

Educational Psychology
M.Ed. Counseling Student Affairs
EPS 608 Fieldwork Handbook
2020 and 2021

EPS 608: Fieldwork (3 Credit Hours)

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Introduction

The purpose of these guidelines is to clarify the objectives of the Master of Education in Counseling Student Affairs Fieldwork and to outline the specific responsibilities of the student, the Faculty Supervisor, the Institution/Organization, and the On-site Supervisor.

All students in the M.Ed. Counseling Student Affairs program are required to complete **300 hours** (3 credit hours) of Fieldwork experience. The fieldwork can be completed as a half-time (20 hours per week over 15 weeks) experience in an approved organization during the first year of the student's program or as a quarter-time (10 hours per week) experience in an approved organization during the first two semesters of the student's program. The student's graduate assistantship or full-time job most often serves as their fieldwork experience. The Educational Psychology faculty will consider all other arrangements for approval.

The Fieldwork provides the students with the opportunity to apply the theoretical concepts and skills learned in their academic program and supplement the knowledge and skills with practical experience. The Fieldwork also allows students to make the transition from the classroom to the professional student affairs setting and to adapt to the professional lives they are about to enter.

Objectives of Fieldwork

1. To engage in Fieldwork activities that enhance the student's knowledge and skills in the following areas:
 - Sustainable human growth and development;
 - the promotion of social, cultural, and global diversity;
 - the establishment of helping relationships and professional networks;
 - effective ways in which students can be challenged to think and act from a global perspective;
 - the application of counseling skills to student affairs practice;
 - and creative sustainability practices and their applicability to higher education.
2. To learn how student affairs operates within the context of the university.
3. To learn the function, structure, and goals of the Fieldwork Site and the ways in which that site fits into the overall student affairs work at the university.
4. To learn how to establish and maintain effective working relationships with diverse supervisors, coworkers, and students.
5. To develop written and oral communication skills essential to functioning effectively in the student affairs academic program and profession.
6. To gain supervised experience in the use of a variety of professional resources such as assessment instruments, computers, print and non-print media, professional literature, research, and information and referral to appropriate providers.

7. To perform the duties required of a regularly employed staff member who is occupying the professional role similar to which the student is aspiring.
8. To consider leadership and leadership style.

Finding a Fieldwork Site

Students are encouraged to use an approved Fieldwork Site that is related directly or indirectly to student affairs work and that will provide adequate supervision. Once a location and On-site Supervisor have been chosen and approved by the student's advisor, the student must submit the Fieldwork Contract (<https://nau.edu/ed-psych/forms-checklists-manuals/>) signed by the Faculty Supervisor and the On-Site Supervisor. The Fieldwork Contract must be submitted to the Educational Psychology department office at least two weeks prior to the beginning of the semester preceding the Fieldwork. Students with a graduate assistantship or relevant full-time position may use their assistantship as their Fieldwork Site if approved by their On-Site supervisor and Faculty Supervisor.

Responsibilities of the Student During Fieldwork:

- To understand and practice the procedures, policies, and regulations established by the organization.
- To ask for assistance and supervision when needed to assure that college students and the organization receive adequate services.
- To seek the assistance of appropriate staff members to address problems and register complaints.
- To attend conferences, staff meetings, training sessions that are assigned by the On-Site Supervisor.
- To inform the On-Site Supervisor when she/he will be late or absent.
- To complete activity reflection sheets weekly and submit them to the Faculty Supervisor every month.

The activities must include:

- a. a minimum of 300 hours of direct service at the site by the end of Fieldwork,
- b. a minimum of 1 hour per week of individual supervision,
- c. a minimum of 1 1/2 hours per week of group supervision.

To complete the student self-evaluation forms and review them with your On-Site Supervisor before discussing them with the Faculty Supervisor. Two self-evaluations are completed for each Fieldwork (<https://nau.edu/ed-psych/forms-checklists-manuals/>). The first self-evaluation is completed at the mid-point and the second at the end of the Fieldwork. To complete and submit the Supervisor Evaluation and Site Evaluation forms to the Faculty Supervisor at the end of the Fieldwork (<https://nau.edu/ed-psych/forms-checklists-manuals/>).

Expectations of the Student during Fieldwork

1. The Fieldwork organization expects responsibility and commitment. Punctuality, attendance and preparation should reflect the seriousness of this responsibility.
2. The Fieldwork is an opportunity to learn. Observe carefully not only **what** is done, but also **the process in how** it is done at the cooperating site. Be discrete always about talking to friends and outsiders about what transpires at the Fieldwork Site.
3. First impressions are important. Be courteous, cooperative and sincere in dealings with the Fieldwork instructor, on-site supervisor(s), administrators, faculty, institution employees, parents, and residents of the community. The ability to work well with people and to maintain desirable relationships is one which Fieldwork students and life-long professionals must cultivate.
4. Students are guests at the Fieldwork site; and therefore, are expected to support the college or university, agency, or organizational policies and personnel. All rules and regulations are to be followed and always follow the chain of command. The on-site supervisor is the student's immediate supervisor.
5. All on-site fieldwork supervisors are concurrently career administrators and managers at the Fieldwork Site and expect Fieldwork Students to become a contributing member of the employee group(s). Every on-site supervisor has certain obligations at his/her place of work, and indirectly to the student affairs program and to the fieldwork instructor. Students must be willing to do their fair share of the work. At the same time, Fieldwork Students are not expected to be assigned to do "odd jobs" or carry out responsibilities beyond their authority and experience.
6. Fieldwork students should dress, talk and act as professionals. They should exemplify professionalism in dealing with confidential information. Students should demonstrate a professional attitude and appearance in all contacts in the institution and community.
7. Most on-site supervisors understand that the Fieldwork student's wardrobe may not be as sophisticated as the rest of the staff, but the lower limits of acceptability should be fully understood. Remember, the department is trying to project a professional image to the community or "customers" it serves.
8. Fieldwork students should assume responsibility for the quality of their experience, seek out challenging opportunities and ask for new assignments or responsibilities. They should use initiative, but keep the on-site supervisor informed. Fieldwork offers an opportunity for the graduate assistant to take their experience to a new level by taking on additional responsibilities or working with a new experience that supplements their GA role.
9. Clear professional ethics and confidentiality is critical to free and frank discussions while learning on the Fieldwork. Matters discussed in a Fieldwork which stem from events while "on the job" will be held in confidence and not discussed outside of the Fieldwork with anyone—including family members and friends. However, it is vital that on-site supervisors be aware that matters stemming from work in Fieldwork Sites may be eligible for discussion in future classes under the supervision of the CSA faculty, and that these matters will be kept in strictest confidence.

10. Fieldwork Students should not hesitate to ask for assistance from the on-site internship supervisor. If students do not know how to complete a task, they should communicate this to the on-site supervisor. It is important for Fieldwork Students to not place themselves in an embarrassing predicament by claiming to "know it all."
11. Fieldwork students should never criticize one student or employee to another, nor should students criticize the fieldwork instructor, on-site supervisors, administrators, NAU or any other institution to others. Conduct unbecoming of a "professional student services administrator" is considered just cause for removal from a Fieldwork Site and/or from the Fieldwork course and receiving an "F" grade in the Fieldwork course.
12. Fieldwork students should not be afraid to suggest new ideas but strive for tactfulness when doing so. If the idea is not adopted or some idea is being used that may be contrary to past experiences, ask why. Usually there is a sound, logical reason.
13. Fieldwork students should strive to learn all they can during their experience and gain experience in all phases of the positions and/or projects assigned.
14. Fieldwork students should take criticism in the spirit in which it is offered. Suggestions will be offered for professional improvement. Invite suggestions and profit by them. Make positive changes in teaching as suggested by the on-site supervisor.
15. Be prepared to spend the time necessary to participate in the activities expected of on-site supervisors. It may be expected to take an active role in evening and weekend activities. Remember that the Fieldwork is an opportunity to experience the 'real-world' roles and responsibilities of a college/university or related agency professional. Plan to be involved in a variety of activities and budget time and other resources in order to allow for full participation. Other employment is permitted during the Fieldwork.
16. When leaving the Fieldwork Site during required work hours, for any reason, be sure that the on-site supervisor and the daily assigned project or work administrator gives permission. Report absences, due to any reason, to the on-site supervisor as soon as possible.
17. Set aside time regularly for meetings with the on-site supervisor.
18. Before leaving the institution at the end of the Fieldwork experience, be sure to personally express appreciation to the on-site supervisor(s), managers/directors and coordinators working at the Fieldwork Site. Use good manners and follow this up with written expression of appreciation and thank you.
19. Know the rules and policies of the department or division assigned—paperwork, process, file handling, supervision, etc. Follow the rules. In most cases they were created for good reasons. It is OK to ask the on-site supervisor about the history of a policy or procedure and even to raise concerns about its effectiveness.
20. Become very familiar with the academic and working calendar of the assigned Fieldwork Site. Missing an appointment is unprofessional, so structuring and disciplining time is a learned behavior.

21. Letters of recommendation from professors and a student's advisor in the CSA department are important, but if they have not actually supervised the student in practice, then they are not really equipped to speak directly about an intern's skills. Letters of recommendation from on-site internship supervisor(s) carry significant weight. Plan and network accordingly.

Students Behavior During Fieldwork

The student's conduct should conform to the rules and regulations of the program and the ethical standards of *NASPA, ACPA, and the American Counseling Association* always during the Fieldwork. Students must avoid sexual and harmful dual relationships with students, coworkers and supervisors that could impair their professional judgment or increase the risk of exploitation.

If during the course of the Fieldwork, the On-Site Supervisor, Faculty Supervisor or Student determine that the student has difficulty functioning effectively in the Fieldwork setting, steps will be taken to correct the situation. The Faculty Supervisor will arrange a meeting that will include the Student, On-Site Supervisor and the Faculty Supervisor. Corrective action will be discussed and if continuation is agreed upon, a *Corrective Action Plan* will be developed by the group. If discontinuation is agreed upon, the Faculty Supervisor and Student will determine if the Student can be immediately reassigned to another organization or if reassignment will occur for a following semester.

When a student's behavior is found to be unethical following the rules and regulations of the program and the ethical standards of *NASPA, ACPA, and/or the American Counseling Association*, the student may be dropped from the Fieldwork and from the Educational Psychology Program. The student may appeal this decision. The first step of the appeal process is for the student to request an appeal hearing through the Faculty Supervisor. The Faculty Supervisor will set up a meeting with the Student, the Student's Advisor, the Coordinator of the Counseling Committee, and the Chair of Educational Psychology. If the Student is not satisfied with the Educational Psychology Department Committee, he or she may appeal next to the Associate Dean of the College of Education. If necessary, the persons to contact in the next steps of the appeal include Associate Vice President for Academic Affairs for Research and Graduate Studies, the Vice President for Academic Affairs and lastly the President.

The Role of the Fieldwork Site

1. To provide the student with an opportunity to practice in a setting that reflects the foundations, contextual dimensions, and practice of student development and student affairs.
2. To provide the student with an opportunity to engage in Fieldwork activities that enhance the student's knowledge and skills in the following areas: (a) professional orientation, (b) student development theory, (c) student characteristics and the effects of college on students, (d) individual and group interventions, (e) the organization and administration of student affairs, (f) assessment, evaluation, and research practices, (g) working effectively within a diverse environment, (h) fostering sustainable institutions, and (i) global engagement.
3. To provide best practice models of college student services.
4. To provide the students with the opportunity to interact with professional role models.

5. To provide students with the opportunities to identify with the college student affairs profession.

The Role of the On-Site Supervisor

Fieldwork experience must be completed in settings where the student has access to on-site supervision from a professional with at least a master's degree in the appropriate Student Affairs field in which the student is completing his or her Fieldwork.

1. To orient the student to the Fieldwork site.
2. To provide the student with written materials describing the policies and procedures of the organization.
3. To sensitize the student to broad issues, trends, and dilemmas within the Fieldwork Site, so that she or he may gain some perspective as to the macro-system in which the program or department operates.
4. To set up learning situations such as interviews, staff meetings and consultations in which the student is a participant.
5. To help the student in planning, organizing, and implementing her or his duties.
6. To plan, organize, and coordinate activities and learning experiences for the student so that he or she will understand all the functioning areas of the program.
7. To inform the student of steps he or she should take to improve weakness and further develop strengths in job performance.
8. To provide regularly scheduled formal and informal supervision in which policies, roles, activities, and concerns can be discussed.
9. To ensure that the student performs 300 hours of meaningful job duties related to student affairs.
10. To review with the student, her or his midpoint and final evaluations prior to submitting them to the Faculty Supervisor.

The Roles and Responsibilities of the Faculty Supervisor

1. To provide opportunities for students to discuss their experiences with the Faculty Supervisor.
2. To ensure that students and Fieldwork Site personnel in the university and academic program are involved and interested in their progress and studies.
3. To address any academic or college student counseling problems that may develop between the student and the Fieldwork Site.

4. To evaluate the student's progress and professional potential and provide the student with feedback relative to professional development.
5. To function as a liaison between the school and the Fieldwork Site. The Faculty Supervisor will make at least 3 contacts with both the On-Site Supervisor and Student. The Faculty Supervisor will complete the Faculty Supervisor Contact Forms (<https://nau.edu/ed-psych/forms-checklists-manuals/>) for each contact to document supervision activities.

Faculty Supervisor Contacts with Student Intern and On-site Supervisor:

The Faculty Supervisor will meet with the Student and On-site Supervisor together and in person (if possible) at least three times during the fieldwork. These meetings provide an opportunity for the Student, Faculty Supervisor, and On-site Supervisor to reflect on the Fieldwork experience, to identify strengths and weaknesses of the student and fieldwork site, and to develop strategies for ensuring that the Student has a successful experience in the weeks to come.

The three contacts will be in person, either at the office of the Faculty Supervisor or the Fieldwork site, when the fieldwork is within 20 miles of Flagstaff. For Fieldwork conducted greater than 20 miles from Flagstaff and within Arizona, at least one of the contacts will be in person and the other two contacts will be by telephone using conference calling that includes participation by the On-site Supervisor, the Student and the Faculty Supervisor. For approved out-of-state Fieldwork, three telephone contacts will be conducted using conference call that includes participation by the On-site Supervisor, the Student and the Faculty Supervisor.

The **first contact** is designed to review the Fieldwork goals and expected activities, clarify the roles of the On-Site Supervisor, Student and Faculty Supervisor, and explain the documentation and evaluation process.

At the **second** and **third** contacts, the Student's experiences will be reviewed and there will be an opportunity to discuss the mid-point and final evaluations. These evaluations should be completed by the student and reviewed by the On-site Supervisor prior to meeting with the Faculty Supervisor.

Timeline for Arranging and Participating in Fieldwork Experience

Semester Preceding the Fieldwork

Weeks 1-2 During the semester or summer preceding the beginning of the Fieldwork, the student will arrange an appointment with his/her advisor to discuss appropriate Fieldwork sites based upon the student's interests and needs. At that time, the student will be given the Fieldwork guidelines.

Weeks 3-7 Following the meeting with the advisor, the student investigates advisor-approved Fieldwork Site possibilities by visiting and interviewing with supervisory personnel at the various organizations. When the student has tentatively decided upon an Fieldwork Site, he/she will complete the Fieldwork Contract form (<https://nau.edu/ed-psych/forms-checklists-manuals/>) including appropriate signatures and return it to his/her advisor for final approval.

Weeks 8-9 The Fieldwork Contract (with On-Site Supervisor's signature) must be returned to the student's advisor at least two weeks preceding the start of the Fieldwork. The student's advisor must approve and sign the Fieldwork contract and then the student must submit a copy of the signed

contract to the Department of Educational Psychology office. The office will enroll the student in EPS 608 Fieldwork. The approved Fieldwork contract should be sent to the participating organization and pre-Fieldwork arrangements should be made. Fieldwork may not be permitted for the following semester unless the required information is received by this time.

Semester of the Fieldwork

Weeks 1-2 The Fieldwork begins during the first week of the designated semester unless other arrangements have been approved by the On-Site and Faculty Supervisors. The Faculty Supervisor will conduct the first contact with the On-Site Supervisor and Student to clarify the objectives and expectations of the Fieldwork.

Week 4 The Student completes the monthly reflection forms (template on <https://nau.edu/ed-psych/forms-checklists-manuals/>). The forms are signed by the Site Supervisor and given to the Faculty Supervisor.

Week 6-7

- The Student and On-Site Supervisor should each complete the mid-point student evaluation form (<https://nau.edu/ed-psych/forms-checklists-manuals/>) and then discuss the evaluations together.
- The Faculty Supervisor will have the second contact with the Site Supervisor and Student to discuss the evaluations. If areas are identified for the Student to improve, activities will be planned for the Student to complete in improving the areas during the remainder of the Fieldwork.
- The Student completes the monthly reflection forms. The forms are signed by the Site Supervisor and given to the Faculty Supervisor.

Ongoing The Student completes the monthly reflection forms. The forms are signed by the Site Supervisor and given to the Faculty Supervisor by the Student. The syllabus for EPS 608 outlines additional ongoing work for the Fieldwork Student.

Week 13-15

- The Student and Site Supervisor should each complete the final student evaluation form (<https://nau.edu/ed-psych/forms-checklists-manuals/>) and then discuss the evaluations together. The student also discusses the completed Supervisor Evaluation (<https://nau.edu/ed-psych/forms-checklists-manuals/>) forms with the Site Supervisor.
- The Faculty Supervisor will have the third and final contact with the Site Supervisor and Student to discuss these evaluations.
- The Student completes the monthly reflection forms. The forms are signed by the Site Supervisor and given to the Faculty Supervisor.
- The Student completes the Faculty Supervisor Evaluation form (<https://nau.edu/ed-psych/forms-checklists-manuals/>) and mails it to the Chair of the Department of Educational Psychology to NAU Box 5774

Termination and Re-assignment

Although it is not expected that a Fieldwork student will need to terminate a Fieldwork placement, this event may occur. Reassignment may be requested by the Fieldwork student, the student's advisor, the fieldwork instructor, and/or the on-site supervisor. The final decision about reassignment rests with the Faculty Supervisor, in consultation with the On-Site Supervisor.

As emerging professionals, it is expected that all Fieldwork students will act in a professional and competent manner. Therefore, reports of failure to fulfill obligations or responsibilities will be taken seriously. Through the evaluation and feedback provided by both on-site supervisor and the instructor, a student functioning in a Fieldwork experience should know whether or not they are meeting expectations. If at any time, a student suspects that his/her evaluations are not actually reflective of work at the setting, the student should meet with the On-Site Supervisor to discuss the issue. If the On-Site Supervisor is not meeting expectations for Fieldwork, the intern should meet with the Faculty Supervisor to discuss the issues.

Professional Code of Ethics and Confidentiality

Students in this master's program should follow the professional code of ethics and certification guidelines established by the following four organizations:

**National Association of Student
Personnel Administrators Association**
1875 Connecticut Avenue NW, Suite 418
Washington, D.C. 20009-5728
(202) 265-7500
www.naspa.org

**American College Personnel
Association**
1 Dupont Circle, Suite 360-A
Washington D.C. 20036-1110
(202) 835-2272
www.acpa.nche.edu

National Board for Certified Counselors
3-D Terrace Way
Greensboro, NC 27403
(919)547-0607
www.nbcc.org

American Counseling Association
5999 Stevenson Ave.
Alexandria, VA 22304
(703) 823-9800
www.counseling.org