



**School Counseling Program  
SPRING SEMESTER**

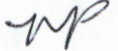

Practicum Site: Libby Elementary

Supervisor: Ms. Nicole Pablo

**Activities to Fulfill Assignments in Other Courses**

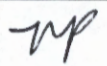
<i>Required Activity</i>	<i>Reflection on &amp; Self-Evaluation of this Activity e.g., highlight your strengths/weaknesses</i>	<i>Date Completed</i>	<i>Supervisor Initials</i>
<b>CSP 662 Interventions with Child &amp; Adolescents (3)</b>	<p>We delve into solution-focused brief counseling technique developed by Dr. Gerald Sklare at the beginning of the semester. These new techniques enabled N2 and I to clarify the details of her goal and details that will inform us N2 reached her goals. We identified strengths and academic skills she learned in one subject that is applicable to other subjects. We also defined, and later confirmed, how others such as parents and teacher would react when she has reached her goal. Together, we connected N2's success to positive feelings as reinforcement.</p> <p>Although I was unable to record sessions with our case study student for the class critique due to confidentiality issues, I received copious, fair and insightful recommendations from my colleagues from both the school counseling and school psychology programs. Through reviewing and providing comments to their counseling sessions, I learned techniques that can help students and I overcome difficult patches in the counseling session. I also reviewed my own style and how I will need to flex to adjust to student's needs.</p> <p>Through working with multiple students, I was also able to conduct case studies. I focused on one student and realized that I have a lot of information from speaking with the school counselor, teacher, parent, parent-aide in the classroom and the</p>	5/8/13	NP

	<p>student. It is difficult to organize and sort this information in a linear and chronological fashion because little bits and pieces of information were gathered over the course of the school year. The positive aspect of this way of gathering information is that I was able to see the changes in the student over time. Once again, this experience drove home the importance of observing the student in multiple settings and speaking with other important figures in the student's life in order to get a complete picture of the student as a person and how I can best assist him or her.</p>		
<p><b><i>CSP 670 Group Counseling (3)</i></b></p>	<p>Group counseling posed quite a learning curve for me since I have very little to no experience in group counseling both as a group member and facilitator. Through this course, I was given the opportunity to be a member and experience the group as my students would. I used to become annoyed when others do not pay attention when I speak. Having been an unwilling and unengaged member, however, I now have a better sense of empathy towards students who are bored or uninterested in the session.</p> <p>Through observing my cohort members facilitating our session and their various styles, I learned that there are many different ways to help students stay engaged. I have now built a library of feeling check and icebreaker activities to help students build group cohesion and identify success and challenges.</p> <p>The readings for this course helped me understand the importance of following the schedule so as not to intrude upon instructional time. In the beginning, I had mistakenly believed that we must complete all items listed in the agenda for the day's session. I now know that the agenda is only a guideline</p>	<p>5/14/13</p>	<p><i>NP</i></p>

	and certain activities can be omitted if we are running out of time. I will need to be aware of all the activities available and decide which ones can be omitted to react to time constraints.		
<b>CSP 740 Ethics (1)</b>	<p>Helping Ms. Pablo in filing CPS report was an eye opening experience for me. Although our textbook, <i>Ethics and Law</i>, have prepared us for the possibility in which we have to face the emotionally challenging prospect of filing such a report, the reality is far different from what I had imagined. I felt at ease during the phone call to CPS since the staff member was kind and patient. The interview was conducted in a straightforward manner where the caller only had to answer factual questions. Fortunately, this case was resolved and Ms. Pablo was only recently alerted by the parent that the student had received support outside of the school and the parent would like the student to have additional support at the school. The CPS staff member who answered the call stated that she would make a note that Ms. Pablo made a call regarding this case.</p> <p>Having filled out the form and shadowed the phone call helped put my mind at ease. It is never easy to hear the heart-wrenching stories or have the "knot-in-the-gut" feeling from knowing that my student could be abused. However, I will be mindful that I am acting in the best interest of my students and need to be strong for them.</p>	5/14/13	
<b>CSP 710B ASCA Model (3)</b>	Initially, filling out all the ASCA documents seemed daunting. At first glance, the forms are either long or appear incredibly detailed and time-consuming to complete. Once I spent the time to examine the forms, however, I realize that though they may require time and effort to complete, the forms are quite	5/17/13	

	<p>easy to complete if the school counselor is well prepared and have been in compliance with the ASCA model and ethical standards. These forms will also serve as a clear guide to our course of action and communication tools to faculty and staff so that all are aware of our efforts. Since we also have to state our goals and the changes we hope to achieve through our programs, we are also held accountable for our program's outcomes. Without these forms, we will be left to our own devices to showcase our significance and positive impact on our students and school. It is tremendously helpful to have these data and information to support us in our endeavors in navigating tough economic times.</p>		
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**Activities Required of All Students in CSP 740 Practicum: Schools**

<i>Required Activity</i>	<i>Reflection on &amp; Self-Evaluation of this Activity e.g., highlight your strengths/weaknesses</i>	<i>Date Completed</i>	<i>Supervisor Initials</i>
Shadow/interview the SP (min. 2 hr.)	<p>We had the opportunity to interview the school psychologist, Ms. Covarrubias on two separate occasions. Ms. Covarrubias brought up that even though she works at multiple sites, she is very fortunate to have the flexibility to complete her work at the district office and that each school site is flexible in accommodating scheduling changes. This demonstrates that flexibility is important for her, as well, since she has to make adjustments in order to complete her work.</p> <p>I was also glad to hear that Ms. Covarrubias uses multiple strategies to ensure that assessment results accurately reflect the student as a person. For example, she will test the student over a few days and use multiple tests to minimize error or random factors such as student not feeling well on a specific day. In</p>	5/9/13	

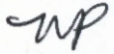
	<p>order to protect the student's privacy, she will also inform students and classmates that the student is being called to help her understand how kids learn. When other students show interest, she will inform them that only specific students are chosen. These strategies help the tested student feel valued and will do his or her best.</p> <p>Ms. Covarrubias also brings up the point of "created disability". Most students are not tested or granted an IEP until they are 3 years behind their peers. For example, a 1<sup>st</sup> grader who is assessed as reading at the kindergarten level will receive no additional support because he is less than 3 years behind his peers. It is not until the student is in 3<sup>rd</sup> grade and still reading at the kindergarten level will the student receive an IEP that mandates additional support be given to the student. Again, this shows how the system is creating an achievement gap.</p> <p>Due to schedule differences, we were unable to observe Ms. Covarrubias at work. I would very much like to shadow the School Psychologist at my next year's fieldwork site so that I have a better understanding of their role and the assessment process.</p>		
Shadow/interview/observe administrative personnel (e.g., principal, VP/AP, attendance clerks, principal's secretary)	Interviewing and assisting Mrs. Gonzalez during the testing process was a great experience. I was amazed by Mrs. Gonzalez's passion for teaching and working with students. When asked what does a normal day look like for her, she smiled and said that there is no such thing as a normal day. She admitted that she may have plans and schedule for the day, but if there is a crisis or other items that emerges throughout the day that requires her immediate attention, then she will need to attend to these needs first then return to her agenda. Flexibility	4/18/13	MP

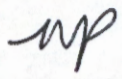

	<p>is truly a required skill in all school personnel, not only the school counselor. Through assisting her with the testing process, it is easy to see how this chore can be placed on the school counselor's shoulders. The receiving and distribution of test materials is incredibly labor-intensive and requires impeccable attention to details. The school must account for all test materials provided by the state and return them to the district office in the format prescribed. Between missing test booklets, special booklets to accommodate students with different needs, and special envelopes provided for destroyed booklets, things can get confusing very quickly.</p>		
<p>Observe school governance meetings (e.g., site council, faculty meetings, committee meetings, school board)</p>	<p>Observing the school site council meeting was an incredible experience. I was able to observe the various aspects of politics playing out that have significant impact on the student's educational outcomes. Though I was only an intern, I felt my voice was heard at the meeting when I summarized what I observed and stated my opinion. Teachers, administrators, school counselor and parents were present at this meeting. The council proceeded in a calm and relaxed manner with each member given the opportunity to state his or her opinions. Although the most urgent problem that effects out students in the most severe ways was obvious to me, we must respect everyone's input and hear all opinions to insure that we act in our student's and school's best interest.</p>	<p>3/27/13</p>	<p><i>NP</i></p>
<p>Carry an individual counseling load (at least ten students once/week for five weeks)</p>	<p>This semester proved to be a challenge as a result of the number of students who require assistance and changes in the services provided to the students. I worked with one student for almost the entire year whereas I worked with other students only this semester or halfway through the semester. These changes illustrate the importance to be flexible and adjust to my</p>	<p>On-going, 1/24/13 – 5/9/13</p>	<p><i>NP</i></p>

	<p>student's needs. Equally important is that even if these students are now receiving other services, I still need to follow-up and be part of their support system. It is unfair and hurtful to these students if I just suddenly stop working with them as a result of other services. These changes also showed me that I need to recognize there may be times when the student needs more than what I am capable to provide.</p> <p>Another important lesson I learned this semester is note taking and record keeping. Working with 10 – 12 students who are on-and-off my caseload and touching base with students that I have worked with once or twice on an "as needed" basis made me realize that it is difficult to keep track of everything that is going on. As a result of absences and holiday schedules, I was unable to meet with each student every week. I had to frequently refer to my notes to ensure that my students receive appropriate services and follow-up during our sessions. When I am a full-time counselor with a much larger caseload, it will be impossible to maintain a high quality of service without these notes. Even if these notes are only one or two phrases that either records what had transpired in our session or thoughts for the next session, they are important memory aides.</p> <p>Most importantly, I learned this semester that I truly enjoy working with students with all abilities and ages. I see the strengths in all of my students despite the negative inputs I hear from others. My students have proven themselves to be motivated and dedicated individuals who just need someone to listen, believe in them and support them. I learned that a little support and sincerity can go a long way in serving my students. Once my students were comfortable sharing their feelings and ideas with me, I was able to direct them to the skills and</p>		
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	solutions they already possess and help them practice using these skills in real life situations. I truly love being a school counselors and working with students!		
Co-Facilitate (with SC supervision) a topic-focused counseling group for a minimum of 6-8 sessions; a group must have at least 5 students (Consider ASCA <u>Small Group Action Plan</u> ).	<p>Through working with students in groups, I learned the importance of having a mixed group, rather than just students who need study skills, for example. Mixed groups provide the benefit of having role models or students with different strengths to share their ideas with each other. Michelle and I were also able to learn to improve our services through having multiple groups.</p> <p>Working with students in group setting also advanced my understanding of myself as a counselor. I became better in tune with my style and how I affect my group. I learned that I need to keep better track of time so as not to interfere with the necessary activities in the lesson and the student's schedule. I generally feel that as long as the conversation and lesson is progressing a manner that is beneficial to the student, I do not feel the need to adhere to the lesson plan. It appears that I have great flexibility, but I also need to be mindful that my students are in the group to learn specific skills. It would be unfair to let them know that the day's lesson is regarding a certain subject, then let the session progress down a different path. Gently re-directing a student and incorporating student's interests into future session would be more appropriate than letting the session take a detour.</p>	On-going, 1/17/13 – 5/14/13	NP
Observe process of how school determines student placement in classes in next grade level for upcoming year.	When Ms. Pablo first called the system "Pinks and Blues" I assumed that the colors refer to retention and promotion. Once I observed the process, I realize that the colors represent student gender. Each student's report card is printed on either	5/2/13	NP



	<p>pink or blue paper for girl or boy, respectively. Students' current teachers and next year's teachers then worked together to discuss student needs, group dynamics and assignment.</p> <p>Although the "Pinks and Blues" serves as a visual for teachers to ensure that no class contains only boys or only girls, this process illustrates how gender identity and stereotypes are reinforced. This may be a smaller problem at elementary school level, but it ignores that there are students who otherwise identify themselves. Teachers may also be preoccupied by the colors since that is the most prominent visual. I wonder whether it may be more helpful to print all the report cards on plain white paper and make a small color dot to indicate the student's gender, so that the gender is not as prominent.</p>		
<p>Develop, implement, and evaluate an intentional guidance activity in one of the following areas: academic, career, or personal/social development (Consider <u>ASCA Results Report</u>)</p>	<p>At first glance, the ASCA documents that we need to complete as part of the guidance activity process appeared intimidating. Once I began to fill out these documents, however, I realize that they are tools to help us develop, implement, and evaluate our programs. Each component on the forms is a guide for us to identify areas of strength and growth and the purpose of our program. Through this process, I was able to clarify who and what the program hopes to change, how and when the change is to occur, and why this change is needed. These documents also allow us to share our program's actions and goals in a clear and succinct way and hold us accountable for the results we want to create.</p> <p>Though they may be time consuming to complete, these documents give us the opportunity to objectively examine our program and ensure that our program goals are in line with school, district, state, and national standards and missions. If</p>	<p>On-going, 1/24/13 – 5/14/13</p>	

	we are unable to complete certain areas of these forms, that also tells us that more attention and information is needed in these areas.		
Continue monitoring academic progress of case study student (from 622A) and evaluating effectiveness of interventions. Modify interventions if needed.	<p>Unfortunately, my case study student's parents have denied counseling interventions. I have another student, N2, from fall semester and since then worked with four other students in individual sessions. Through meetings with N2's parents and teacher and report card data, it was evident that N2 enjoyed newfound academic success and social/personal growth. N2 was the student of the month! N2's success is a result of her own dedication and the collaborative effort of her family, teacher, school counselors, and other programs and service providers in the community.</p> <p>I had also gained and lost a few other students. CH, CJ, and CN were originally assigned to me as case studies. Later, CH was reassigned to Incredible Years on Fridays and I gained another student, A, whom I had met earlier in the year in Mr. Farrell's class. These students were all identified as needing assistance in social/personal growth. Through goal setting and rapport building, I was able to help student identify and brainstorm behaviors involved with being a good friend and appropriate behaviors in and outside of the classroom. We made pacts to practice these skills in the classroom and move up on the behavioral support plan. The students were clearly excited by the prospect and confident that they have the tools and skills necessary to reach their goals.</p>	On-going, 1/24/13 – 5/14/13	
Conduct parent conference with at least two of the students' on your caseload to discuss student's	I approached the parent conference with much trepidation and anxiety. When I attempted to establish rapport with the parents or guardians while they pick up their students, I realized that	4/25/13	

academic progress	<p>they or the caregiver speak little or no English. Since then, I solicited the assistance of my colleague, Paula, to act as a translator for me and the parents/guardians. With Paula's assistance, I was able to communicate with my student's family and secure meetings with the parents.</p> <p>The process of communicating with my student's family served to illustrate the importance of being multi-lingual, particularly in a state like California with such high diversity. It is to the benefit of all those involved for me to have more skills that I can use in the course of serving my students.</p> <p>I am very fortunate to work with supportive parents who took the time out of their busy schedule to meet with me. I am perturbed by the "school blames parents, parents blame school" stereotype or mentality. I realized that we all want the best for our students, but we may disagree on who should be responsible for providing the support. The truth is that we are all responsible. It is unproductive to blame others and we all have the ability to stop that cycle. Even if we believe that the parents need to do a better job at home, our responsibility as school personnel is to provide the parents with the support they need to be parents who have the determination and resources for their children's and family's benefit.</p>		
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**Record of Additional Major Practicum Activities**

<i>Activity</i>	<i>Reflection on &amp; Self-Evaluation of this Activity e.g., highlight your strengths/weaknesses</i>	<i>Date Completed</i>	<i>Supervisor Initials</i>
CESCaL Conference, Supporting Student, Saving Lives, 2013	Volunteering at the CESCaL conference was a great experience! I was able to get a behind-the-scenes view of hosting a conference. I provided a lot of support to the staff members, most of whom are my cohort friends. It was a great team-building experience. However, I did not network as much as I could have, especially during some of the workshops when I was not scheduled to work as a volunteer.	2/16/13	np
NOSCA Conference, Destination Equity, 2013: Charting Bright Future for All Students	<p>From the CESCaL experience, I learned that networking is an important part of attending a conference. I was able to network with current professionals from North Carolina, South Carolina, and Maryland. It is interesting to learn that other states and other types of schools have different practices from a public school in California. For example, a charter school in Colorado is trying out an open admissions AP program. Although I do not see that this can be done currently in a public school in California, nevertheless, their experience and practice is worth consideration.</p> <p>One interaction that particularly jumps out in my mind was during a workshop on turning drop out students to college-goers. During the session, the facilitator asked us to keep our hands raise if we have a higher student to counselor ratios than the number he called. At first, he called 250:1, many people had their hands up. As he approached higher numbers, hands began to drop. When he called 1000:1, one hand remained. He asked that person, "Are you from California?" That alone speaks too much about our state's current standard of care provided to our students. It is incredible that California's state budget is the biggest of all states, and yet we fail to provide adequate funding in education to support our</p>	4/13/13	np

	<p>students. Not only do we not have enough funding in education, it is well-known to others that we have failed our students. I also realized that although funding may be short, I am at the right place where students need me the most.</p> <p>No matter where I may be after I graduate from this program, I will always carry that interaction in my heart.</p>		
Power of Family Conference	<p>Preparing for the conference was a labor-intensive experience. Through this process, however, we were able to build cohesiveness and trust with each other and with our community. We passed out remaining flyers to parents and families when they were at the school to pick up the students and spoke with them about the conference. Most parents seem interested and inquired for the specific time and location. This shows that the parents are interested in their students' education and is comfortable with speak with the school personnel. I was glad for the opportunity to represent the school counselor, our program, and show the culmination of our efforts throughout the year.</p>	5/15/13	<i>mp</i>