



*“Promoting Academic Success for Every Student”
A Division of the American School Counseling Association*

School counselor preparation programs may naturally be concerned with their candidates' ability to complete clinical practice hours and competency requirements during this academic year. The [California Pupil Personnel Service Credential Standards](#) adopted in October 2000 serves as the guiding document for the recommendations offered. This document aims to provide the following:

1. An overview of PPS clinical practice requirements that exist in statute
2. General recommendations to support candidates
3. Most recent guidance provided by the CTC

Note: The suggestions provided in this document focus on adherence to CTC Standards. School counselor preparation programs that are CACREP-accredited should develop modifications that satisfy both CACREP and CTC requirements.

PPS Clinical Practice Requirements

According to the CTC document, [COVID-19: Program Flexibility and Responsibility](#), Commission-approved programs *do not* have the ability to modify or be flexible about the following aspects of the Commission-approved educator preparation program: The required number of clinical practice hours for Pupil Personnel Services programs.

The CTC document, [Guidance for Field Experience Pupil Personnel Services Credential Programs](#) provides further clarification as to why clinical practice hours cannot be waived or ignored:

“When a requirement is in statute, neither the Commission staff nor the Commission can “waive” or ignore that requirement. Only an Executive Order or a new statute can change these requirements. When a requirement is in regulations, the Commission does have the ability to change a regulation as long as the language of the regulation is not also in statute. Many of the PPS clinical practice requirements exist in statute and therefore cannot be changed by Commission action alone.

The following outlines the PPS Clinical practice requirements that exist in statute:

Practicum Candidates:

- 100 hours of practicum experience

Fieldwork Candidates:

- 600 hours of fieldwork experience with a minimum 200 hours at each level
- At least four hundred (400) hours completed in public school settings with k-12 pupils.
- 150 hours devoted to issues of diversity. This may be satisfied with up to 100 clock hours in a diversity program or with the development and implementation of a program that addresses diversity issues. AND, at least fifty (50) clock hours



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shall be with at least ten (10) pupils (individually or in a group) of a racial and ethnic background different from that of the candidate.

Field Experience and Clinical Practice

While clinical practice hours cannot be waived or ignored, CTC has broadened the definition of what constitutes clinical practice. According to [guidelines](#) provided by the CTC:

“Clinical practice can take place through online, remote, or at alternate settings or as part of an extended school year or school day. Virtual reality or simulation services can also qualify for a limited portion of a candidate’s clinical practice if the program determines the activities to be appropriate and aligned with standards. Video or other examples of effective practices in PPS can be viewed, analyzed and discussed with experienced practitioners as part of a candidate’s clinical practice. The program should make note of exceptions in the candidate’s file that occur and how the exception was addressed for each candidate.”

CASC recognizes that disparities may exist in a schools ability to provide online, telephonic, or remote services to pupils. When considering alternative fieldwork experiences, we encourage school counselor preparation programs to cross reference PPS professional competencies with the ASCA National Model which outlines the components of a comprehensive school counseling program and the role and function of a school counselor. Within this framework school counselors engage in a variety of activities focused on both the **design** and **delivery** of school counseling programs that improve student outcomes. Despite the current challenge some candidates may face in delivering direct contact pupil services, we believe candidates can continue to gain valuable field experience. The following table provides some suggestions that include the school counselor’s role in **design** and **delivery** of counseling services. Additional suggested activities are provided in more detail under the section, “Alternative Field Experience Activities” at the end of this document.

| ASCA National Model | Alternative Fieldwork Activities |
|---------------------|--|
| DEFINE | Attend professional development related to Mindset & Behavior Standards or Ethical Standards. |
| MANAGE | Development of school counseling vision and mission statement; Develop action plans; Lesson plan development; Calendar development; |



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|---------|--|
| | Review data to develop Student Outcome Goals for following year. |
| DELIVER | Development and/or procurement of videos for classroom lessons; Curriculum delivery via videos for classroom lessons, psychoeducational groups, parent workshops, teacher/staff professional development; Student goal setting via phone/web; Crisis Response. |
| ASSESS | Development of pre/post surveys and needs assessments for pupils/parents/teachers (and distribution if possible); Disaggregation and analysis of existing school or counseling program data; Create annual results report; Conduct school counseling program assessment. Program evaluation. |

Supervision

According to the most recent [guidelines](#) provided by the CTC:

“Clinical practice must be under the supervision of an experienced supervisor. PPS candidates should be practicing the knowledge and skills identified in the specific set of program standards under the supervision and guidance of one or more experienced supervisors.”

The California Association of School Counselors in partnership with Wisconsin Association of School Counselors has developed a one-stop resource page for school counselors and counselor educators to support students during the COVID-19 outbreak. The website includes a page specifically for [counselor educators](#) that provides resources and guidance for negotiating school counselor preparation and practice during this unprecedented time of school closures and virtual communication. CASC encourages counselor educators to visit <https://covid19k12counseling.org> for more information.

Documentation

According to the most recent [guidelines](#) provided by the CTC:

“The program should make note of exceptions in the candidate’s file that occur and how the exception was addressed for each candidate.”- CTC

CASC encourages school counselor preparation programs to maintain appropriate documentation if and when alternative field experiences are provided to individual candidates



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beyond the traditional face-to-face setting. School counselor preparation programs should consider documenting the following:

1. Alternative field experiences overseen by site supervisor:
 - a. School counselor preparation programs may wish to instruct pupils and site supervisors to document in the fieldwork log of hours which activities were provided via an alternative to face-to-face.
2. Alternative field experiences overseen by university supervisor when the site supervisor is no longer available.
 - . School counselor preparation programs may wish to instruct pupils and university supervisors to create a *separate* fieldwork log of hours which documents activities provided via an alternative to face-to-face and supervised by the university supervision.

Variable Term Waiver

There may be circumstances where a candidate is unable to complete their preparation this spring. The CTC is creating a pathway that will allow these educators to obtain a Variable Term Waiver (VTW), secure employment and complete their credential requirements during their first year of practice.

According to the [notice on VTW](#) provided by the CTC on April 6th:

*“Any **Commission-approved institution** offering one or more of the Commission-approved programs listed above who has candidates that they would like considered for a VTW due to the impact of the COVID-19 restrictions must submit an official request to the Commission. To be considered at the Commission’s April 23-24 meeting, all requests must be received no later than **April 20, 2020.**”*

Additional details and instructions on VTW’s are provided in the [April 6th notice](#). School counselor preparation programs who are considering issuing a VTW are encouraged to work with their institution to complete the necessary documentation for submission to CTC by the **April 20th deadline** to be considered for the April CTC meeting.

Alternative Field Experience Activities

Documentation: Updating pupil case notes, files, academic plans as it pertains to the role of the school counselor.

Trainings for School Site: Develop trainings that will benefit the school site.

- Topics may include: Self-care, program evaluation follow-up, Positive Behavioral Interventions and Supports (PBIS) strategies for establishing classroom expectations,



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procedures, class management plan, culturally responsive practices, peer mentoring, implicit bias and vulnerable decision points, suicide and self-harm prevention

- Site supervisors and/or university supervisors can adjust the topic to meet particular competencies.

Groups/Workshops for Students or Parents: Develop curriculum for classroom lessons or small groups.

- Topics may include: Academic learning skills, study skills, career and college exploration and knowledge, SMART goal setting, emotion management, substance use/abuse prevention (in collaboration with relevant community agency etc.).
- Topics should be based on data collection/analysis to determine needs.
- Topics should be aligned with ASCA Mindsets and Behavior Standards for students.
- Site supervisors and/or university supervisors can adjust the topic to meet particular competencies.

Written Materials for the School Counseling Program: Develop

handouts/flyers/brochures/infographics/videos/resource list or counseling webpage.

- Acceptable topics: Descriptions, summaries, visuals for components of the school counseling program, role of the school counselor aligned with ASCA, role of school counselor in MTSS (if site has MTSS), college and career resources, community resources for pupils, staff, families, sharing ASCA materials and CASC materials. Create resource list of community mental health resources, crisis/emergency services, food services, legal consultation, COVID-19 specific services.
- Site supervisors and/or university supervisors can adjust the topic to meet particular competencies.

Community Resource Guide: Research various (culturally responsive) community service providers relevant to your student population and create a resource map and/or develop a list of resources for pupils with services offered, referral process, etc.

- Acceptable topics: Academic resources, before and after school opportunities, food/clothing/shelter resources, mental health agencies (including for various racial/ethnic groups, services and programs for students with disabilities, volunteering/internship opportunities, scholarship resource guide. Safety policies, diversity policies, use of social media, utilization of technology, mandated reporting, confidentiality.
- Site supervisors and/or university supervisors can adjust the focus to meet particular competencies.



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Culturally Responsive Interventions: Research culturally responsive intervention for the population your school serves and common presenting problems. Develop a PowerPoint presentation that presents using these interventions in your school (in addition to or in place of what is used already). This would count toward FW diversity hours.

Legislative Policy Review: Review relevant laws and social policies impacting the population you work with and/or the school counseling profession. Submit a reflection paper.

Power, Privilege, Marginalization, Oppression: Reflect on the ways in which students at your site experience some or one of the following: power, privilege, marginalization, and oppression. How does this impact the delivery of services to students at your school? Create a plan for the school to incorporate awareness of these issues into student services. This could count toward FW diversity hours.

Cultural Humility: Read the article [Cultural Humility versus Cultural Competence](#) and write about how this applies to your work with students at your school. Create a plan for change that you can bring back to a school and develop it into either a training for school staff or a school policy. What steps will you take to incorporate your understanding of cultural humility influence your work with students at the school site? Create a plan. This could count toward FW diversity hours.

Complete Online Training: Complete assigned training and provide a certification of completion. If a certificate is not provided a written reflection and/or a presentation to disseminate knowledge gained may be submitted as evidence. Additional trainings are listed below:

- Child Abuse Mandated Reporter Training California
<https://www.mandatedreporterca.com/training/school-personnel>
- Psychological First Aid and Skills for Psychological Recovery (6 hours)
<https://learn.nctsn.org/course/index.php?categoryid=11>
- Building Resiliency: Supporting Youth Affected by Trauma and Community Violence
<https://learn.nctsn.org/course/index.php?categoryid=44> (each free recorded webinar presentation is 1.5 hours)
- TF-CBT *Trauma-Focused Cognitive Behavioral Therapy* (10 hours of training modules)
<https://tfcbt2.musc.edu/>
- Preventing Adverse Childhood Experiences https://vetoviolence.cdc.gov/apps/aces-training/?fbclid=IwAR1E6iLo4piL_Eoxh_sl55WG9kONfZvb5ywB9yXs5nZXjo3iFN2aeqNjgYw#/#top