

**PRACTICUM AND INTERNSHIP HANDBOOK
FOR TRAINEES AND SITE SUPERVISORS
FOR MASTER OF SCIENCE IN COUNSELING
ACADEMIC YEAR 2014-2015**

DEPARTMENT OF COUNSELING
COLLEGE OF HEALTH AND SOCIAL SCIENCES



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INTRODUCTION

Students are responsible for knowing the contents of this handbook. A copy will be given to the field supervisors. Counseling proficiency, professional values, and knowledge of the social service system cannot be learned in a classroom alone.

It is because we are deeply committed to a partnership of field and coursework that our program emphasizes fieldwork as an essential element in the student's 60 unit education. The agency supervisor is central to learning, serving as teacher, role model and mentor. We welcome supervisors to this task, stand ready to offer assistance and hope that you will undertake this process with interest and pleasure. The Supervisors' contribution to the mutual work of developing new and competent colleagues is greatly appreciated and valued.

This handbook represents policies and procedures relating to trainee (student) placement in the field. It is available to students, provided to agency supervisors, faculty liaisons and practicum instructors so that all individuals involved in the traineeship will be aware of the policies and procedures of the Department of Counseling. It is assumed that it will be read carefully and that students will be responsible for the information included herein.

Since the traineeship (placement in a field setting) is an integral part of the student's graduate training, the curriculum is built around the skills and experiences which are developed in the placement. The department acknowledges that a successful traineeship is a mutual arrangement, whereby the training setting receives services and input from students and where students gain experience. It is, therefore, vital that all parties are knowledgeable about the procedures and expectations of the traineeship, and have clear and open channels of communication.

The agency supervisor, student and Department of Counseling Fieldwork Coordinator will sign a contract at the beginning of the year agreeing to work together, within the parameters of these policies and procedures.

This handbook, Department of Counseling forms and traineeship information is available at <http://counseling.sfsu.edu/content/fieldwork> or through a link from the Department of Counseling web site at www.counseling.sfsu.edu.

Organization and Focus of Traineeships

Each traineeship should be set up for a full academic year. Students in their first year of practicum/traineeship must spend 12 hours per week in the field on at least 2 different days. Second year students are required to spend 16 hours per week in the field. Some agencies ask for more than the minimum number of hours required by this program. In these cases, students and placement sites must negotiate the number of hours.

I. TRAINEE PLACEMENT PROCESS

Trainee placement is the responsibility of the student, working with the Department of Counseling Fieldwork Coordinator. The final decision regarding a traineeship is a matter of negotiation between the student and the coordinator and must be approved by the coordinator. It is possible that a placement may be considered appropriate for one student but not appropriate for another. The expectations and responsibilities of the student, practicum instructor, coordinator, and agency supervisor are defined in this handbook.

II. SAFETY AND LIABILITY

The Department of Counseling encourages trainees to purchase individual liability insurance coverage from their professional organization and is highly recommended. For example, the American Counseling Association offers a discount for ACA student members to purchase professional liability insurance through the Healthcare Providers Service Organization (HPSO). In addition, The California State University System has liability insurance coverage for students placed in the field while enrolled in coursework that requires fieldwork associated with the University, to have an agency and University MOU.

All agencies should have an emergency crisis protocol in place, and this should be clearly communicated to the SFSU interns and practicum students. The Department of Counseling refers students to a variety of agencies situated in all geographic locations in the Bay Area and serving a wide variety of client populations. Students must be aware that some agencies are located in areas where substance abuse, psychotic illness, and other social circumstances may lead to violent behavior and potentially dangerous situations. It is department policy that no student should ever be alone in any agency at any time and that weekend and evening work should occur only if the location and facility are considered to be safe. If a student has any concern about personal safety in an agency setting, he/she must leave the agency and contact his/her faculty liaison or the Fieldwork Coordinator immediately.

III. DISTINCTION BETWEEN PRACTICUM, INTERNSHIP, AND TRAINEESHIP

CACREP (Council on the Accreditation of Counseling and Related Programs) and CORE (Council on Rehabilitation Education) distinguish between “practicum” and “internship.” California state law distinguishes between “trainees and interns.” All SFSU Counseling students work as trainees for four semesters. CACREP and CORE refer to the first semester of fieldwork as “practicum.” All subsequent semesters are called “internships” by CACREP and CORE. During the first two semesters, the student is required to work a minimum of 12 hours per week as a trainee. During the second two semesters, a minimum of 16 hours per week is required. Over the four semesters students are required to work a minimum of 840 hours. A minimum of 280 of these hours must be direct client contact hours.

After students graduate, if they pursue an MFT or LPCC license, then the state of California calls fieldwork an “internship.”

Practicum is (COUN 705 & COUN 706): 40 direct client contact hours + 140 indirect hours = 180 hours.

- A. CACREP 2001 standards require all trainees to “complete supervised practicum experiences that total a minimum of 100 clock hours . . . at least 40 clock hours of direct service with clients, including experience in individual and group work” (p. 18). The Department of Counseling requires all trainees to complete 180 hours over a 15-week semester. At least 40 of these hours must be direct client contact hours. See Table 1 on page 6.
- B. CACREP 2001 standards require weekly interaction with an average of one (1) hour per week of individual and/or triadic supervision (p. 18). This is achieved by enrollment in COUN 705 (triadic supervision, mock counseling, and five hours individual supervision) and required weekly field based supervision of at least one hour a week (required).
- C. CACREP 2001 standards require “an average of 1.5 hours per week of group supervision that is provided on a regular schedule throughout the practicum by a program faculty member or a student supervisor” (p.18). This is achieved through weekly three hour meetings in COUN 706.

Internship (COUN 736, 890, and 891)

COUN 736, 890, and 891 are the courses in which counseling instruction in support of the internship is performed.

- A. CACREP 2001 standards require 600 clock hours after the successful completion of the practicum, with at least 240 clock hours of direct service. SFSU students complete 660 clock hours and 240 direct service hours over three semesters while concurrently enrolled in COUN 736, 890, and 891. See Table 1, page 6.

- B. CACREP 2001 standards require weekly individual or triadic supervision, usually with an on-site supervisor (p. 19). This is accomplished through on-site supervision, which must minimally include weekly, one-hour individual supervision. Additional supervision is acceptable, but cannot replace individual supervision.
- C. CACREP requires “an average of one and one half (1 ½) hours per week of group supervision provided on a regular schedule throughout the internship and performed by a program faculty member” (p.19). The Department of Counseling provides this group supervision in COUN 736, 890, and 891.

Table 1

2014-2015 FIELDWORK HOURS TABLE			
<i>FIELDWORK SEQUENCE</i>	<i>DIRECT CONTACT HOURS</i>	<i>TOTAL HOURS</i>	<i>FORMULAE</i>
1st Semester (705)	40	180	12 hours per week X 15 weeks ~ (3 – 5 client hours per week)
2nd Semester (736)	60	180	12 hours per week X 15 weeks ~ (3 – 5 client hours per week)
3rd Semester (890)	90	240	16 hours per week X 15 weeks ~ (5 – 8 client hours per week)
4th Semester (891)	90	240	16 hours per week X 15 weeks ~ (5 – 8 client hours per week)
<i>TOTALS</i>	<i>280</i>	<i>840</i>	

2014-2015 FIELDWORK EMPHASIS HOURS TABLE			
FIELDWORK SEQUENCE	DIRECT CONTACT HOURS	TOTAL HOURS	FORMULAE
EMPHASIS	240	600	

Practicum (COUN 706) and fieldwork (COUN 705) must be taken concurrently. Practicum and internship classes cannot be taken without a field placement.

Documentation of Traineeship

Forms that must be used to document your field placement are to be downloaded and printed from this website: [HTTP://COUNSELING.SFSU.EDU/CONTENT/FORMS](http://counseling.sfsu.edu/content/forms) . The following forms must be printed, filled out and given to practicum instructors:

Type of Form	# of copies	Due Date
Traineeship Placement Forms**	1	1st week of semester
*Trainee Placement Agreement (Rehab, College, Career, Gerontology, School)	3	1st week of the semester
*Supervised Fieldwork Agreement (MFT)	3	1st week of the semester
Trainee Log for COUN 705	1	no later than Last Day of Instruction
Trainee Log for Specialization	1	no later than Last Day of Instruction
Trainee Log for Emphasis	1	no later than Last Day of Instruction
Verification of Group Counseling Requirement	1	Submit as soon as completed.

* Agreements are required for both specializations and emphases.

** Please provide the COUN 705/706 instructor with a Traineeship Placement Form and provide a second one to the COUN 736 instructor.

See Appendix 1 for more detailed information.

Marriage Family Therapy students must consult the website for the Board of Behavioral Sciences at www.bbs.ca.gov for additional supervision and hours log forms. MFT students will need to get supervisor signatures now, before graduating. It is essential that MFT students start a personal file with copies of all BBS forms. SFSU does not keep documents for use for BBS Licensure. This is the responsibility of each individual student.

IV. DEPARTMENTAL REQUIREMENTS FOR TRAINEESHIP SETTINGS (AGENCIES/SCHOOLS)

1. All Specializations' Agency Supervision: Students may be placed in agency/school settings only if a qualified agency supervisor is provided on site; i.e., one who has a Master's Degree in Counseling or an appropriate equivalent and at least two years' experience in the field. Agency supervisors must be employed by the agency or must have a volunteer contract with the agency, and must be on site for at least 5 hours per week.

Although group supervision can be used to satisfy supervision requirements, this does not obviate departmental expectations for individual supervision. Group supervision, in addition to individual supervision, is recommended and encouraged.

2. MFT Additional Requirement: The Board of Behavioral Sciences requires trainees to receive supervision from Licensed Marriage and Family Therapists (or other legally licensed practitioners such as LCSWs, Psychologists) who "must be licensed for two years, take a six-hour supervision course every renewal period, and hold a valid

license.” If the supervisor does not meet this requirement, then the student’s degree is invalid and earned hours do not count. Always refer to www.bbs.ca.gov for more up to date information.

3. Rehabilitation Counseling Additional Requirement: students should always refer to the Rehabilitation Counseling Handbook. For students seeking Rehabilitation Counseling Certification, every effort is made to ensure that the agency supervisor is a Certified Rehabilitation Counselor (CRC). In those cases where a CRC is not available, a rehabilitation faculty member who is a CRC will provide oversight in addition to the ongoing field site supervision. Practicum instructors for all rehabilitation counseling students are certified rehabilitation counselors.
4. School Counseling Additional Requirement: School trainee settings require that the agency supervisor hold a California State Pupil Personnel Services Credential.
5. Traineeships beyond a reasonable geographic distance from San Francisco State University (approximately 30 miles) will be considered on an individual basis, and are subject to agreement with the Fieldwork Coordinator before a trainee placement can be finalized.
6. The setting must provide an appropriate variety of clients and professional activities and involve the student in moving into relevant functions, taking into account the student's readiness and interests.
7. The department will not approve any traineeship where students must pay a fee for supervision, training, or client contact.
8. There should be an opportunity for student participation in staff meetings, in-service training, and relevant interpersonal and inter-professional contacts.
9. The agency must have a professional staff that is available and representative of high levels of training and background.
10. There must be an opportunity **for audio recording of some individual client contacts. It is mandatory that recordings of individual client contacts be reviewed by COUN 705/706, 736, 890, and 891 instructors. Some of the student’s audio recordings must be done using a medium of communication known to the practicum/internship instructor so that the recordings can be reviewed by practicum/internship instructors. If this is not possible, the student will be required to give translated transcriptions of the interview to the instructor.**
11. All placements must be deemed appropriate for each individual student based on learning needs as determined by Department of Counseling faculty. It is possible that a placement may be appropriate for one student but not appropriate for another.
12. We encourage placement sites to provide stipends, reimbursement for expenses or payment as an employee when possible. Please be aware that students accumulating hours toward the MFT license may not be paid as independent contractors (IRS form 1099).

V. DEPARTMENTAL REQUIREMENTS FOR STUDENTS

1. Hours in the Field required for all Specializations (MFT, Career, College, Rehabilitation, Gerontology, and School)

During the first year of traineeship, a minimum of 12 hours per week at the site, on two separate days, is required to gain credit for the traineeship. During the second year a minimum of 16 hours per week at the site is required. Credit for each semester will be given only if the student has recorded the required number of hours on the appropriate log, submitted the log, has a satisfactory evaluation from the field supervisor, and from the liaison faculty.

Hours required for COUN 705: 140 indirect, 40 direct (180 total)

Hours required for COUN 736: 120 indirect, 60 direct (180 total)

Hours required for COUN 890: 150 indirect, 90 direct (240 total)

Hours required for COUN 891: 150 indirect, 90 direct (240 total)

INCOMPLETES: Assuming that the student is passing all other course requirements, the student will be assigned an Incomplete grade if he/she achieves less than 80% of the hours (direct or indirect) required.

Students are expected to negotiate with the trainee setting to meet the setting's requirements for hours (e.g., many agencies/schools will require more than the minimum for placement as a condition for accepting a student with 15-20 hours often required).

2. School Counseling Traineeship Requirements

Students seeking a School Counseling (Pupil Personnel Services) Credential must demonstrate knowledge and skill in areas of educational assessment, personal and social counseling, academic and career counseling, program development, program coordination and supervision, consultation, legal aspects and professional ethics.

The California Commission on Teacher Credentialing mandates that a minimum of six hundred (600) clock hours of field practice is required in a K-12 school setting in direct contact with pupils. Only 200 of those hours may be in a private school.

Students specializing in school counseling must meet the department requirement of 840 hours and 280 direct client contact hours. Students with an emphasis in school counseling can meet the PPS requirements by completing the 600 hours as described above.

No exceptions.

- (a) The assignment shall be provided in at least two of three settings (elementary, middle, high school) with a minimum of two hundred (200) clock hours at each setting.
- (b) At least one hundred and fifty (150) clock hours shall be devoted to issues of diversity and work must be with at least ten (10) pupils (individually and/or in a group) of a racial/ethnic background different from that of the candidate.
- (c) A minimum of twenty-five (25) clock hours will involve group counseling and guidance activities in a school setting.

Up to 200 clock hours may be in a setting other than a school working with school age (K-12) youth, provided that the candidate is supervised by a practitioner who holds the P.P.S. Credential.

These requirements must be met along with the requirements stipulated in this handbook applicable to all students in the Master of Science in Counseling degree program.

3. Hours/experience in the Field required for Emphases:

All students have an area of specialization (MFT, Career, College, Rehabilitation, Gerontology, and School). In addition to specializations, the department offers the opportunity for students to gain additional expertise in other areas of counseling by adding emphases to their course of study. An emphasis is recognition by the Department of Counseling that the student has taken additional coursework and has completed an appropriate field placement in an area other than that of their specialization. An emphasis should not be confused with a specialization which is a program of study accredited by CACREP (Marriage Family Therapy, Career, College, School and Gerontological Counseling) or CORE (Rehabilitation Counseling). In other words, the emphasis will not appear in any manner on students' transcripts.

The emphasis is designed to allow students specializing in one field to gain additional expertise in another field but it is not equivalent to a specialization. Students specializing in Marriage and Family Therapy and graduating with a Concentration in Marriage, Family and Child Counseling may decide to add an emphasis, for example, in School Counseling. While the student would not have a specialization in school counseling, he/she would have an emphasis recognized by the Department of Counseling and would be eligible for the Pupil Personnel Services Credential.

Emphasis – Career Counseling:

Students who choose an emphasis in career counseling are required to take an additional two courses and must have 600 hours of career counseling in field placement under supervision of a master's level supervisor with career counseling expertise where substantive individual counseling sessions take place.

Emphasis – College Student Personnel Counseling:

Students who choose an emphasis in college counseling are required to take an additional two courses and must have 600 hours of field placement in an appropriate college counseling field site under supervision of a master's level supervisor in a college setting where substantive individual college counseling sessions take place.

Emphasis – Gerontological Counseling:

Students who choose an emphasis in gerontological counseling are required to take an additional three courses and must have 600 hours of field placement in an appropriate gerontological counseling field site under supervision of a master's level supervisor where gerontological counseling is the focus.

Emphasis – School Counseling:

Students who choose an emphasis in school counseling are required to take an additional three courses and must have 600 hours of field placement in an appropriate school counseling field site under supervision of a PPS credentialed supervisor.

Emphasis – Rehabilitation Counseling

Students who choose an emphasis in rehabilitation counseling are required to take an additional three courses and must have 600 hours of field placement in an appropriate rehabilitation counseling field site under supervision of a CRC supervisor or CRC faculty member.

Specialization and Emphasis:

Students who desire trainee placements that meet the requirements of a specialization and an emphasis in the same semester must have the approval of the Fieldwork Coordinator. These traineeships are very difficult to arrange and the department does not guarantee that they will be available. Students may be required to spend more than the required two (2) years in traineeships due to their selection of concurrent emphases. Students must work closely with the Fieldwork Coordinator to ensure that they have an appropriate arrangement for the Specialization and Emphasis.

Rehabilitation Counseling and Marriage Family Therapy

Students wishing to become Certified Rehabilitation Counselors or Licensed Marriage Family Therapists must complete specialization requirements in those areas. Rehabilitation Counseling students who wish to be eligible for MFT licensure will be able to graduate with a specialization in MFT and a certificate in Rehabilitation Counseling. This will allow students to be eligible for both licensure and certification.

COUN 850 (Course to be completed for any additional hours in specialization and emphasis):

If fewer than the 840 total hours or 280 direct client contact hours have been accumulated, or if requirements for an emphasis have not been met, students *may* take further semesters of traineeship by enrolling in COUN 850.

This will not be necessary if a student is specializing in one field and does not have another field of emphasis. If, however, a student specializing, for example, in MFT wishes to have an emphasis in career counseling he/she should expect to take at least one additional year of field work in order to accumulate the required field experience in the career emphasis.

4. Recording of Hours

All hours must be recorded on the appropriate log forms at this website: <http://counseling.sfsu.edu/content/fieldwork/forms.htm>]. The COUN 705 Practicum Log must be completed during the first semester of field placement. Separate logs are required for each area of specialization and for each area of emphasis. Students will receive credit only if hours are properly documented. **Students are required to make and keep copies of all logs before submitting them to the Fieldwork Coordinator.**

Students must turn in separate logs for specializations and emphases even if the same agency supervisor is supervising.

Logs must be completed, signed and turned in to the **practicum/internship instructors on or before the last day of instruction.** Students will not receive credit for the traineeship (COUN 705, 736, 890, and 891) if signed logs are not turned in on time or if the appropriate number of hours have not been completed.

Please note that there is one form specifically for the first semester of field placement (COUN705, Practicum), one for the next three semesters (Internship). Also, there are separate Specialization and Emphasis log forms.

5. Expected Start Date for Traineeships:

Students are expected to begin traineeships on the first day of instruction of the fall semester. Students must begin traineeships no later than the second week of September in order to remain in their practicum class and trainee placement.

6. Credit for Practicum:

Grades for Counseling 705 are CR/NC. In order to receive CR students must also pass their practicum course (COUN 706) with the minimum grade of B.

If a student does not receive a B or better for practicum (COUN 706), both traineeship (COUN 705) and practicum (COUN 705) must be repeated since practicum cannot be taken without a field placement. If a student passes practicum (COUN 706) with a B or better, but does not receive CR for the traineeship (COUN

705), auditing the practicum may be required by the department when the student repeats the traineeship course.

If logs are not received or if too few hours are reported, CR will not be given. Please also refer to Criteria for Faculty Review of Graduate Trainees in the appendix.

7. Audio Recording

Students are required to make audio recordings of some interviews with clients with client consent to do so. These tapes will be reviewed by practicum instructors. Students must be aware of this requirement and plan for this with site supervisors.

Some of the students audio recordings must be done using a medium of communication known to the practicum/internship instructor so that the recordings can be reviewed by practicum/internship instructors. If this is not possible, the student will be required to give translated transcriptions of interview to the instructor.

8. Professional Conduct

Students are present in a trainee setting at the invitation of the agency/school, and represent a considerable investment of time and energy on the part of that setting. As such, students must represent the highest standards of professional behavior consistent with the values of the setting and personal and professional ethics. This relates to standards of dress, punctuality, client, staff and professional contacts and all other interpersonal relationships. Failure to maintain these standards will result in negative evaluations and reflects poorly on the Department of Counseling, and may--in extreme cases--result in termination of placement and a grade of No Credit. Please refer to Criteria for Faculty Review of Graduate Trainees in the appendix.

9. Different Trainee Settings for First and Second Year

The department strongly recommends that students have a different trainee placement for the second year in the program. If a student believes that it is in his/her interest to remain in the same setting for the second year, the following procedure must be followed.

- A. Student initiates a letter indicating interest in staying in the same setting for second-year internship.
- B. Student indicates clearly in the letter the changes in agency supervisor and client population and activities which will make the second year a differentiated experience. A second year with the same supervisor and/or the same client population will not be approved.

- C. Prior to submitting the letter to the department, the student is to consult with the Fieldwork Coordinator who verifies the information and agrees with the content of the form.
- D. Student secures approval from the agency supervisor, fieldwork coordinator, and specialization coordinator.
- E. The completed and signed letter will be reviewed by the specialization coordinator.
- F. The letter must be received by the faculty involved before the last Friday in April.

10. Traineeship in Setting Where Employed

Traineeship is for the purpose of the acquisition and development of skills in relation to the training curriculum. The department is willing to consider trainee placements in settings where students are employed, providing the setting meets all other criteria as described in Section 9. In addition, the student may not be supervised for the traineeship by his/her work supervisor and the student must have a client caseload selected specifically for purposes of the traineeship. If a student uses an employment position for traineeship, at least one academic year of traineeship must be done in a place other than a place of employment. Stipends for traineeships are occasionally offered by agencies. A stipend is funding specifically for training purposes and is therefore acceptable.

IT IS AGAINST BBS REGULATIONS TO BE PAID AS AN INDEPENDENT CONTRACTOR IF YOU ARE ACCRUING HOURS TOWARD BBS LICENSURE (YOU CANNOT AND MUST NOT BE ISSUED AN IRS FORM 1099).

11. Termination of Traineeship before End of Semester

Students wanting to terminate a traineeship, for any reason, must consult with faculty liaison, Fieldwork Coordinator and site supervisor. A placement may be terminated only with the approval of those parties and with consideration of ethical and professional responsibility to clients and to agencies/schools. Termination by a student without consultation will result in a grade of No Credit for the semester. If a student feels unsafe the student must leave the site and must contact the faculty liaison and Fieldwork Coordinator as soon as possible.

If a student's traineeship is terminated for any reason, the student shall notify the faculty liaison immediately in writing. The faculty liaison will then initiate the process of investigation and make recommendations to the appropriate departmental faculty. Students should be aware that an unsatisfactory resolution of this issue may place their credits for that semester in jeopardy.

If a trainee placement is terminated, students must begin a new traineeship within 2 weeks in order to receive credit for the semester. If a change in trainee placement occurs at the beginning of a new semester, the same requirement applies. Students must complete the required hours of traineeship regardless of the change.

12. Supervisory Evaluation of Trainee

Evaluation is an ongoing process in any educational enterprise. In this field, learning is not simply a cognitive act; it involves changes in attitudes and feelings and an integration of complex processes which include intellectual mastery, a developing sense of the professional role, and the student's use of self. Evaluation is part of the student's field work experience and is a process in which agency supervisor, student and faculty liaison all are involved. Typically, the faculty liaison brings feedback from the supervisor to faculty meetings where student evaluations are discussed. WRITTEN EVALUATIONS MUST BE COMPLETED, SIGNED AND RETURNED TO THE FACULTY LIAISON BY THE FINAL DAY OF INSTRUCTION. Students will not receive credit for the traineeship if forms are not turned in on time or if the evaluation is not satisfactory. The faculty liaison will determine if CR or NC should be given for the semester. This judgment is based upon input from the field supervisor and liaison meetings with the student.

CACREP requires “evaluation of the student’s counseling performance throughout the practicum, including documentation of a formal evaluation after the students completes the practicum” (p.16). The department of counseling requires onsite supervisors to complete evaluations at the end of COUN 705 to assess student’s practicum performance. CACREP requires the same evaluation of internship, thus the department of counseling requires onsite supervisors to complete evaluations at the end of COUN 736, COUN 890, and COUN 891.

13. Faculty Liaison

The faculty liaison is the instructor for COUN 705, 706, 736, 890, and 891. The faculty liaison's role is:

- To support the student in the placement.
- To maintain communication between school and field and to help the student integrate the two experiences.
- To work with the student and field supervisor in the event of any difficulty. It is important to involve the liaison early in such situations before a poor evaluation is

written or a traineeship is threatened. Liaison is available for ongoing and/or crisis consultation.

- To work with the agency supervisor and the student to support and assess the student's growth and the student's process of learning.
- Work closely with fieldwork coordinator.

ALL STUDENTS ARE REQUIRED TO COMPLETE AND SUBMIT A FIELD PLACEMENT PROGRESS REPORT TO THEIR LIAISON PER SYLLABUS DEADLINES.

VI. Winter Semester Break

There is a university established semester break of more than one month's duration, during which time the university is not in session. While students are not required by the school to attend field work during this time, we recognize that this is an unusually long period to be away from clients. Students are required to work out an arrangement with the agency so that service to clients is not compromised during this time. Most often students continue to attend field placements during part of the semester break. Hours accrued during winter break are recorded in a separate log labeled "Winter Log".

INCOMPLETES: Assuming that the student is passing all other course requirements, the student will be assigned an Incomplete grade if he/she achieves less than 80% of the hours (direct or indirect) required.

Students are expected to negotiate with the trainee setting to meet the setting's requirements for hours (e.g., many agencies/schools will require more than the minimum for placement as a condition for accepting a student with 15-20 hours often required).

VII. SUMMER BREAK and COUN 850:

Students who have areas of emphasis along with a specialization may need to take additional semesters of traineeship in order to accumulate the required hours and experience. These students may enroll in COUN 850.

STUDENTS ACCUMULATING HOURS TOWARD THE **MARRIAGE AND FAMILY THERAPY LICENSE** MAY WISH TO CONTINUE TO ACCUMULATE HOURS BETWEEN JUNE TO AUGUST. BBS SB-632 STIPULATES THAT MFT STUDENTS MUST PROVIDE COUNSELING SERVICES DURING THIS TIME UNDER THE TITLE OF "TRAINEE." THE TERM OF SERVICE MUST NOT EXCEED 90 CALENDAR DAYS, WHICH MUST BE IMMEDIATELY PRECEDED BY ENROLLMENT IN A PRACTICUM COURSE AND IMMEDIATELY FOLLOWED BY ENROLLMENT IN A PRACTICUM COURSE OR COMPLETION OF THE DEGREE PROGRAM. SB-632 ALLOWS TRAINEES TO PERFORM SERVICES DURING THIS PERIOD WITHOUT ENROLLMENT IN A PRACTICUM COURSE. SB-632 ALSO STIPULATES THAT ALL HOURS OF EXPERIENCE GAINED AS A TRAINEE DURING THIS PERIOD CONSTITUTE PART OF THE TRAINEE'S SUPERVISED COURSE OF STUDY, AND THEY MUST BE COORDINATED BETWEEN THE UNIVERSITY AND THE SITE WHERE THE HOURS ARE BEING ACCRUED. THEREFORE, THE DEPARTMENT REQUIRES MFT STUDENTS WHO ACCRUE HOURS AS A TRAINEE FOR FEWER THAN 90 CALENDAR DAYS DURING SUMMER TO

ENROLL IN ONE UNIT OF COUN 850 SO THAT THEY CAN BE MONITORED BY THE DEPARTMENT.

Students placed in a school site and contracted to complete the placement at the end of the school year do not need to register for COUN 850 unless they remain in the agency beyond the school year. Some students contract with agencies to work through the **first 2 weeks** of June. Those students **do not need to register for COUN 850**. However, students working beyond the first 2 weeks of June must register for COUN 850 in order to accrue hours toward a second specialization, an emphasis or to count hours toward licensure.

It is only possible to register for COUN 850 after completing at least one year of traineeship. Students wishing to enroll in COUN 850 need the approval of the Fieldwork Coordinator. The course is offered in the fall, spring, and sometimes in the summer.

INCOMPLETES: Assuming that the student is passing all other course requirements, the student will be assigned an Incomplete grade if he/she achieves less than 80% of the hours (direct or indirect) required.

VIII. ROLE AND RESPONSIBILITY OF FACULTY LIAISON

1. Faculty Liaison

COUN 705, 706, 736, 890, and 891 instructors are the liaison for their respective sections. The Fieldwork Coordinator facilitates the role of the liaison, but does not replace the liaison.

2. Responsibilities of the Faculty Liaison

- A. Maintain contact with students and agency supervisors as determined by the needs of individual situations. Faculty liaison will contact all supervisors via email. Visits to the field placement are determined by the counseling department, liaison faculty, Fieldwork Coordinator and field supervisors and are to be scheduled as needed.
- B. Collect field placement progress forms from students each semester, review, and follow up where necessary. Students must submit forms to liaison by mid-October in the fall semester, and mid-March in the spring semester.
- C. In COUN 705, 736, 890, 891 the faculty liaison is responsible for obtaining the agency supervisor's evaluation of the student's performance and using this evaluation in their grading. In COUN 705, the faculty liaison gives a Credit or No Credit grade at the end of the first semester.

- D. Work with the student and supervisor to complete the evaluation form if help is needed.
- E. The faculty liaison is to be notified of problems with traineeships by field supervisors, students and other faculty, and she/he is to be available to discuss issues with all parties, using appropriate channels of communication, including site visits where indicated.

IX. ROLE AND RESPONSIBILITY OF PRACTICUM OR INTERNSHIP INSTRUCTOR

Each student who is in practicum is also in a practicum seminar that meets weekly and is designed to support the activities of the traineeship. Students in internship meet weekly in 706, 736, 890, and 891 to support traineeship activity. Such support should come from learning of basic skills, development of more advanced techniques and case management skills, and a focus on relevant professional issues. The curriculum differentiates particular instructional goals and objectives for each of four semesters of traineeship experience (see Appendix 2).

In relation to traineeship, the practicum/internship instructor as liaison has the following responsibilities:

1. To be available to consult with onsite supervisors regarding student's progress in placement.
2. To consult regarding counseling skill development for the student--consistent with expectations and supervision in the setting.
3. Refer to page 20 for responsibilities of faculty liaison.

X. ROLE AND RESPONSIBILITY OF AGENCY SUPERVISOR

Conscious and continuous planning is necessary. The agency supervisor should prepare all staff members for the arrival of students. It will be necessary to clarify the student's role, function, title, and lines of communication. Provision of adequate workspace and regular supervision creates the necessary foundation and environment for a good field experience. This can reduce staff inconvenience and student's initial anxiety.

The agency supervisor bears primary responsibility for insuring that the student's placement leads to learning and professional growth. The supervisor represents the setting and should expect that the student's presence will contribute to the welfare of the setting. The student can also expect that the supervisor will present an appropriate professional model and will provide clear and regular supervision, as well as continuing support and assistance within the setting. **A minimum of one hour per week of regularly scheduled supervision is a requirement of this department (See Appendix 3 for *Tips for Supervisors*).**

Within the context described above, the agency supervisor must be aware of the objectives of the student's graduate training program and be able to work with the student's developing skills. This can be accomplished through discussions with the student and consultation with the faculty liaison (See Appendix 2).

When the placement begins, agency supervisors must return the trainee placement agreement to the Department of Counseling. Approved marriage and family therapy counseling sites must review and sign 3 copies the supervised field placement agreement.

Agency supervisors are responsible for evaluating the student on an ongoing basis and recording evaluations at the end of each semester. These evaluations must be submitted on the form provided. A narrative evaluation may be submitted in addition.

Logs of hours spent in the setting must also be approved and signed by agency supervisors. Logs and forms need to be filled out in a timely manner, as undue delays can cause a student to receive a "no credit" or "incomplete" for their course.

XI. ROLE AND RESPONSIBILITIES OF FIELDWORK COORDINATOR

The fieldwork coordinator is a member of the faculty who assists students and faculty in the identification and selection of trainee placements and placement of students in those settings. Given the large number of agency and school settings and the large number of students seeking placement, the coordinator works with practicum and internship faculty and students in the placement process, but does not assume sole responsibility for placements.

Given these constraints, the functions of the fieldwork coordinator are as follows:

1. Maintains list of currently acceptable and appropriate agencies and schools for traineeship, including names of contact persons, kinds of activities and clients, procedures for application, requirements for placement.
2. Makes information regarding traineeships for first and second year students available and assist students in selecting appropriate placements. Most information is transmitted via list serve.
3. Develops new traineeship situations; maintain ongoing relationships with approved trainee sites; consult with agencies so that they can meet department requirements and standards.
4. Facilitates faculty/supervisor meetings.
5. Facilitates supervisor trainings.
6. Facilitates Traineeship Fairs.
7. Verify documented hours for 705, 736, 890, and 891 in conjunction with each counseling student and faculty liaison.

XII. EVALUATIONS

All evaluation data are maintained in strict professional confidentiality, and used for individual advising or program evaluation consistent with due process. Written evaluations are maintained in the student's advising file, subject to the same considerations.

The following formal evaluations are required:

1. Agency Supervisory Evaluation of Trainees
To be completed at the end of each semester. Should be done in consultation with the student. The student is responsible for obtaining this completed evaluation and submitting it to his/her faculty liaison.

Please refer to Criteria for Faculty Review of Graduate Trainees and to the Dept of Counseling Field Work Evaluation form in the appendix.

2. Evaluation of Trainee Setting
To be completed by student at the end of the academic year. This evaluation is given to the Fieldwork Coordinator and is used in program evaluation.

Summary of Student, Agency and School Responsibilities in Relation to Field Work

1. STUDENT RESPONSIBILITIES

- A. First-year students attend field work placement 12 hours per week (minimum), second year - 16 hours per week (minimum).
- B. Provide write-ups for agency supervisor as required, given to the supervisor sufficiently in advance for the supervisor to read, digest and prepare feedback.
- C. Make recordings of some interviews with clients (with client permission) for supervision/coaching with practicum instructor.
- D. Meet weekly with agency supervisor at least one hour per week.
- E. Have direct contact with individual clients in first year and second year, and group counseling experience any time during the two years of field placement.
- F. Participate in evaluation process with supervisor.
- G. Submit field placement progress reports to liaison once each semester to keep the liaison informed on what is happening in the field.
- H. Understand the agency and its policies and goals and demonstrate capacity to work within the framework of the agency.
- I. Work out with agency supervisor coverage for clients during semester break.
- J. Maintain professional conduct at all times.

2. AGENCY RESPONSIBILITIES

- A. Plan for student's arrival, space, phone, and alert the staff and telephone receptionist. Think about what to call the student and inform the staff.
- B. Familiarize the student with the structure and function of the agency and its relationship with other community agencies and resources.
- C. Provide cases for students to have direct experiences in working with clients. Approximately half the student's time should be spent in direct client contact. An individual counseling caseload of approximately four to five clients for first-year students and eight for second-year students, chosen with regard to the student's background, experiences, skills and educational needs, is suggested. This is a rough quantitative measure and depends upon the frequency of interviews and amount of work required per case.
- D. Provide agency's permission for the agency supervisor to set aside a minimum of one hour per week for supervision. This time should not be interrupted by phone calls or other work and should be arranged on a regular weekly basis, so both student and supervisor can plan for it in their schedules. If it becomes occasionally necessary to change the time, another should be arranged.
- E. Review student material. Supervision should include both case management and case process review.
- F. Provide students with opportunities to participate in diagnostic conferences, staff meetings, and in-service training, as well as consultations with professionals in other disciplines.

G. Evaluate students at the end of each semester and send forms back to school in time for school evaluation of student. Involve student in process and provide student with a copy of the evaluation. SFSU DOC sends evaluation forms, via student, in November and March.

H. Provide time for the agency supervisor to talk with and/or meet with faculty liaison as necessary.

I. Provide necessary emergency contact information to trainees for supervisory support.

J. Explain agency protocol in the event the supervisor is out ill, terminated from employment, or on maternity leave. Make sure the student knows who the new supervisor is, when to meet with that person for supervision.

K. Provide agency protocol for clients who are suicidal. Please ensure all emergency procedures are clearly outlined and there is follow-up with trainee to process experience.

3. UNIVERSITY RESPONSIBILITIES

A. Provide faculty liaison who are available to agency supervisors as needed.

B. Provide clear expectations of students and agency supervisors in the field.

C. Provide feedback to students, field and practicum instructor.

APPENDICES

- Appendix 1: Due Dates and Forms
- Appendix 2: Explanation of Four-Semester Traineeship Sequence
- Appendix 3: Rationale for One Hour of Supervision per Week
- Appendix 4: Policy Regarding Taping of Client Sessions
- Appendix 5: Tips for Making Supervision Count
- Appendix 6: Tips for Supervisors
- Appendix 7: Samples of Confidentiality Statements
- Appendix 8: Liaison Faculty Review of Field Placement
- Appendix 9: Evaluation of Field Placement
- Appendix 10: Field Work Evaluation (Supervisor)
- Appendix 11: Criteria for Faculty Review of Grad Trainees
- Appendix 12: Outline for Narrative Evaluation
- Appendix 13: Guidelines for Process Write-up
- Appendix 14: Information for Students Specializing in MFT

Appendix 1 DUE DATES AND FORMS

Forms posted on website:	Dates forms are due:	Forms returned to:
1. Traineeship placement form	1st week of semester	1 copy for the Fieldwork Coordinator and 1 copy for practicum course instructor
2. For Rehab, Career, College, School and Gerontology specializations: trainee placement agreement	1st week of semester	<u>Download and complete the form.</u> Return 3 copies to practicum instructor. Two copies will be returned...one copy for the onsite supervisor and one copy for your records. All copies will have been signed by the Fieldwork Coordinator, with the original retained for the Department.
3. For MFCC specialization only: supervised field placement agreement	1st week of semester (Placement will not be considered approved until agreement is signed)	<u>Download and complete the form.</u> Return 3 copies to practicum instructor. Two copies will be returned...one copy for the onsite supervisor and one copy for your records. All copies will have been signed by the Fieldwork Coordinator, with the original retained for the Department.
4. Field Placement Progress Report	See course syllabus	To course instructor
5. Fieldwork Evaluation of Student with bubble form	First Friday of December and May	To course instructor
6. Trainee logs	LAST DAY OF INSTRUCTION	To course instructor
7. Verification of group counseling field work	Before graduation	To Fieldwork Coordinator
8. Evaluation of Field Placement (completed by student)	Last week of instruction	To course instructor

These forms are available at <http://counseling.sfsu.edu/content/fieldwork/forms.htm>.

Keep copies of all forms turned in to the Department of Counseling!

* * *

For Marriage and Family Therapy trainees, the following additional forms can be downloaded from the BBS website:

1. Responsibility statement for supervisors
2. Weekly summary of hours of experience

3. Marriage Family Child Counselor experience verification (2 Forms – 1 for each field placement)
4. Verification of workshops, seminars etc.
5. Suggested voluntary employment agreement
6. Information sheet about requirements for intern registration.

AS THE BBS MAY UPDATE AND CHANGE REQUIREMENTS, IT IS THE RESPONSIBILITY OF ALL MFT STUDENTS TO CHECK THE BBS WEBSITE FOR THE LATEST INFORMATION.

ALL ADDITIONAL MFT FORMS ARE AVAILABLE FROM THE BBS WEBSITE AT WWW.BBS.CA.GOV.

THESE MUST BE COMPLETED, MAINTAINED AND KEPT FOR YOUR OWN RECORDS AND TO PRODUCE FOR THE DEPARTMENT OR THE BOARD OF BEHAVIORAL SCIENCE WHEN REQUESTED.

2014/15 PAPERWORK TIMELINE: SFSU/DOC TRAINEES

FALL SEMESTER: DUE FIRST WEEK OF SEMESTER--ASAP

TRAINEESHIP PLACEMENT INFORMATION Download Sheet (student fills out)—**Important: supervisor's name & contact information; training/intern director and contact information; site address; hours** noted to the best of your ability

- Bring to **first day of practicum with COAF** and turn in to instructor/liaison
- Update information when necessary—update to liaison and to Fieldwork Coordinator

TRAINEE PLACEMENT AGREEMENT (rehab, gero, school, college, career)--**Download**

- Make three (3) copies
- Site Supervisor and Trainee sign the 3 agreements
- 3 copies go to liaison for review. Liaison • Fieldwork Coordinator
- Fieldwork Coordinator reviews, signs, and sends 2 copies to trainee (one for supervisor)

SUPERVISED FIELDWORK AGREEMENT (MFCC only)--**Download**

- Make **3 copies of entire agreement**
- Site Supervisor and Trainee sign the 3 agreements
- Turn in 3 copies to liaison for review. Liaison • Fieldwork Coordinator
- Fieldwork Coordinator reviews, signs, and sends 2 copies to trainee (one for supervisor)

TRAINEE LOGS (Download and have **site supervisor sign weekly**)

FIELD PLACEMENT PROGRESS REPORT: As per instructor/liaison request—October

END OF FALL SEMESTER—due December 5th – 12th

FIELDWORK EVALUATION OF TRAINEE--packet to trainee in practicum, trainee to supervisor

- **Site supervisor reviews with trainee & signs.** (make copies)—original to liaison— **by Dec 5th**

TRAINEE LOGS (make copies of **supervisor and trainee signed** forms)—original to liaison—**by Dec 12**

SPRING SEMESTER 2015

TRAINEE LOGS (**supervisor signs weekly**)

TRAINEESHIP FAIR~~Friday, February TBA—*Students seeking internship for next year must attend*

FIELD PLACEMENT PROGRESS REPORT: As per instructor/liaison request—mid-term—March

END OF SPRING SEMESTER—due May 1st – 15th

FIELDWORK EVALUATION **OF TRAINEE** (see above)—original to liaison—**by May 1st**

TRAINEE LOGS (make copies of signed forms)—original to liaison—**by May 15th**

VERIFICATION OF GROUP COUNSELING FIELDWORK: **SITE SUPERVISOR SIGNS FORM**

TRAINEE LOG for COUNSELING 705/6

A minimum of 40 hours of direct client contact and 180 total hours must be logged for the semester.

Trainee's Name: _____ Phone #: _____

Supervisor's Name: _____ Semester: _____ Year: _____

Placement Name: _____ Faculty Liaison's Name: _____

Faculty Advisor's Name: _____ Specialization: College Career MFT School

Gerontology

Week #	Date	Direct Client Contact Hours	Other Hours	Total Hours	Supervisor's Initials
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

Week #	Date	Direct Client Contact Hours	Other Hours	Total Hours	Supervisor's Initials
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					

Total Direct Contact Hours _____ **Total All Hours** _____
A minimum of 40 direct client contact hours and 180 total hours must be logged in order to receive CR

GRAND TOTALS OF HOURS WORKED MUST BE FILLED IN CORRECTLY IN ORDER TO RECEIVE CREDIT.

TRAINEE'S SIGNATURE: _____ (Date)

SUPERVISOR'S SIGNATURE _____ (Date)

FIELDWORK COORDINATOR'S SIGNATURE: _____ (Date)

TURN IN COMPLETED FORM TO FIELDWORK COORDINATOR BY THE LAST DAY OF INSTRUCTION OF EACH SEMESTER. YOU MAY ESTIMATE HOURS FOR THE LAST WEEK OF WORK IN THE FIELD.

REHAB LOGS COVER SHEET

Please fill out and attach to front of CORE Rehab logs

For CORE Logs format~~see Rehab Faculty

Trainees Name: _____

Email: _____

Semester: _____ Year: _____

Specialization _____ Emphasis _____

Placement Name: _____

Supervisor's Name: _____

Faculty Advisor's Name: _____

Faculty Liaison's Name: _____

Total Direct Contact Hours: _____ Total All Hours: _____

TURN IN ENTIRE COMPLETED LOG TO **LIAISON/PRACTICUM INSTRUCTOR** BY THE **LAST DAY OF INSTRUCTION** OF THE SEMESTER. YOU MAY ESTIMATE HOURS FOR THE LAST WEEK OF WORK IN THE FIELD.

Fieldplacement

Coordinator _____ Date _____

Appendix 2

Explanation of Four-Semester Traineeship Sequence

FIRST YEAR

COUN 706, Beginning Practicum, is taken in the fall semester along with fieldwork, COUN 705. COUN 706 meets once a week for 3 hours. Fieldwork is to be a minimum of 12 hours per week in the field. Students are encouraged to take a section that corresponds to their primary specialization. Emphasis in this class is on basic attending and intervention skills (such as active listening, using open questions, paraphrasing, reflection of feeling, and summary). Students work in dyads or triads, role playing, to learn and practice these skills. Typically, each student is to meet with the instructor 5 times for the purpose of evaluating his/her skills and receiving feedback. Some taping of clients in the field may be required. Other topics, such as crisis intervention, may be covered.

COUN 736, Advanced Practicum, is taken in the spring semester, COUN 736 meets once a week for 3 hours. Students are expected to be in the field a minimum of 12 hours per week and to have a caseload of at least 3 and not more than 8 ongoing clients. Students stay in the same section as they were in during the fall, with the instructor changing. Emphasis in this class is on the process of the counseling interview. Topics covered may be transference, countertransference, resistance, termination, diagnosis and assessment, setting goals, and evaluating treatment success. Students are encouraged to tape their sessions with clients as much as possible for their own edification. (**Tapes and process notes are required**)

SECOND YEAR

After successful completion of the first year of traineeship, students take a year-long sequence of COUN 890 (in the fall) and COUN 891 (in the spring). Students are required to take a section that is consistent with their primary specialization and to stay with the same section and the same instructor for the 2-semester sequence. COUN 890 and 891 may meet every other week for 3 hours. Students must be in their fieldwork setting a minimum of 16 hours per week, and work up to and maintain a caseload between 5 to 12 on-going clients per week. During the course of the academic year, students must meet with their instructor 5 times with tapes and process notes for the purpose of evaluating their work and receiving feedback. Students are encouraged to tape as much as possible.

Emphasis in the fall is on integrating what the students are learning in the field with what they are learning in the classroom: how do theory and practice fit together. Students are encouraged to develop a primary theoretical orientation. Specific specialization techniques, interventions, and strategies are introduced.

Toward the end of the fall semester and into the spring semester, each student must present a major case to the class using a client from the field. In the spring, the students must do a major writing assignment that meets the system-wide mandated requirement of a second-level writing requirement.

Beginning in the fall, but especially emphasized in the spring, additional emphasis is placed upon preparing the students for the transition into their profession. This may include issues of case management, socialization into the profession, specific job-obtaining and job-related skills, and trends in the field. Looking at specific, specialization-based techniques, interventions, and strategies continues throughout the spring semester.

Throughout this 4 semester sequence, emphasis is placed not only on skill acquisition, but also on personal development and increased self-awareness. The department encourages but does not require that students participate in their own counseling/therapy. Although there are no standard textbooks in use, each instructor selects texts from among those on a recommended list that support the primary learning objectives of each class.

Appendix 3

Rationale for One Hour of Supervision Per Week

The form of supervision and the modes used in supervision will vary from one setting and supervisor to another. The Department of Counseling at SFSU is committed to placing our students in fieldwork settings where the site and the supervisor are willing to invest time and resources in the training of emerging professionals. We hope that our students will contribute to the agency/school/college as the year progresses and that it will be a mutually satisfying experience. It is in the service of a well-structured training experience that we require a minimum of one hour of individual supervision per week for our students. We hope that most settings will provide two hours of group supervision in addition to this, or that some additional contact with supervisory personnel will be available as might be appropriate in specific settings.

The rationale for one regularly scheduled hour of individual supervision per week is based on a number of factors:

- We have noticed that one of the leading causes of frustration and anxiety for students is the lack of a predictable and reliable framework for supervision. It is also a leading cause of a supervisor's perception that the student is unable to contain anxiety and work independently. A reliable framework of an hour of supervision at a regularly scheduled time and location each week allows the student to contain anxiety and questions with the knowledge that there will be a safe place to obtain help, information, support and feedback.
- Supervision is a relationship that is parallel to that of the counselor/client relationship. It is a process whereby students learn about receiving help through a relationship that is professional and consistent. It is a forum where they can learn to differentiate between a crisis that needs immediate help from a supervisor and one that does not. It is where they can learn to deal with their own difficulties and anxieties and discover a variety of problem solving/ strength bases skills.
- It is our experience that one hour per week of concentrated time is essential in order to develop a relationship with a student that will allow for an open and honest exploration of how the student is managing the relationship process along with the case management and educative elements of the work.
- It is a place where students will develop a model for supervision that they will use when it is their turn to supervise students later on in their own professional lives.

Appendix 4

POLICY REGARDING TAPING OF CLIENT SESSIONS

All Department of Counseling students receive

During the first year of practicum instruction, students are required to make voice recordings or video recordings of sessions with clients in their field placements. These taped sessions must be transported to San Francisco State University and used for coaching/supervision by practicum instructors.

Some instructors require 2-3 audio sessions from the field during the fall semester of the first year practicum.

In order to maintain confidentiality of these recordings, the following procedures are followed by all instructors:

1. Students are required to discuss the issue of recording with their field supervisor.
2. Students are required to have consent from clients before recording.
3. Students are required to eliminate all identifying information from the recording.
4. Students are required to bring the recording to their practicum instructor who will listen to portions of, or all of, the recording.
5. The instructor will focus primarily on the student's interaction with the client. Coaching is designed to address the learning process of the student.
6. The instructor and student understand that the practicum instructor is not responsible for treatment of the client. Students must discuss any suggestion regarding client treatment with the field supervisor.
7. The instructor is responsible for maintaining confidentiality under the provisions of ethical responsibility in the relevant professional codes of ethics.
8. The instructor will return the recording to the student after coaching/supervision.
9. The student must erase or destroy the recording or give the recording to the client, whichever is consistent with policies at the field placement. Recordings may not be kept after the end of the semester and must at all times be kept in a safe, secure place.
10. Students must provide instructor with recording and a hard-copy process note. Do not send recordings and process notes electronically (no faxes or email attachments). This is a violation of the client's confidentiality.

Appendix 5

Tips for Making Supervision Count

At the request of students, we are including some tips for students regarding the supervising process.

- You are ultimately responsible for the effectiveness of your supervision. Come prepared. Be focused. Arrive with tapes and process notes. Know what you want to discuss: cases, techniques, questions, doubts, successes.
- You and your supervisor are mutually involved in the process of improving your skills and your sense of professional self. Adopt a problem-solving stance. You are the experiment here. Where are you in your skill development? What needs to happen next for your continued development? Be both willing to listen to the supervisory feedback and be willing to lead the discussion into new areas.
- Be clear about what you want and need in supervision. Be assertive (not aggressive) in asking for what you want/need. Your supervisor gives you feedback, but you must lead the way. And remember that no asking is not getting!
- You are doing SOMETHING right, but don't obsess on your mistakes or bash yourself ceaselessly. You need to point out what you are doing well and there is no better way to do this than to bring in tapes and process notes that demonstrate not only what you need to learn, but also your ability to discern your strengths.
- What you don't get now, you can seek out in later training. Everyone has something to teach. Discover what your supervisor has to teach and learn that. Don't expect to learn everything from any one person, but do learn something from each supervisor. Your later professional life will be full of opportunities for further supervision.
- Each of us formulates our own style. You will not be like anyone else; neither will your supervisor be like anyone else. Be as respectful of your supervisor's style and biases as you hope s/he is of yours.
- Avoid playing games. We refer you to the excellent article, "Games Counselor Trainees Play: Dealing with Trainee Resistance," *Counselor Education and Supervision*, June 1972, pp. 251-256. Some personal favorites are "turning the tables" by diverting attention from your work with the question, "what do you think I should do?"; "I'm no good," where you jump in with such heavy self-criticism that the supervisor is unable to point out any errors (which quite possibly are not the ones you see); and "projection," where the trainee insists that it is the presence of the supervisor or the

supervision that is causing his/her anxiety and therefore leading to inferior performance. Any good supervisor is aware of these games.

- Be in touch with your own resistances and be willing to discuss them. Are you late? Procrastinating? Avoiding something? What you find most difficult to acknowledge about yourself is most likely the thing that will negatively affect your work and your learning.
- Use good judgment in self-disclosure. Honest self-evaluation is much to be treasured but as a practical matter, remember that we are evaluating you as a potential colleague in the profession.
- Avoid hostility. Do not attack your supervisor or your setting, either directly (to your supervisor) or indirectly (as when discussing your setting with us) unless you are positively wishing to be self-destructive. Be constructive in your criticisms. You may think it is okay to belittle your fieldwork supervisor to whomever is supervising you, but your supervisor will wonder what you are saying about him or her. Our mental health community is indeed a small world. Word gets around. Remember: You will be looking for a job soon.
- Realize that neither you nor your supervisor is perfect. It is a common mistake among us that we are more willing to forgive our clients for their imperfections than we are to forgive ourselves.
- Develop your sense of humor. In addition to stamina and courage, a well-developed sense of humor is one of the necessary assets in this profession.
- Remember that this is both training and socializing process; that it is both a heuristic and evaluative experience.

Appendix 6

Tips for Supervisors

At the request of supervisors, we are including some tips to use in preparing for a student and in the supervision hour. It is our position that good supervision includes some of each these activities at different times in the supervision process.

Before the student arrives, it is helpful to orient the agency personnel to the role and function that the student will play in the agency. They need to know who will be supervising the student and where the student will be using office space and telephones. The receptionist needs to know the student's name.

The following might help in the process of supervision:

- Orient the student to the placement. What are the policies at this placement? Review all forms used and reporting required. Who are the people in various positions in the agency? What are the informal and formal aspects of the culture at the placement including dress code, parking, eating and drinking on the job?
- Orient the student to the broader social service community within which the agency operates. Where will you refer clients when necessary? What other agencies work with the same client population? With whom will the student consult in the community? In the case of agencies operating within the school setting, orientation to the school is important.
- Discuss the ethics of your professional group. Offer information on relevant laws that will affect work in this agency.
- Discuss with the student what you will expect during the course of the field placement and particularly during the supervision hour. What material should the student bring to sessions; e.g., tapes, process notes, verbal case presentation, etc.
- Encourage the student to have an agenda for each supervision meeting. You might begin the meeting by agreeing on an agenda. You, the supervisor, may always add items.
- Allow the student to shadow your work and discuss what you are doing. It can be very helpful for students to sit in on a session or review tapes of your work.
- Do some role play of specific work with clients.
- Discuss specific techniques, strategies, and interventions you have used.
- Share with the student some of your own mistakes. Discuss the value of learning through failure.
- Review the student's caseload with special attention to: number of clients, length of time student has been working with the clients, types of issues, and plans for each client.

- Have students tape sessions and/or write process notes. Listen to tapes. You may either review the tapes before or during the supervision hour. Process notes may stand alone or accompany the tapes.
- Be very clear with the student about your expectations. Give clear feedback on what the student is doing well and where you see the need for improvement. Remember that you play both an educative and evaluative role.
- Refer the student to good books or articles, conferences and workshops.
- Take a deep breath and remember that you can't do all of this all of the time.

Appendix 7

SAMPLES OF CONFIDENTIALITY STATEMENTS

COUNSELING CLINIC

Counseling Information and Consent Form

This form provides information about the Counseling Clinic and sets conditions for receiving counseling in the Counseling Clinic. Please read this sheet carefully and discuss any questions with the counselor before signing it.

Clinic Information

The Counseling Clinic is a training clinic sponsored by the Department of Counseling & Counseling and Psychological Services. The Counseling Clinic is staffed by second year graduate students from the Department of Counseling all of who have previous counseling experience. The Counseling Clinic is a free service offered to SFSU students and is open during the fall and spring semesters of the academic year. Counselors are not available when school is not in session and the clinic is closed in the evenings and over the weekends as well as during the winter and summer breaks and school holidays.

Confidentiality

All information disclosed within sessions including the fact that you are in counseling is confidential and may not be discussed with anyone outside the Counseling Clinic Staff and Counseling and Psychological Services without your written permission except **in the following situations where disclosure is required by law:**

1. When there is reasonable suspicion of abuse to children or elderly persons.
2. When the client presents a serious danger of violence to another.
3. When the client is likely to harm himself or herself unless protective measures are taken.
4. If the clinic is directed to turn over records by a court ordered subpoena.

Counselor Supervision

Each counselor in the Clinic receives weekly individual and group supervision from licensed professionals on the Counseling Clinic Staff which includes some counselors from Counseling and Psychological Services in Student

Services Building 208. As a training facility for master level students it is necessary for all counseling sessions to be audio-taped and some sessions to be video-taped.

Audio and video tapes are used only for supervision purposes and are reviewed in order to assist your counselor in the development of their counseling skills. Audio and video tapes are reviewed by your counselor and their Clinic supervisor. Additionally, an audio tape may be reviewed by your counselor's designated instructor of clinical training within the Department of Counseling.

Intake process

After the initial sessions with a counselor, she or he will meet with their supervisor to determine if the clinic is the appropriate agency to meet your counseling needs. This decision will be based on the issues you are presenting and the limitations of the clinic structure. If this is not the appropriate agency you will be given referrals to resources more appropriate to your therapeutic needs and goals. If you have previously seen a counselor at SFSU Counseling & Psychological Services it is the clinic policy that the clinic counselor speak with your previous counselor or review their clinical notes so that the clinic counselor is aware of the previous counseling you have received from our joint services. During the first or second intake interview with a counselor he or she will ask you to fill out some brief assessment inventories. **Cancellations**

For counseling to be effective it is important to attend sessions regularly. Please discuss with your counselor the best way to handle missed appointments at the start of your counseling with them. Clients are asked to give at least 24 hours' notice if they are not able to keep any appointment due to illness or other circumstances.

Failure to keep an initial intake appointment without notice may require the client to return to the waiting list.

Length of Services

Counselors begin their placement in the Counseling Clinic at the start of the academic year in August and stay until the final week of classes in May. Termination of counseling may occur at any time that you and your counselor mutually agree or when you individually decide to end your counseling. For some students termination of counseling may occur at the end of the spring semester as a result of the counselor ending his/her placement in the clinic. If appropriate at the conclusion of counseling in the clinic your counselor will offer you the option of referrals to counseling services in your community.

In some circumstances students may wish to contact the counselor they have seen in the clinic at the counselor's next practice or work setting. After the end of the spring semester when a student has completed counseling in the clinic they may call the Clinic Director for information about the availability at another counseling setting of the counselor they have seen in the clinic.

Client Name: _____

Last

First

Middle Initial

**I have read and understand all of the above information on this sheet
and I agree to begin counseling in the Counseling Clinic.**

**I give my permission for the counselor to audio tape each session
for training and supervision purposes with the Clinic Staff and
the instructor of clinical training within the Department of Counseling.**

**I give my permission for the sessions to be videotaped as needed
for training and supervision purposes with the Clinic Staff.**

Client Signature: _____ **Date:** _____

Counselor Signature: _____ **Date:** _____

AGENCY / LETTERHEAD

Confidentiality and Consent for Counseling

Your child has been invited to participate in counseling in order to support his or her success in school. Counseling services are performed by trainees from the counseling program at San Francisco State University. These counselor trainees are carefully screened by both the university and this school and work under the supervision of appropriately credentialed or licensed professionals according to the laws of the State of California and code of ethics of the profession to insure that quality care is provided to children and their families.

In order to monitor their progress and insure quality service, it is necessary for the trainees to discuss with their supervisor the work they are doing with their clients. At times they may tape record sessions for review with their supervisor and with their practicum instructor at the university. All discussions are kept strictly confidential.

There are certain specified situations where the counselor and counselor trainee are required by California law to break this confidentiality. If there is a foreseeable risk of harm to self or others, or of suspected child abuse or neglect or elder abuse, the trainee is mandated by law to report these matters to the proper authorities, to take steps to protect the individual and notify potential victims.

In all other circumstances information disclosed within sessions is confidential.

I hereby give permission for my child _____ to receive counseling.

Parent/Guardian Signature

Date

SCHOOL LETTERHEAD

Dear Parent and/or Guardian of:

Name of Student

We are very pleased that our school has been chosen to receive the services of a Counselor trainee from San Francisco State University. Your child has been selected to meet with this trainee during the school year. This counselor in training is an adult who will receive a Master’s degree at graduation and can provide your child with special attention to help him/her succeed in school.

In order to insure quality service to your child this counselor will work under the supervision of a credentialed person according to the laws of the State of California and the ethics of the profession. Sometimes sessions will be tape recorded for review with the supervisor and the university practicum instructor.

All discussions are kept strictly confidential. It is only if there is a risk of harm to self or others, or if there is suspected child abuse or neglect or suspected elder abuse, that the trainee is mandated by law to report these matters, to take steps to protect the individual and to notify potential victims. In all other circumstances information disclosed within sessions is confidential.

We are requesting your permission for your child to meet regularly with a counselor trainee. Please return this form as soon as possible.

Yes. I give my son and / or daughter permission to meet with the counselor trainee.

Parent/Guardian signature

Date

Sincerely,

_____.

Head Counselor

_____ School

Appendix 8

LIAISON FACULTY REVIEW OF FIELD PLACEMENT: ISSUES DISCUSSED IN CONSULTATIONS WITH STUDENTS AND FIELD SUPERVISORS

1. **Office space:**

Adequacy of space/ desk/ telephone ? Excellent _____ Good _____ Fair _____ Poor _____

2. **Type of supervision trainee is receiving:**

(a) Individual (hrs. per week) _____ (b) Group (hrs. per week) _____

3. **Modes of supervision used:**

Audio Tapes _____ Video _____ Written Case Reports _____ Verbal Reports _____

RolePlay _____ Shadowing _____ Other _____

4. **Quality and consistency of supervision:**

(a) Are student responsibilities clearly defined? Yes _____ No _____

(b) Is supervision provided consistently at regularly scheduled times?
Yes _____ No _____

(c) Is evaluation of student an ongoing part of supervision? Yes _____ No _____

(d) Please rate the overall quality of supervision.

Excellent _____ Good _____ Fair _____ Poor _____

5. **Taping of client sessions:**

(a) Does this agency/supervisor encourage taping? Yes _____ No _____

(b) Is the student able to tape sufficient #s of clients? Yes _____ No _____

6. Client caseload:

(a) When did the student first begin to develop a caseload? (circle one)

August September October November December

(b) Is there any problem regarding client load? (e.g. difficulty, diversity, numbers)

Yes ____ No ____ . If yes, please explain: _____

(c) Were clients screened appropriately for the trainee? Yes ____ No ____

7. Global rating:

Overall quality of this placement: Excellent ____ Good ____ Fair ____ Poor ____

8. Would you recommend this placement for: 1st yr ____ 2nd yr ____ 1st or 2nd ____

4/4/02

Appendix 9

EVALUATION OF FIELD PLACEMENT

Name of Placement Setting _____ Date _____

Name of Student _____ 1st Year 2nd Year

Career College Geron MFCC Rehab School

You are asked to evaluate the field setting in which you are placed and the nature and quality of your experiences during your placement. Please mark the appropriate number on the five-point scale -- reserving the best categories for unusually positive or strong characteristics.

	Strongly Agree/ Consistently Available	Agree/Usually Available	Neutral/ Variable	Disagree/Seldom Available	Strongly Disagree/ Never Available
1. The placement provides an adequate number of counselees:	1	2	3	4	5
2. The placement encourages tape recording of counseling sessions:	1	2	3	4	5
3. The placement offers appropriate range and type of professional activities:	1	2	3	4	5
EMERGENCY HELP WHEN NEEDED:	1	2	3	4	5
CASE CONFERENCES:	1	2	3	4	5
IN-SERVICE TRAINING:	1	2	3	4	5
4. Case loads are assigned appropriately reflective of student's state of readiness and increasing competency:	1	2	3	4	5
5. Professional staff is supportive of students; morale is positive; staff is available to students.	1	2	3	4	5
6. Supervision is consistent, supportive, directed to skill enhancement and professional training:	1	2	3	4	5
INDIVIDUAL SUPERVISION IS REGULARLY PROVIDED:	1	2	3	4	5
GROUP SUPERVISION IS REGULARLY PROVIDED:	1	2	3	4	5
7. Evaluation of performance is communicated to student, based on clear and consistent criteria, and is undertaken as part of the process of training:	1	2	3	4	5

Ethnicity of your client load:

Race/Ethnicity

#of clients

Asian/Asian American.....

Black (non-Hispanic); African American/ African Caribbean.....

Latino/Hispanic.....

Native American/Alaskan Native/Aleut.....

White (non-Hispanic).....

Additional Comments Regarding Any Aspect of Your Field Placement: (use back side of this page if necessary)

Appendix 10

(This page intentionally left blank. Appendix 10 is on the following page.)

SFSU Department of Counseling Field Work Trainee Evaluation Form: 2014-15

Student's Name _____ **Signature** _____

Supervisor's Name/Title _____ **Signature** _____

Agency/School _____ **# Fieldwork Hours** **this semester to date** _____

Practicum Instructor/Liaison: _____

Semester/Course: Fall (706) Spr (736) Fall (890) Spr (891) Fall/Spr (850) Sum (850)

Degree Objective (check one): M.S. MFCC (MFT) M.S. Rehabilitation M.S. Counseling

Specialization: Career College Gerontology MFT Rehab School

Emphasis: Career College Gerontology Rehab/Deafness School

Date of Evaluation _____

Student Behaviors	Frequency of Behavior Displayed					
	Almost always	Usually	Somewhat	Seldom	Almost never	Not applicable
1. Attendance: is regularly punctual						
2. Meets deadlines						
3. Responsible/dependable						
4. Cooperative/considerate						
5. Relates well to others						
6. Empathic to client's needs/feelings						
7. Shows ethnic/ cultural/ disability sensitivity						
8. Knows ethical/legal principles						
9. Uses Knowledge Appropriately						
10. Open to supervision/feedback						
11. Flexible						
12. Tolerant of imperfection						
13. Self-aware						
14. Appropriately self-assertive						
15. Willing to take risks						
16. Shows potential for growth/change						
17. Demonstrates appropriate behaviors overall						

These letters do not correspond to a grade, but are to designate bubble sheet columns

On Tally Response Form A B C D E F
 (Bubble form), fill in =

Comment on student's behavior and counseling skills (use back of form or attach additional sheets if needed).

COUNSELING SKILLS	ABILITY TO USE COUNSELING SKILLS			
	Excellent	Average	Below Average	Not Applicable
OVERALL SKILLS				
18. Attending Skills-nonverbal (Understanding/responding to client's nonverbal signals)				
19. Listening skills (Leads, follow-ups, paraphrase, clarification, reflection, summary)				
20. Problem definition (Exploring and defining the problem)				
21. Goal setting (Helping the client define goals)				
22. Assessment interpretation (Interpreting the meaning of tests and assessments)				
23. Immediacy (Dealing with the here-and-now in counseling)				
24. Interpretation (Giving the client a hypothesis about his/her behavior)				
25. Confrontation (Describing the client's incongruences)				
26. Handling/Understanding counter-transference (Being aware of and/or dealing with countertransference issues)				
27. Self-disclosure (Appropriate use of self-disclosure)				
28. Selecting appropriate interventions				
29. Planning action programs (Helping clients plan action programs to reach goals)				
30. Providing relevant information				
31. Decision making (Helping clients make wise choices)				
32. Problem-solving (Helping clients solve problems)				
33. Referral (Making appropriate referrals when needed)				
34. Termination (Terminating clients in an effective way)				
35. Leading groups (Leading or co-leading counseling groups)				
36. Establish appropriate boundaries with client				

<i>SPECIALITY SPECIFIC SKILLS</i>				
37. <u>MFCC/Career/Gerontological/Rehabilitation</u> : Diagnosis (DSM-IV) (Determining the DSM-IV diagnosis)				
38. <u>Rehabilitation</u> : Knowledge of disability categories (where applicable) and specific conditions relative to the characteristics and any psychological or vocational implications the condition(s) may suggest				
39. <u>College/Career/School/Rehabilitation</u> : Teaching workshops/courses				
40. <u>College/Career/School/Rehabilitation</u> : Advising about courses/majors (Helping clients select appropriate courses and major)				
41. <u>College/Career/School/Rehabilitation</u> : Knowledge of school/college policies and regulations				
42. <u>College/Career/School/Rehabilitation</u> : Evaluating resumes/cover letters (Helping a client write resumes and cover letters)				
<i>OVERALL RATING</i>				
43. Please rate the student's current counseling skills based upon your expectations for a student <u>at this point</u> in the counseling program.				
<i>DEVELOPMENTAL RATING</i>				
44. Please rate the student's current counseling skills relative to your expectations for a <u>graduating</u> student.				

On Tally Response Form (bubble form), fill in =

A

B

C

D

Appendix 11

Criteria for Faculty Review of Grad trainees

Readiness for Professional Role	Adequate	Needs attention	Inadequate
1. Demonstrates personal readiness for and commitment to professional responsibilities and role.			
2. Show signs of personal impairment that is interfering with professional responsibilities and role.			
Academic Performance			
1. Meets academic expectations according to syllabus in each class.			
2. Attends required liaison and advising meetings and is prepared w/necessary paperwork.			
3. Takes responsibility to follow department requirements regarding pre-requisites for coursework as outlined in DOC student handbook.			
4. Meets writing standards for graduate program.			
Professional & Personal Characteristics for Graduate Trainee			
1. Adheres to Ethical Guidelines of ACA and of relevant licensing or accrediting organization for specializations.			
2. Displays good listening skills.			
3. Respects divergent points of view.			
4. Expresses thoughts/knowledge effectively.			
5. Demonstrates realistic expectations of self as counselor-in-training.			
6. Demonstrates self-awareness regarding skills and talents as counselor.			
7. Demonstrates ability to develop & sustain rapport with diverse clients.			
8. Works collaboratively with others.			
9. Uses personal power and authority appropriately with clients.			
10. Demonstrates an ability to articulate needs appropriately.			
11. Demonstrates awareness & respect regarding issues of diversity including race, cultural, gender, disabilities, age, and religion			
12. Demonstrates the ability to receive, give, and integrate feedback.			
13. Demonstrates appropriate boundaries: professional, ethical, interpersonal			
14. Exhibits ability to take responsibility for one's actions.			
15. Interacts respectfully with instructors and peers.			
16. Demonstrates the ability to contribute to a positive class environment.			

17. Takes initiative to discuss difficulties with instructor and liaison.			
18. Adheres to all policies including dress, punctuality & professional role.			
19. Understands agency mission and purpose of clinical work in that setting.			
20. Performs professional responsibilities in agency setting in a consistent and dependable manner.			
21. Demonstrates ability to maintain respectful and professional collegial and supervisory relationships and peer relationships.			
22. Consistent and thorough documentation of clinical records.			
23. Takes initiative to discuss problems/difficulties with field supervisor.			
24. Demonstrates ability to recognize & monitor personal stress & emotional reactions to professional responsibilities.			
25. Demonstrates ability to use interviewing skills appropriately to build working alliance.			
26. Demonstrates ability to evaluate and assess clients' needs and presenting issues including sensitivity to cultural and cross-cultural issues.			
27. Demonstrates ability to use supervision to evaluate client's response to counseling process and to monitor counselor's awareness of self in the counseling role.			

Appendix 12

Outline Narrative Evaluation by Agency Supervisor

- I. Brief description of student's activities and role:
May include numbers and types of clients the student has worked with during period being evaluated.

- II. Motivation and general work habits:
Attendance, punctuality, appearance, and ability to work independently and to organize effectively.

- III. Knowledge base:
Student's understanding of ethic, medical, vocational, psychological and environmental/social issues. Ability to synthesize the above data in order to conceptualize a case and plan realistic and appropriate goals?

- IV. Communication:
The student's ability to express him/herself verbally and in writing, including case reporting and report writing.

- V. Counseling skills:
Ability to listen, to hear, to respond appropriately, to set goals, to set limits. Understanding of counseling role, of self as a part of the process. Understanding latent and manifest content. Ability to include client in process, goal settings. Techniques; e.g. ability to use variety, be conversational find own style; intuitive abilities.

- VI. Professional growth:
Ability to use supervision; ability to recognize own strengths and weaknesses; formulation of the professional role; ability to form effective relationships with other professionals.

- VII. Overall assessment:
Student's potential as counselor and additional comments.

- VIII. RECOMMENDATIONS: May include recommendation for remediation, special individual, field work assignments, etc.

Appendix 13

GUIDELINES FOR PROCESS WRITE-UP

BACKGROUND

1. Setting.
2. Describe the client, reporting the non-verbal clues that you noticed at the start of the session.
3. Indicate the client's presenting problem.
4. Note the number of this session, as well as any previous contacts and attendant events that are relevant to this section.
5. State your goals for this session. As appropriate, state your overall goals with this client.

INTERVIEW

CONTENT

Describe in sequence the content of the session, including what the client says and does (manifest content) and what you say and do. Provide some bits of verbatim that give a sample of interaction.

PROCESS

Indicate what you think is going on (latent content). Why do you think the client is behaving thus at this point in the session? What observations, intentions and reactions are influencing your reactions at this point?

ANALYSIS

Provide as best as you can an analysis of the client's situation and concerns (i.e. your assessment). Include answers to these questions:

- What does the client understand his/her problem(s) to be?
- What do you understand the problem(s) to be?
- What themes were discernible in the session?
- What resources and deficits does the person bring to dealing with the problem(s) (e.g. ego resources/coping mechanisms, intellectual and emotional functioning, work and/or academic history, environmental supports/obstacles, motivation for change, attitudes towards self)?
- What further information would be helpful to you to make a more complete Assessment?

Do not feel limited to these questions.

EVALUATION

The evaluation section represents your experience and understanding of your participation in the session. Include answers to the following questions:

- In what way(s) did/didn't you accomplish your goal(s) for this session and toward your overall goals?
- Have your goals changed? If so, why? What are they now?
- Based on your understanding of this session, what might you expect from the next interview? What might be helpful in your next session with this client? (Optional - go ahead and take a risk: prognosticate).
- In terms of your own professional development, what have you learned from reviewing this session?

(Note: We are quite aware of the difficulty of these assignments. In our experience, very few people are able to report on, and summarize, clinical material accurately and concisely without having to do extensive revisions, editing, etc. This skill can be acquired; however, it takes time and effort. It will be to your advantage to allow sufficient time for such "rewrites" of your papers.)

APPENDIX 14

Information for Students Specializing in Marriage and Family Therapy

During the course of your training and prior to graduating you may accumulate hours of supervised field experience. However, you may begin to count these hours only after accumulating 12 units of credit in the program. After you have 12 units of credit, the hours of field work may count toward the total of 3000 hours that must be accumulated before taking the required examinations for licensure. The Department of Counseling must monitor these hours and must approve placements based on required standards and the appropriateness of the placement for the individual student. In order to satisfy requirements for monitoring of these hours students must complete the weekly summary of hours of experience form along with the other BBS forms included in this handbook. These forms must be kept by the student and produced at any time they are requested. It is important for students to understand that they are responsible for completing, maintaining and keeping all records required by the BBS. The Department of Counseling will monitor the hours in the field, but will not be responsible for keeping records.

The Department of Counseling will also monitor field work hours accumulated toward the 840 hours required in each area of specialization. These are the hours required for graduation from the Master's degree program. While these hours may be the same as those accumulated for licensure, they are monitored separately and according to different regulations. Hours accumulated toward the 840 required by the Department of Counseling will not be the same in number as the hours recorded for the BBS. Usually more hours will be recorded for the department since the board is most concerned about direct client contact hours, while the department is concerned about the entire field placement experience. In order to satisfy these requirements students are required to use the Department of Counseling log forms and fulfill all Department of Counseling requirements as stipulated in the handbook. The Department of Counseling will keep and maintain a record of these hours. Logs must be turned in to the Fieldwork Coordinator on the last day of instruction of each semester, and evaluations to the assigned Faculty liaison. Please note that the department will not keep a record of the hours recorded for the BBS.

In order to keep informed about the BBS requirements, it is recommended that you join the California Association of Marriage and Family Therapists (CAMFT). It is also recommended that you familiarize yourself with the BBS website at <http://www.bbs.ca.gov>. All required forms are available at this site.

Students should plan to apply for an intern registration number upon graduating from this program. It is important to apply within 90 days of graduation if continued counting of hours is desired. An intern registration packet is available at the BBS website.

Appendix 15: LPCC after Graduation

Supervised Work Experience Requirements for LPCC

Supervised work experience must be gained after conferral of the qualifying degree. All hours of supervised work experience must be gained while registered as a professional clinical counselor intern.

The one exception is the hours gained immediately after graduation. Supervised work experience hours gained after graduation, but prior to registration as a professional clinical counselor intern, can be credited towards experience requirements as long as the person applies for professional clinical counselor intern registration within 90 days of the qualifying degree conferral date.

Furthermore, the individual actually has to **receive the registration number in order to count the hours**. In other words, individuals who apply for registration, but do not complete the application requirements within one year of being notified of a deficiency, cannot take advantage of this exception. Professional clinical counselor interns also cannot work in a private practice setting until officially registered with the BBS.

Supervised Weeks

In order to qualify for licensure examination eligibility, professional clinical counselor interns must complete at least **104 weeks of supervision**. The minimum amount of supervision required per week is either one hour of individual supervision or two hours of group supervision. Of the 104 weeks of supervision, at least 52 weeks must be weeks in which the registrant received at least one hour of individual supervision.

A professional clinical counselor intern working in a governmental entity, a school, a college, or a university, or an institution that is both non-profit and charitable may obtain the required direct supervisor contact via videoconferencing.

Work Experience

In order to claim any work experience within a week towards the required **3,000 hours** of experience, a registrant must receive at least one hour of individual supervision or two hours of group supervision.

The LPCC 3,000 hours of supervised work experience breaks down into several categories:

- Direct counseling work experience (minimum 1,750 hours)
- Individual Therapy/Counseling (no minimum or maximum)
- Group therapy or counseling (maximum 500 hours)
- Telephone Counseling (maximum 250 hours)
- Non-counseling work experience (maximum 1,250 hours)
- Administering and evaluating psychological tests, writing clinical reports, writing progress or process notes (maximum 250 hours)

- Workshops, seminars, training sessions, or conferences (maximum 250 hours)
- Client centered advocacy
- Supervision (individual and group)

Additionally, at least **150 hours of clinical experience must be gained in a hospital or community mental health setting**. A maximum of 40 hours of work experience may be gained in a week.

While the minimum required weekly supervision is one hour of individual supervision or two hours of group supervision, a professional clinical counselor intern who earns in excess of 10 hours of direct counseling work experience in a week must obtain an additional hour of individual or two hours of group supervision.

Examination Eligibility

Once a professional clinical counselor intern meets all experience requirements, he or she will submit an application for examination eligibility. The law stipulates that at the time the BBS receives an individual's application for examination eligibility, the qualifying supervised work experience shall be gained no more than six years prior to application.

For example, the BBS receives Susan's application for LPCC examination eligibility on April 27, 2013. The hours of supervised work experience earned between April 27, 2007 and April 27, 2013 will meet the six-year requirement.

Exams

Applicants must receive a passing score on the following examinations:

- California Law and Ethics Examination
- National Clinical Mental Health Counselor Examination (NCMHCE)

You must first pass the California Law and Ethics Examination before you can take the NCMHCE. Please continue to check the BBS Web site [insert URL] for future updates relating to LPCC licensure requirements. All licensure paths require examinations.

(Sources Business and Professions Code Section 4999.45, 4999.46, California Code of Regulations Title 16, Section 1820.)

In order to keep informed about the BBS requirements, it is recommended that you join the California Association for Licensed Professional Clinical Counselors (CALPCC). It is also recommended that you familiarize yourself with the BBS website at <http://www.bbs.ca.gov>. All required forms are available at this site.

Students should plan to apply for an intern registration number upon graduating from this program. It is important to apply within 90 days of graduation if continued counting of hours is desired. An intern registration packet is available at the BBS website.