieldwork Performance by Site Supervisor
- Appendix N: Supplementary Course Evaluation (submitted online)
- Appendix O: Candidate Evaluation of Fieldwork Placement (submitted online)



## Course Schedule – Section 9

Session	Date	Agenda	Due
1	1/25/21 (BOTH SECTIONS)	<ul style="list-style-type: none"> <li>➤ Introductions</li> <li>➤ Fieldwork check-ins as a group</li> <li>➤ Review Syllabus &amp; course expectations</li> <li>➤ Debrief about semester 1 course</li> <li>➤ Individual meetings to discuss fieldwork</li> </ul>	<input type="checkbox"/> Fieldwork Hours Planning Worksheet
2	2/1/21	<ul style="list-style-type: none"> <li>➤ Fieldwork check-ins as a group</li> <li>➤ Navigating Conflicts</li> <li>➤ Individual meetings to discuss learning goals and fieldwork</li> </ul>	<input type="checkbox"/> Chapters 38, 50 <input type="checkbox"/> Appendix J (Jan 11 – Jan 24) <input type="checkbox"/> Fieldwork Reflection 1 <input type="checkbox"/> Learning goals
3	2/15/21	<ul style="list-style-type: none"> <li>➤ Fieldwork check-ins as a group</li> <li>➤ Case conceptualization: <i>Bianca</i></li> <li>➤ Fieldwork competencies</li> <li>➤ Individual meetings to discuss fieldwork</li> </ul>	<input type="checkbox"/> Chapters 39, 40 <input type="checkbox"/> Appendix J (Jan 25 – Feb 7) <input type="checkbox"/> Fieldwork Reflection 2
4	3/1/21	<ul style="list-style-type: none"> <li>➤ Fieldwork check-ins</li> <li>➤ Case conceptualization: <i>Analia</i></li> <li>➤ School Counseling Job Search &amp; Application Process</li> <li>➤ Individual meetings to discuss fieldwork</li> </ul>	<input type="checkbox"/> Chapters 41, 43, 55 <input type="checkbox"/> Appendix J (Feb 8 – Feb 21) <input type="checkbox"/> Fieldwork Reflection 3 <input type="checkbox"/> Updated Fieldwork Hours Planning Worksheet
5	3/15/21	<ul style="list-style-type: none"> <li>➤ Fieldwork check-ins as a group</li> <li>➤ School Counseling Job Interviews</li> <li>➤ Individual meetings to discuss fieldwork</li> </ul>	<input type="checkbox"/> Chapters 44, 45, 46 <input type="checkbox"/> Appendix J (Feb 22 – Mar 7) <input type="checkbox"/> Fieldwork Reflection 4
6	4/5/21	<ul style="list-style-type: none"> <li>➤ Fieldwork check-ins as a group</li> <li>➤ Professional Development, National Certifications &amp; Public Service Loan Forgiveness</li> <li>➤ Individual meetings to discuss fieldwork</li> </ul>	<input type="checkbox"/> Chapters 47, 51 <input type="checkbox"/> Appendix J (Mar 8 – Mar 28) <input type="checkbox"/> Fieldwork Reflection 5
7	4/19/21	<ul style="list-style-type: none"> <li>➤ Fieldwork check-ins as a group</li> <li>➤ Practice for School Counseling Job Interviews</li> <li>➤ Individual meetings to discuss fieldwork</li> </ul>	<input type="checkbox"/> Chapters 52 <input type="checkbox"/> Appendix J (Mar 29 – Apr 11) <input type="checkbox"/> Fieldwork Reflection 6 <input type="checkbox"/> ePortfolio
8	5/3/21 BOTH SECTIONS	<ul style="list-style-type: none"> <li>➤ Individual meetings to review and discuss fieldwork documents and learning goals</li> </ul> <p><b>**ALL FORMS MUST BE SCANNED AND SUBMITTED TO THE DROPBOX FOLDER BY THE END OF THE DAY ON 5/8/21**</b></p>	<input type="checkbox"/> Appendix B <input type="checkbox"/> Appendix D <input type="checkbox"/> Appendix E <input type="checkbox"/> Appendix J (All pages + dashboard) <input type="checkbox"/> Appendix K <input type="checkbox"/> Appendix L (will be provided) <input type="checkbox"/> Appendix M <input type="checkbox"/> Appendix N (online) <input type="checkbox"/> Appendix O (online)

## Course Schedule – Section 10

Session	Date	Agenda	Due
1	1/25/21 (BOTH SECTIONS)	<ul style="list-style-type: none"> <li>➤ Introductions</li> <li>➤ Fieldwork check-ins as a group</li> <li>➤ Review Syllabus &amp; course expectations</li> <li>➤ Debrief about semester 1 course</li> <li>➤ Individual meetings to discuss fieldwork</li> </ul>	<input type="checkbox"/> Fieldwork Hours Planning Worksheet
2	2/8/21	<ul style="list-style-type: none"> <li>➤ Fieldwork check-ins as a group</li> <li>➤ Navigating Conflicts</li> <li>➤ Individual meetings to discuss learning goals and fieldwork</li> </ul>	<input type="checkbox"/> Chapters 38, 50 <input type="checkbox"/> Appendix J (Jan 11 – Jan 31) <input type="checkbox"/> Fieldwork Reflection 1 <input type="checkbox"/> Learning goals
3	2/22/21	<ul style="list-style-type: none"> <li>➤ Fieldwork check-ins as a group</li> <li>➤ Case conceptualizations: <i>Yesenia &amp; Daniel</i></li> <li>➤ Fieldwork competencies</li> <li>➤ Individual meetings to discuss fieldwork</li> </ul>	<input type="checkbox"/> Chapters 39, 40 <input type="checkbox"/> Appendix J (Feb 1 – Feb 14) <input type="checkbox"/> Fieldwork Reflection 2
4	3/8/21	<ul style="list-style-type: none"> <li>➤ Fieldwork check-ins</li> <li>➤ Case conceptualization: <i>Kate</i></li> <li>➤ School Counseling Job Search &amp; Application Process</li> <li>➤ Individual meetings to discuss fieldwork</li> </ul>	<input type="checkbox"/> Chapters 41, 43, 55 <input type="checkbox"/> Appendix J (Feb 15 – Feb 28) <input type="checkbox"/> Fieldwork Reflection 3 <input type="checkbox"/> Updated Fieldwork Hours Planning Worksheet
5	3/22/21	<ul style="list-style-type: none"> <li>➤ Fieldwork check-ins as a group</li> <li>➤ School Counseling Job Interviews</li> <li>➤ Individual meetings to discuss fieldwork</li> </ul>	<input type="checkbox"/> Chapters 44, 45, 46 <input type="checkbox"/> Appendix J (Mar 1 – Mar 14) <input type="checkbox"/> Fieldwork Reflection 4
6	4/12/21	<ul style="list-style-type: none"> <li>➤ Fieldwork check-ins as a group</li> <li>➤ Professional Development, National Certifications &amp; Public Service Loan Forgiveness</li> <li>➤ Individual meetings to discuss fieldwork</li> </ul>	<input type="checkbox"/> Chapters 47, 51 <input type="checkbox"/> Appendix J (Mar 15 – Apr 4) <input type="checkbox"/> Fieldwork Reflection 5
7	4/26/21	<ul style="list-style-type: none"> <li>➤ Fieldwork check-ins as a group</li> <li>➤ Practice for School Counseling Job Interviews</li> <li>➤ Individual meetings to discuss fieldwork</li> </ul>	<input type="checkbox"/> Chapters 52 <input type="checkbox"/> Appendix J (Apr 5 – Apr 18) <input type="checkbox"/> Fieldwork Reflection 6 <input type="checkbox"/> ePortfolio
8	5/3/21 BOTH SECTIONS	<ul style="list-style-type: none"> <li>➤ Individual meetings to review and discuss fieldwork documents and learning goals</li> </ul> <p><b>**ALL FORMS MUST BE SCANNED AND SUBMITTED TO THE DROPBOX FOLDER BY THE END OF THE DAY ON 5/8/21**</b></p>	<input type="checkbox"/> Appendix B <input type="checkbox"/> Appendix D <input type="checkbox"/> Appendix E <input type="checkbox"/> Appendix J (All pages + dashboard) <input type="checkbox"/> Appendix K <input type="checkbox"/> Appendix L (will be provided) <input type="checkbox"/> Appendix M <input type="checkbox"/> Appendix N (online) <input type="checkbox"/> Appendix O (online)