



Fieldwork Guide

Mental Health and School Counseling

Counselor Education Program

Queens College

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Section 1:

Fieldwork Overview and

Requirements



Educational & Community Programs
Counselor Education

Dear Mental Health and School Counseling Students:

Fieldwork is an integral part of your counseling educational experience. The mission of the Fieldwork Team is to assist you with and address any questions, comments, and/or concerns you may have regarding your upcoming practicum/internship. Please do not hesitate to contact us. We look forward to working with you!

Best regards,



**Counselor Education Fieldwork Team:
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About Fieldwork

The Queens College Graduate Program in Mental Health Counseling and School Counseling prepares students to work as professional mental health and school counselors in a variety of clinical and school settings. The aim of the graduate program is to provide an opportunity for students to be immersed in intensive study and practice over the course of 2 to 4 years. The fieldwork component, including practicum and internship, is an important aspect of graduate training. Practicum and Internship requirements outlined in this guidebook are based on the 2016 Standards from the Council for Accreditation of Counseling & Related Educational Programs (CACREP). According to CACREP, "*Professional practice ... provides for the application of theory and the development of counseling skills under supervision. These experiences will provide opportunities for students to counsel clients who represent the ethnic and demographic diversity of their community.*" One of the major goals of fieldwork training is providing mental health and school counseling services to diverse populations, while adhering to professional and ethical standards. In addition, the second major goal of field-based experiences is to practice counseling skills, to apply the conceptual material studied in the lecture courses, and to begin to formulate an integrated, empirically sound approach to counseling.

Field Placement Requirements

Full-time Mental Health and School Counseling

- One practicum and two internships
- 100 and 600 hours, respectively
- In a field practicum site during semester two
- In a field internship site during semesters three and four

Part-time Mental Health and School Counseling

- One practicum and two internships
- 100 and 600 hours, respectively
- In a field practicum site during semester three
- In a field internship site during semesters four, five, and six

Summer internship is optional for Full and Part-time Mental Health Counseling students. Given the brief summer session, internship during the summer does not count as a full academic semester (i.e., Fall and Spring). During the summer students may register for a maximum of two credits which corresponds to 150 hours.

Fieldwork Paperwork Submitted Prior to the Start of the Semester:

- Letter of Commitment & Ethical Agreement
- On-Site Supervisor Responsibilities Form
- If Audio Recording it not allowed, Live Supervision Agreement Form
- Insurance Information

It is recommended that students confirm their fieldwork site prior to the start of classes and submit their completed fieldwork paperwork to the Fieldwork Coordinator, Victoria Dell'Era. If

the required paperwork is not submitted prior to the start of classes, students are required to submit the paperwork to their practicum/internship instructor on the first day of classes. If a site is not confirmed by the first day of classes, the student must inform the course instructor, faculty advisor and Fieldwork Director of their situation. Students will be required to withdraw from the practicum/internship course if a satisfactory resolution is not possible within the first two-weeks of classes. Withdrawing from a course after the first day of classes will result in students being responsible for any fees charged by the College.

New internship forms (letter of commitment & Ethical Agreement, On-site supervisor responsibilities form, audio recording or live supervision agreement form, and insurance information) **must be completed every semester** - even if you remain at the same site.

Please submit all paperwork prior to the start of classes via Anthology (Chalk and Wire) to Ms. Victoria Dell'Era.

For important dates, see the Fieldwork Packet for the respective semester.

- **Letter of Commitment & Ethical Agreement**
The letter includes: hours required for practicum and internship, percentage of required direct service hours, types of clinical experiences i.e., individual, group therapy, weekly supervision and the importance of professionalism. This is a contract between the fieldwork site, the student, and the program; whereas, the fieldwork student acknowledges their role and responsibilities. This form is an agreement that the fieldwork student acknowledges, adheres, and will consult any ethical concerns with their supervisor.
- **On-Site Supervisors Responsibilities Form**
This form includes providing a productive learning environment, weekly supervision, and opportunities for counseling clients/students fieldwork; ensuring fieldwork student adherence to ethical and professional standards and spending at least 50% of their fieldwork in “direct service”; completing evaluations/assessments on Anthology (Chalk & Wire) and receiving a copy of the Fieldwork Guide and Description of Policies & Guidelines.
- **Live Supervision Agreement Form**
Live supervision is required if audio recording is not allowed at the fieldwork site or consent is not provided. The site supervisor must agree to provide the fieldwork student live supervision in the form of live observation, walk-in, phone-in, consultation break, bug-in-the ear, bug-in-the eye, and/or team supervision twice during the semester. The Live Supervision Agreement Form must be signed, dated, and submitted to the practicum/internship instructor as soon as the student begins accruing their internship hours.
- **Audio Recording Consent**
Students are expected to obtain audio recording consent from clients/students and audio record their counseling sessions during their fieldwork experiences. These recordings will be used only for the purpose of providing clinical supervision to the counselor-in-training, either at Queens College or in the student’s fieldwork site.

- **Telehealth and Remote Communications Form**

If students are participating in Telehealth and Remote Communications the Telehealth and Remote Communications Agreement Form is to be completed and signed by the On-Site Supervisor.

- **On-Site Fieldwork Agreement Form (*To be completed if physically attending a new site*)**

Students who are physically attending a new fieldwork sites during the COVID-19 health crisis must submit an On-Site Fieldwork Agreement formed.

- **Continuation of Fieldwork Agreement (*To be completed if physically attending an existing site*)**

Students who continue to physically attend their fieldwork sites during the COVID-19 health crisis must submit an On-Site Fieldwork Agreement formed.

- **Insurance Information**

It is strongly recommended that Mental Health interns join the American Counseling Association (ACA), and insurance will be included in the student membership. School Counseling interns should join the American School Counselor Association (ASCA) and insurance will be included in the student membership. **Failure to provide proof of insurance by the first day of the semester will lead to a suspension of hours and students will not be allowed in the field. If an intern's insurance expires, their hours will not be accepted until the policy effective date has been renewed.**

***All forms are included in the Practicum/Internship Packet.**

Counselor Education Faculty Supervision Responsibilities:

The counselor education program faculty member will participate in at least two scheduled consultations with the site-supervisor during the semester. The first consultation occurs the first week of the semester via email and phone. The second consultation occurs mid-semester via phone. Consultations will continue throughout the semester as needed. While teaching the Internship course 821 or 829, the counselor education program faculty member conducts 1 and ½ hours class/group supervision and an additional ½ hour of individual/triadic supervision. While teaching the Practicum course 721.4 or 821.4, the counselor education program faculty conducts a 1 hour lecture, 1 hour skill development, and 1 hour group supervision. The additional 1 hour is devoted to engaging in consultation with site supervisors and completion of student evaluations, written feedback, and course related paperwork. The counselor education program faculty member provides process notes and audio recording feedback to students. The counselor education program faculty completes the professional disposition assessment via Chalk and Wire at week 6 and week 13. Students must submit a statement (in a word document) on C&W in order to activate this assessment. A simple statement of "I have submitted my work" in the word document will be sufficient to trigger the evaluation process. The counselor education program faculty completes the Queens College Supervisor Evaluation of Candidate via Chalk and Wire by the due date stipulated by the School of Education. The counselor education program faculty grades the case conceptualization for practicum or the final paper assignment for internship via Chalk and Wire and provides feedback to the students on the assignment. The counselor

education program faculty reviews student's time sheets and the site supervisor's student evaluation prior to submission of student grades. Prior to the start of the semester the Counselor Education Faculty Supervision will sign review and sign the Counselor Education Faculty Supervisor Responsibilities Form.



Educational & Community Programs
Counselor Education

Counselor Education Faculty Supervisor Responsibilities

- 1) The counselor education program faculty member will participate in at least two scheduled consultations with the site-supervisor during the semester. The first consultation occurs the first week of the semester via email and phone. The second consultation occurs mid-semester via phone. Consultations will continue throughout the semester as needed.
- 2) While teaching the Internship course 821 or 829, the counselor education program faculty member conducts 1 and ½ hours class/group supervision and an additional ½ hour of individual/triadic supervision
- 3) While teaching the Practicum course 721.4 or 821.4, the counselor education program faculty conducts a 1 hour lecture, 1 hour skill development, and 1 hour group supervision. The additional 1 hour is devoted to engaging in consultation with site supervisors and completion of student evaluations, written feedback, and course related paperwork.
- 4) The counselor education program faculty member provides process notes and audio recording feedback to students.
- 5) The counselor education program faculty completes the professional disposition assessment via Chalk and Wire at week 6 and week 13. Students must submit a statement (in a word document) on C&W in order to activate this assessment. A simple statement of “I have submitted my work’ in the word document will be sufficient to trigger the evaluation process.
- 6) The counselor education program faculty completes the Queens College Supervisor Evaluation of Candidate via Anthology (Chalk and Wire) by the due date stipulated by the School of Education.
- 7) The counselor education program faculty grades the case conceptualization for practicum or the final paper assignment for internship via Chalk and Wire and provides feedback to the students on the assignment.
- 8) The counselor education program faculty reviews student’s time sheets and the site supervisor’s student evaluation prior to submission of student grades.

Queens College Faculty Supervisor (Print legibly)

Signature

Date

Practicum Course:

Students must be enrolled in the practicum course while obtaining practicum fieldwork hours.

The practicum course in the Mental Health Counseling (ECPCE 721.4) and School Counseling (ECPCE 729.4) program is the initial field experience that sets the clinical and professional groundwork for the subsequent internship courses. Practicum is an intensive 4 credit course that involves three components: (1) lecture on advanced clinical issues/ approaches in counseling; (2) continued skill development (building upon the pre-requisite course in counseling techniques lab) and (3) supervision of fieldwork experiences at a site and on campus.

Full time students begin practicum in their 2nd semester (Spring/1st year) and part time students begin in their 3rd semester (Fall /2nd year). The prerequisites for practicum include:

1. Students must have completed the previous courses.
2. Have a GPA of 3.0 or better.
3. Be in good standing in the program.

The field component of practicum requires a **minimum** of 100 hours at a hospital, clinic or agency site, although students can and are encouraged to complete more hours above the minimum. Students will receive weekly supervision from their on-site supervisor as well as group supervision from the on-campus supervisor. Practicum students are required to conduct 3-5 direct client contact hours per week with at least 1 ongoing individual case during the semester, although they are strongly encouraged to work with at least 2 to 3 clients if possible to strengthen their clinical training. Practicum students may also conduct group counseling if feasible. Other activities include shadowing the on-site supervisor, co-conducting individual or group counseling, engaging in team meetings, consultations, and other roles or tasks of professional counselors. While administrative work may be a major part of the supervisor's role, excessive administrative tasks are not conducive to the clinical skill development for counseling students and should be only a minimum amount of the practicum hours. Students are required to lead or co-lead a group.

As part of the practicum course students must complete a Comprehensive Case Study project that will involve an in-depth examination of one of their individual clients from the practicum site. The Case Study is a case conceptualization project that integrates the knowledge, skills and professional dispositions for the first half of the program. A grade of B or better on the Comprehensive Case Study is required to advance to the internship course.

The Practicum course requires a minimum of 100 hours yet often students accumulate more than 100 hours at the site. Additional hours above 100 cannot be counted towards the 600 required internship hours.

For all School Counseling students beginning the program in Fall of 2021

Practicum/Course 729.4

- 100-hour practicum (placement in a school setting, grades K-12)
- 60% Indirect hours – activities related to the development, implementation, and evaluation of the elements of a school counseling program
- 40% Direct hours – working directly with students with the focus on integrating theoretical concepts with advanced techniques to develop a cohesive approach to counseling.

Internship/Course 829

- 300 hours in a K-8 school setting (*working with these grades only*)
- 300 hours in a 9-12 high school setting (*working with these grades only*)
- 60% Indirect hours – activities related to the development, implementation, and evaluation of the elements of a school counseling program
- 40% Direct hours – working directly with students with the focus on integrating theoretical concepts with advanced techniques to develop a cohesive approach to counseling.

Internship Course:

Students must be enrolled in the internship course while obtaining internship fieldwork hours.

The internship courses in Mental Health Counseling (ECPCE 821) and School Counseling (ECPCE 829) have variable credits (1 to 4). Each credit represents 75 hours in the field (not including on-campus class time). So ECPCE 821.1 = 75 hours; ECPCE 829.1 = 75 hours; 821.2 = 150 hours, 829.2 = 150 hours, etc. For the internship courses students may complete between 5 and 20 hours per week of Internship hours depending upon the number of credits in the course with the ratio of 75 hours in the field per 1 course credit. For example, in a 3-credit internship course, the minimum hours would be 225 (75 hours x 3 credits). If the site requires 20 hours per week, then the student will complete 300 hours in the 15 weeks. However, with the completion of a 3-credit course, only 225 hours apply toward the 600 required internship hours even if the students gain additional experience with more hours.

Full time students begin internship in their 3rd semester (Fall/2st year) and part time students begin in their 4th semester (Spring /2nd year). The prerequisites for internship include:

1. Satisfactory completion of Practicum, which includes completion of a minimum of 100 hours in the field, demonstration of intermediate counseling skills, a grade of “B” or better on the Comprehensive Case Study Project in the course and.
2. Satisfactory rating by fieldwork on-campus instructor and site supervisor (Acceptable or above, see Unit Rating Scale in Student Handbook).
3. Satisfactory completion of 28 credits and in good academic standing (overall GPA = 3.0 or higher)

4. Continued demonstration of interpersonal skills, judgment, and insight consistent with professional counseling.
5. A grade of “B” or better for ECPCE 812 Psychopathology & Diagnosis.

Practicum Hours: 100

Hours cannot be accrued if students do not have malpractice insurance coverage.

While 100 hours are the minimum amount needed to receive a grade for practicum students often complete more hours above this minimum if the site requires a certain number of weekly hours. During a 15- week semester this translates to 7 or more hours per week for practicum. For the Fall semester practicum courses, hours may extend beyond the semester into January in order to provide continuity of care for patients in the clinical and school settings.

Internship Hours: 600

Hours cannot be accrued if students do not have malpractice insurance coverage.

Full-time students are required to complete two semesters of internship for a minimum of 600 hours (i.e. 300 hours per semester). In addition, full-time counseling students are required to be at their site for a minimum of 2 days per week.

Part-time students are required to complete a minimum of 600 hours of internship spread over the course of at least two to three semesters. Note that the summer session does not count as a full academic semester (i.e., Fall and Spring).

Winter & Summer Academic Breaks: Procedures for between sessions for Mental Health and School Counseling Students

The ethical principles of client care override the academic calendars of the college. This means that continuity of care for clients and patients in the fieldwork sites comes before holidays and vacations. This principle applies in the intersession periods in the month of January (between the Fall and Spring semesters) and the month of June (between the Spring and Summer semesters). If a student is continuing in their site from their practicum or internship course in the Fall into their internship course in the Spring semester, they are ethically obligated to continue providing counseling services under supervision through the January intersession. While the college courses are not in session in January students may be expected by their sites to maintain weekly sessions. (Weekly hours may sometimes be reduced during the intersession and students may be away during the holiday /New Year’s weeks but coverage for clients and clinical care must be considered and cannot be compromised. [Note that this applies in cases when a student is continuing at the same site from Fall into the Spring semesters. If a student terminates at the site at the end of the Fall semester to begin a new site in the Spring, then these principles do not apply]. Students will continue with weekly supervision by their site supervisors during the January intersession and full-time counseling faculty are available on campus during this period for supervision and support as needed.

The same principles apply to the weeks during the June intersession between the end of the Spring semester in May if the student is continuing at the same site into the Summer session. Summer supervision courses for Mental Health counseling students begin meeting in June but in

the weeks leading up to the summer course, students are expected to continue serving clients at their sites. Any students attending internship sites during an intersession must register with the program in order to receive on- campus supervision from FT faculty.

Practicum and Internship Activities

Students are expected to spend at least 50% of their practicum and internship hours providing direct face-to-face services to clients/students per semester. On site supervision must equal at least one hour per week for each week that you are at your site. Supervision may include individual, triadic, or group supervision. Although students may complete the minimum number of hours before the semester ends, students are required to remain at your site for the full 15 weeks of the semester and facilitate the client/student's transition to their new counselor as per the clinical setting or complete the termination process if so required. Students are required to lead or co-lead a group.

Audio Recording

Students are expected to obtain audio recording consent from clients/students and audio record their counseling sessions during their fieldwork experiences. These recordings will be used only for the purpose of providing clinical supervision to the counselor-in-training, either at Queens College or in the student's fieldwork site. Any person involved in providing or receiving clinical supervision is bound to the same ethical principle of confidentiality as professionals providing counseling. All audio recordings of counseling sessions will be erased no later than the end of the present academic semester. Any exception to this statement would require an additional permission form to be signed by the client/student and counselor. If a student is unable to obtain audio recording consent due to site policy or client/student not providing consent, the site-supervisor is required to provide live supervision.

***The Audio Recording Consent form is included in the Practicum/Internship Packet.**

Live Supervision

Live supervision is required if audio recording is not allowed at the fieldwork site or consent is not provided. The site supervisor must agree to provide the fieldwork student live supervision in the form of live observation, walk-in, phone-in, consultation break, bug-in-the ear, bug-in-the eye, and/or team supervision twice during the semester. The Live Supervision Agreement Form must be signed, dated, and submitted to the practicum/internship instructor as soon as the student begins accruing their internship hours.

***The Live Supervision Agreement Form is included in the Practicum/Internship Packet.**

Live Supervision Evaluation Form

If audio recording consent is not obtained, the Live Supervision Evaluation. The Live Supervision Evaluation is completed via Anthology (Anthology (Chalk & Wire)) by the site supervisor. This evaluation. must be completed twice during the semester, once at mid-point and once at the end of the semester.

***The Live Supervision Evaluation Form is included in the Practicum/Internship Packet.**

Student Evaluation:

Both practicum and internship students are to be evaluated by their on-campus and site supervisors each semester via Anthology (Chalk & Wire).

Mid-Semester Assessment: Due week 8 of the semester

A mid-semester assessment will be completed by the on-campus instructor in conjunction with the on-site supervisor.

Completed Anthology (Chalk & Wire) Assessments: Due week 14 of the semester

Students, on-campus instructors, and on-site supervisors will complete the Anthology (Chalk & Wire) Assessment. An email invitation to complete the Chalk and Wire assessment will be sent to students, on-campus instructors, and on-site supervisors during week 12 of the semester. The on-campus supervisor will verify that the site supervisor has completed the student's evaluation prior to submitting grades.

Timesheets/Journals: Due last day of classes

Fieldwork hours are to be tracked throughout the semester. Timesheets are due the last day of classes. Timesheets are submitted via Anthology (Chalk and Wire).

Finding a Fieldwork Site

Students are encouraged to begin seeking a practicum or internship site at least 6 months prior to the date they are to begin their fieldwork experience. The process of securing a placement can be long and difficult. Faculty will support the student in finding a placement, however ***students are ultimately responsible for securing their own site.*** If a student fails to secure a fieldwork site by the week before classes begin, they will not be allowed to attend the fieldwork class; this includes Practicum and Internship. Students experiencing difficulty securing a site are advised to reach out to the Director of Fieldwork. ***It is incumbent on the student to drop the course in a timely manner to avoid a loss of course fees.***

Our Fieldwork Coordinator, Victoria Dell'Era, has the current list of mental health and school counseling fieldwork sites and can provide assistance to fieldwork students. Most sites will require a resume and interview, as well as possibly, fingerprinting, background checks and/or drug testing. These legal requirements can take several weeks to complete. Some sites may require an Affiliation Agreement. These types of agreements may require several weeks to be approved by all parties. If your site requires an Affiliation Agreement, inform Dr. Matta of this immediately.

Please be sure to present yourself professionally, such as drafting an error free resume and cover letter in addition to professionally drafted emails (i.e., no slang, emojis or incomplete sentences). Your professionalism extends to any correspondence, including emailing and texting. Students should be prepared to provide relevant items, such as resume, cover letter etc. while also being patient with the placement process and respectful of the site coordinators time and effort.

Placement at Approved Sites

The Counselor Education program has a list of pre-approved Mental Health Counseling and School Counseling practicum and internship sites. These sites cover a wide geographic area and deliver a range of services to varied populations. In addition, new sites may be approved for students who identify a site that potentially meets the training requirements described herein. If you would like to petition a new site to be added to our list, you should contact the Fieldwork Coordinator, Victoria Dell’Era at 718-997-5237 or Victoria.Dellera@qc.cuny.edu about adding a new site. This process can take several weeks; it is advisable that students begin the site approval process as early as possible. In addition, you are encouraged to have a diversity of clinical experiences. As such you should be engaged at an internship site that is different from the clinical setting where you completed your practicum hours. This is not a requirement but a suggestion.

By accepting an offer to attend the Counselor Education program to train as a mental health or school counselor, you have made a commitment to the program and it is understood that you are aware of the fieldwork requirement. We understand that students must have outside employment, but it is incumbent on you to negotiate your work schedule to accommodate the demands of the fieldwork requirements. If your work schedule does not allow you to complete the fieldwork requirements either as a part-time or full-time student, you may need to reconsider attending the program at this time.

Failure to obtain a site by the first day of the semester may result in the student needing to withdraw from the fieldwork course and incurring a loss of tuition fees. Furthermore, a student will be out of sequence with their cohort, as they will have to complete the fieldwork course once they have obtained a mental health site, and this will result in an increase of time to complete the program (e.g., instead of two years, it may be three).

Anthology (Chalk & Wire) Overview

Anthology (Chalk & Wire) is a web-based e-portfolio system required for all students in the Counselor Education program at Queens College. The New York State Education Department and the Council for the Accreditation of Educator Preparation (CAEP) now requires all accredited programs to document individual student performance, based on national, state and institutional standards. Therefore, Anthology (Chalk & Wire) will be used to assess the students on pivotal knowledge, skills and abilities that have been identified by the Counselor Education faculty.

All students enrolled in the Mental Health and School Counseling Program are required to have a Anthology (Chalk & Wire) account and complete all assessments over the course of their tenure in the program. Please see the CE Student Handbook for additional information or the links below.

Should you need additional assistance with Chalk and Wire, please see the links below.

Acquire/Renewing Anthology (Chalk & Wire):

https://ep.chalkandwire.com/ep2_qccuny/SecureUrlPage.aspx?urlId=36191&u=guest&cus=343

Chalk and Wire Help Site:

https://ep.chalkandwire.com/ep2_qccuny/SecureUrlPage.aspx?urlId=36194&u=guest&cus=343

Candidate FAQ and Tutorials:

https://ep.chalkandwire.com/ep2_qccuny/SecureUrlPage.aspx?urlId=36189&u=guest&cus=343

Faculty FAQ and Tutorials:

https://ep.chalkandwire.com/ep2_qccuny/SecureUrlPage.aspx?urlId=36190&u=guest&cus=343

Anthology (Chalk & Wire)-Student Evaluations

The Anthology (Chalk & Wire) electronic assessments will document interns' performance on key assignments and performance indicators that meet the Counselor Education's Student Learning Outcomes and the 2016 CACREP standards. On-campus instructors and on-site supervisors complete assessments of students at the end of each semester of fieldwork. In addition students complete evaluations of their campus instructor, fieldwork supervisor, and site each semester. An email invitation is sent by the fieldwork coordinator to all students, faculty and site supervisors who are required to use Anthology (Chalk & Wire) for grading assignments and/or complete student fieldwork evaluations. The email provides a link to the assessment located in Anthology (Chalk & Wire). If a student's supervisor changes for any reason (e.g., vacation, etc.), it is incumbent on the student to inform their on-campus supervisor and the fieldwork coordinator of the change by completing a new letter of commitment. Failure to do so may result in a missing evaluation which can impeded the student's ability to receive a grade for the course and proceed to the next semester.

There are five assessments tied to mental health fieldwork that are completed by students, faculty and site supervisors (see table below for assessments). All fieldwork students are evaluated by their on-campus instructor (i.e., ECPCE: QC Supervisor Evaluation of Candidate, Disposition, etc.) and site supervisor (i.e., ECPCE: Field Supervisor Evaluation of Candidate). Both completed assessments become a part of the students' e-portfolio. Also, all students are asked to complete a survey evaluating their on-campus instructors and site supervisors. This material is kept confidential and used for program evaluation. The fifth survey is completed by the student to evaluate the site itself.

Your supervisor will be asked to evaluate your performance in several key areas, such as: interviewing & counseling skills, working with groups, preparing reports, and behavior in supervision. The supervisor will rate your performance on a 5-point scale (*1 = Needs Improvement, 2 = Emerging Competence, 3 = Acceptable, 4 = Proficient, 5 = Exemplary*). Counselor Education faculty expect that students' scores should be in the 3 to 4 range, reserving 5 for a student who is practicing at a truly exceptional professional level.

Anthology (Chalk & Wire)-Coursework Submissions by Student

In addition to the on-site internship requirements and assessments listed above, students must complete a case conceptualization for practicum or final paper assignment for the Internship course (see the course syllabi for format and details). The e-portfolio system, Anthology (Chalk & Wire), keeps all evaluations of student's work, including the grading rubric for the final paper assignment for Mental Health and School Practicum and Internship.

In order to complete the final course assignment and maintain confidentiality, all students must upload a blank word document to Anthology (Chalk & Wire) with the following statement, “The paper has been submitted to the course instructor Prof. _____.” By uploading this blank document to Anthology (Chalk & Wire), the upload will trigger the assessment for on-campus instructor to use to grade the paper. Any specific client details should be redacted, and a hardcopy of the paper should be handed in to the course instructor, who will keep it on-file for accreditation purposes. Once the course instructor completes the grading rubric, it will become a part of the student’s e- portfolio and will be available for students to view. A copy of the grading rubric is attached to the course syllabi and provided to all students on the first day of class with the assignment details. The grading rubric can also be found in the appendix (see appendix C for a copy of the grading rubric).

Fieldwork Site-Supervisor Incentives: Tuition Waivers

Fieldwork supervisors with major responsibilities for supervising one or more clinical intern are eligible for a Tuition Waiver for one three-credit education-related graduate course at any CUNY school. The waiver is for tuition fees only at a CUNY institution; all other fees must be paid by the individual. In order to be eligible for a Tuition Waiver, the field supervisor must have one clinical intern for a period of 7 1/2 weeks or worked with one clinical intern for 15 weeks in a semester. In addition, the Tuition Waiver may be transferable among the site personnel (e.g. another staff member at the same site); however, it must be approved in writing by the site director and submitted to the Office of Field Placement. This request must be made prior to a tuition waiver being released to the assigned field site supervisor of record. Queens College field placement coordinators will email clinical field supervisors’ information on how to request the Tuition Waiver. If you do not receive the email with details, please contact Office of Field Placement at 718-997-5237 prior to the end of the semester.

Personal & Professional Development

A critical aspect to be an effective counselor is self-awareness and this is part of your personal and professional development that is encouraged throughout the program. In addition to the counseling skills and psychological knowledge that should be refined in the fieldwork experience, we also expect to see an expansion of personal elements such as: awareness of the effects of your behavior on others, accuracy in social perception, sensitivity to interpersonal dynamics, sensitivity to issues of culture and diversity, empathy, appropriateness of self-disclosures, openness to supervision, and creativity in problem solving approaches. Counselor Education faculty monitor students’ performance throughout fieldwork and may give feedback on your development as a professional beyond routine coursework, assignments or individual supervision.

Unethical Behaviors

The Counselor Education program requires that all students adhere to the standards of the counseling profession. As such, you are expected to conduct yourself in an ethical and appropriate manner at your fieldwork site as well as abide by the American Counseling Association (ACA) Ethical Standards and the American Mental Health Counselors Association (AMHCA) Code of Ethics/ the American School Counseling Association (ASCA) Code of

Ethics. Prior to initiating Practicum and each semester of Internship, all students must state in writing that they are familiar with and will follow the American Counseling Association (ACA) and/or the American Mental Health Counselors Association (AMHCA)/ the American School Counseling Association (ASCA) Code of Ethics, and standards of conduct. An ethical statement is part of the fieldwork paperwork that all students must sign at the start of each semester. Although not a complete list, the following are examples of inappropriate or unethical behaviors:

- Failure to follow the defined fieldwork guidelines.
- Audio or video recording an interaction with a client without the written permission of the supervisor and client.
- Playing audio or video recording of client sessions or presenting patient material to another party without the permission of the supervisor and client.
- Removal or private use of any materials from the site without approval of the supervisor. This clinical material including chart notes, treatment plans etc. is protected information by HIPPA.
- Offering to provide or providing services that are beyond the scope of the student's training, experience, and/or emotional functioning.
- Failure to attend any scheduled appointment at a fieldwork site, such as a therapy session, supervision, etc. without confirming the absence ahead of time with the supervisor.
- Taking vacation time without obtaining approval from the supervisor.
- Acting in a manner inconsistent with the tenets of counseling as outlined in the ACA Ethical Standards. If a report is made to the Counselor Education faculty that a fieldwork student has violated the ethical principles of the American Counseling Association or one of its divisions, the faculty will contact the student with the nature of the ethical complaint. Based on the nature of the violation, the student may be asked to speak with the individual faculty member of the current course, meet with their Faculty Advisor and the Program Coordinator, and/or meet with ECP Departmental Chairperson to discuss the violation. If the report of an ethical violation is substantiated, the student may be dismissed from the program (see also the Student Disposition section).

These guidelines are aligned to CACREP Standards (see link: <http://www.cacrep.org/wp-content/uploads/2015/07/Guiding-Statement-for-2016-CACREP-Standard-1.O..pdf>)

Remediation

Work in school and mental health settings requires that students demonstrate professional appearance and professional demeanor, as well as appropriate personal and interpersonal characteristics. These personal characteristics include but are not limited to: communication skills, interpersonal skills, professional judgment, and ethical conduct. In addition, students are expected to demonstrate sensitivity to client issues and effective management of personal stress or adjustment difficulties. Each semester, the Counselor Education faculty review students' performance in the program, including academic performance, GPA and professional suitability. Faculty will meet with the student to discuss their performance and develop a plan to assist the student in addressing the areas of concern. Any decisions that a student should no longer continue in the program will be made in adherence with College policies as outlined in the

current Graduate Bulletin. The Graduate Bulletin can be accessed through the link provided below:

http://www.qc.cuny.edu/Academics/Documents/Adm_GradBulletin_2017_2018.pdf

Student Disposition

In addition to the *ACA Code of Ethics* mentioned above, all graduate students enrolled in the Counselor Education program are members of the Queens College community and must also adhere to the policies governing graduate student code of conduct as outlined in the most current Queens College Graduate Bulletin. We as Counselor Education faculty support your professional development, and are monitoring your behavior and performance in the classroom as well as at your fieldwork site. Although this list does not include all aspects of student behaviors that would be of concern, the following are examples of behaviors that would warrant intervention by CE faculty:

- Attempting to harm oneself, one's clients, classmates or faculty
- Threatening, stalking, forcible touching or abusive behavior directed at classmates or faculty
- Repeated absences from class or fieldwork sites without notification
- Repeated lateness
- Violation of the American Counseling Association's Code of Ethics or HIPAA;
- Failure to comply with the Counselor Education policies and/or the Queens College graduate student policies and standards of conduct as noted in the Graduate Bulletin
- Failure to comply with practicum or internship site policies, procedures or standards of conduct
- Stealing or other illegal behaviors
- Inappropriate relationships with clients/students or their families
- Hostile behavior when given constructive criticism
- Disorganization or non-compliance in response to basic demands such as submitting paperwork, or setting up appointments
- Inability or refusal to examine one's own performance in a self-evaluative manner
- Failure to follow a remedial feedback, provided due to an ethical infraction or behaving unprofessionally.

This policy is aligned with the guidelines for student behavior as outlined by CACREP (see link: <http://www.cacrep.org/wp-content/uploads/2015/07/Guiding-Statement-for-2016-CACREP-Standard-1.O..pdf>)

Section 2:
Mental Health Counseling
Criteria for Approved Sites

Criteria for Approved Sites

Mental Health sites approved as training settings will provide the following:

Students will be able to engage in regularly scheduled individual, family or group counseling as a primary activity at the site. Thus, meeting the direct service requirements of at least 50 practicum hours and 300 internship hours. *Please Note:* Direct service is defined as the supervised use of counseling or professional skills with actual clients, such as individual, couples, family or group counseling. The following are not considered direct service: (1) observing others providing counseling or other services, (2) record keeping (3) administrative duties (4) clinical or administrative supervision. Students are required to lead or co-lead a group.

- At least one qualified professional is available for supervision of the student at all times. If the main supervisor is away, then arrangements must be made for access to another supervisor.
- The fieldwork site cannot be in an elementary, middle or high school setting as a school counselor. However, if the site is a community-based organization that works within the schools to provide mental health counseling services, then this can be acceptable by the state. A college counseling center is also appropriate, if our students are providing counseling services to clients, however, an academic advisement role on a college campus would NOT be acceptable since it is educational advisement and does not provide clinical services.
- Supervisor(s) has previous experience in supervising students who are providing individual or group counseling.
- The agency has a sufficient variety of clients to assure students will have some breadth as well as depth of experience in counseling. The nature of the services offered must be appropriate for students whose primary goal is developing counseling skills.
- The site permits audio or video recording of some of the student's clinical experiences for the purpose of sharing in the practicum/internship class and completing the comprehensive case study with the client's informed consent and confidentiality being strictly maintained.
- If audio recording is not feasible, the site supervisor will provide live supervision.
- The site and those designated as supervisors are in compliance with professional ethics standards and practice guidelines published by the ACA.

Site Supervisor Qualifications

When exploring internship sites, students must ensure that the appropriate supervision is available on-site. Specifically, a site supervisor must be on-site to provide weekly supervision, sign your timesheets, and complete your Anthology (Chalk & Wire) evaluation each semester. Site supervisors must hold one of the following licenses:

- Licensed Mental Health Counselor (LMHC), cannot be "limited permit" holder
- Licensed Clinical Social Worker (LCSW) cannot be "LMSW"
- Licensed Psychologist
- Licensed Psychiatrist or M.D.

- Licensed Psychiatric Nurse Practitioner (N.P.P.)

The NYS Office of Professions outlines the guidelines for credentialed Mental Health supervision (see <http://www.op.nysed.gov/prof/mhp/>).

Clinical Activities

Since direct client contact is necessary to develop counseling skills and to integrate techniques with psychological approaches it is important that students spend a sufficient amount of their hours engaged in clinical activity. Group work is required in addition to individual counseling. Clinical activities include:

- (1) Individual counseling;
- (2) Group counseling;
- (3) Intake interviews;
- (4) Crisis intervention;
- (5) Psycho-educational interventions;
- (6) Consultation with families or other agencies.

Individual counseling sessions should be ongoing and consecutive with the same clients over the period of the semester (and year, if possible). Given the structure of the placement, the needs of the client population, and the readiness of each individual fieldwork student, the number of clinical hours per week will vary. It is expected that eventually the internship students will spend at least 50% of their weekly hours in client contact and conduct 3-5 direct client contact hours per week with at least 1 ongoing individual case during the semester, although they are strongly encouraged to work with at least 2 to 3 clients if possible to strengthen their clinical training. Direct service is defined as the supervised use of counseling or professional skills with actual clients, such as individual, couples, family or group counseling. The following are not considered direct service: (1) observing others providing counseling or other services, (2) record keeping (3) administrative duties (4) clinical or administrative supervision.

Non-Clinical Activities

The remaining hours beyond clinical contact (approximately 50% of total time) should be spent on various other activities such as:

- (1) supervision (at least 1 hour individually or 1 1/2 hours in groups per week)
- (2) logs and note taking directly related to counseling sessions
- (3) team meetings /treatment planning
- (4) referral, and other related functions.

However, excessive paperwork is not conducive to counseling training and should not constitute more than 1 or 2 hours per week. Even if this is the primary activity of the supervisor, it should not be the primary activity of the fieldwork student; opportunities should be created for the fieldwork student to actually counsel clients.

Section 3:
School Counseling Criteria
for Approved Sites

Criteria for Approved Sites

School sites approved as training settings will provide the following:

- Students will be able to engage in regularly scheduled individual and/or group counseling at their site as part of their role as a school counseling trainee. Thus, meeting the direct service requirements of at least 50 practicum hours and 300 internship hours. **Please Note:** Direct service is defined as the supervised use of counseling or professional skills with actual clients, such as individual or group counseling including co-leading counseling sessions. The following are considered *indirect service*: (1) observing others providing counseling or other services, (2) record keeping (3) administrative duties (4) clinical or administrative supervision. (5) attending professional development training
- At least one qualified professional is available for supervision of the student at all times. If the main supervisor is away then arrangements must be made for access to another supervisor to be available if the intern is on site.
- The fieldwork site must be a K-12 school at the elementary, middle or high school levels. It can be public or private school provided all criteria are met.
- Supervisor(s) has previous experience in supervising students who are providing individual or group counseling.
- The school has a sufficient variety of students to assure that the QC students will have some breadth as well as depth of experience in counseling. The nature of the services offered must be appropriate for students whose primary goal is developing counseling skills and providing services within a school setting.
- The site permits audio recording of some of the student's clinical experiences for the purpose of sharing in the practicum/internship class and completing the comprehensive case study with the client's informed consent and confidentiality being strictly maintained.
- If audio or video recording is not feasible, the site supervisor will provide live supervision.
- The site and those designated as supervisors are in compliance with professional ethics standards and practice guidelines published by the ACA and ASCA.
- Students are required to lead or co-lead a group.

Site Supervisor Qualifications

When exploring internship sites, students must ensure that the appropriate supervision is available on-site. Specifically, a site supervisor must be on-site to provide weekly supervision, sign your timesheets, and complete your Anthology (Chalk & Wire) evaluation each semester. Site supervisors may hold one of the following certifications from New York State:

- School Counselor
- School Social Worker
- School Psychologist

Bilingual Extension

Students seeking the Bilingual Extension in School Counseling must complete their internship hours in a school setting that allows them to work with students and families who speak the target language (e.g., Spanish). A minimum of 300 hours must be completed in a bilingual

setting. In addition, students must receive supervision from a bilingual School Counselor, School Psychologist or School Social Worker who holds the bilingual extension.

Direct and Indirect Clinical Activities

Since direct client contact is necessary to develop counseling skills and to integrate techniques with psychological approaches it is important that students spend a sufficient amount of their hours engaged in clinical activity. Direct hours consist of the following clinical activities:

- (1) Individual counseling;
- (2) Group counseling;
- (3) Co-leading counseling sessions
- (4) Intake interviews;
- (5) Crisis intervention;
- (6) Psycho-educational interventions;
- (7) Consultation with teachers, administrators, families or outside agencies

Individual counseling sessions should be ongoing and consecutive with the same clients over the period of the semester (and year, if possible). Given the structure of the placement, the needs of the client population, and the readiness of each individual fieldwork student, the number of clinical hours per week will vary. It is expected that eventually the internship students will spend at least 50% of their weekly hours conducting 3-5 direct client contact hours per week with at least 1 ongoing individual case during the semester, although they are strongly encouraged to work with at least 2 to 3 clients if possible to strengthen their clinical training. Students are required to lead or co-lead a group.

The remaining hours beyond clinical contact (approximately 50% of total time) are non-clinical and can be spent on various other activities such as:

1. supervision (at least 1 hour individually or 1 ½ hours in groups per week)
2. program planning
3. weekly clinical or administrative supervision
4. observations of counselors conducting sessions and
5. professional development training

Excessive paperwork or administrative duties is not conducive to clinical counseling training and should not constitute more than a few hours per week. Even if this is the primary activity of the supervisor, it should not be the primary activity of the fieldwork student; opportunities should be created for the fieldwork student to actually counsel clients individually and in groups.

Fingerprint Requirements

All students entering a school for more than 10 hours a semester need to have fingerprint clearance. Please contact Victoria.Dellera@qc.cuny.edu and request a fingerprint registration form if you need NYCDOE clearance, or if you have been fingerprinted by NYS (including Long Island/Identigo) and need them transferred to NYC.

If you will be interning at a school on Long Island, your fingerprint instructions will be given to you by the school. You do not need to request a fingerprint registration form from Victoria Dell'Era.

NYS - Long Island Schools Policies

If you choose to complete your internship in a Long Island school, please keep in mind that each district has their own policy and procedures for accepting interns.

Section 4:
Mental Health Counseling
Packet



Mental Health Counseling Packet

This packet is to be completed every semester even if you remain at the same site. Students are required to submit the paperwork via Chalk and Wire to Victoria Dell'Era prior to the start of classes.

Included in this packet:

- 1. Letter of Commitment & Ethical Agreement**
- 2. On-Site Supervisor Responsibilities Form**
- 3. Live Supervision Agreement Form**
- 4. Audio Recording Consent**
- 5. Telehealth and Remote Communications Form**
- 6. On-Site Fieldwork Agreement Form (*To be completed if physically attending a new site*)**
- 7. Continuation of Fieldwork Agreement (*To be completed if physically attending an existing site*)**
- 8. Insurance Information– No student is to intern at a mental health facility without professional liability insurance. It's preferred that students to join the American Counseling Association (ACA), and insurance will be included in the student membership. **All students must provide proof of policy including expiration date and should be sent to Victoria Dell'Era. Failure to provide documentation will result in the suspension of fieldwork (i.e. your hours will be halted and you are not allowed in the field) until such documentation is provided.** Insurance is valid for 1 year and it is the intern's responsibility to renew their policy when it expires. If an intern does not have insurance, their hours will not be accepted until the policy effective date.**

The deadline to submit fieldwork paperwork is the week prior to the start of the semester. Please upload your paperwork to Chalk and Wire.



Educational & Community Programs
Graduate Program in Mental Health Counseling

Letter of Commitment & Ethical Agreement for Mental Health Practicum/Internship
To be completed by the Student:

Practicum: ECPCE 721.4 100 hours
Internship: ECPCE 821 Credits: 1 2 3 4
Hours: 75 150 225 300

Semester/Year: _____

Student Name: _____ CUNY ID#: _____

Student Responsibilities: While you are a Counselor-in-training, it is essential that you adhere to the ethical guidelines of the American Counseling Association when engaging in professional activities at your fieldwork site. In addition, you must adhere to responsibilities listed here and in the ***Fieldwork Guide***. It is expected that you will demonstrate professionalism in your field placement and adhere to its procedures and policies. This includes your commitment to the hours and days of operation of your fieldwork agency (**Note: For full-time internship students, you must commit to a minimum of 2 days on-site**).

Once all conditions have been met and agreed to, initial all items below, then sign at the bottom of the page.

- _____ 1. I have read, and I am familiar with the Code of Ethics of the ACA (2014) and/or AMHCA (2015).
- _____ 2. I agree to abide by the ACA and/or AMHCA Codes of Ethics-the standards governing professional behavior, standards of practice and legal guidelines as well as the policies of my Internship site.
- _____ 3. If there are any ethical concerns, in addition to contacting my site supervisor, I will contact the Queens College Counselor Education supervisor immediately. If my on-campus supervisor is unavailable I will contact the Director of Fieldwork, my faculty advisor, or the Program Coordinator.

I have submitted my proof of insurance to Victoria Dell’Era, Fieldwork Coordinator.

I certify that I agree to adhere to the student responsibilities and ethical standards:
Name (Signature): _____ Date: _____

Name (Printed): _____



On-Site Supervisor Responsibilities

Student Name: _____

To be completed by the On-Site Supervisor:

I have agreed to accept the above-named Queens College graduate mental health counseling student as my fieldwork student for the *semester listed* and *number of hours*. I have made a professional commitment to contribute to their training in mental health counseling and agree to be responsible for the following:

- 9) To provide a productive learning environment for the student, including meeting the semester hour requirement (100-150 hours for Practicum or up to 300 hours for Internship).
- 10) To provide weekly individual supervision meetings (1 hour) and ensure the adherence to the standards governing professional behavior as outlined by the ACA Code of Ethics.
- 11) Should the student violate standards of professional behavior or demonstrate behaviors inconsistent with the role of a mental health counselor, the supervisor will inform either the on-campus supervisor or the Fieldwork Director immediately.
- 12) To provide the opportunity for the fieldwork student to counsel clients served by this agency in individual and group counseling sessions. Students are required to lead or co-lead a group.
- 13) To ensure that the fieldwork student will spend at least 50% of their fieldwork hours in "direct service." Direct service is defined as the supervised use of counseling or professional skills with actual clients, such as individual, couples, family and group counseling. The following are not considered direct service: (1) observing others providing counseling or other services, (2) record keeping (3) administrative duties (4) clinical or administrative supervision.
- 14) To ensure, to the extent possible, that the fieldwork student will counsel at least 1 regularly scheduled clients/students per week for Practicum or 3 regularly scheduled clients/students per week for Internship and that the counseling process will extend for a series of consecutive weekly sessions.
- 15) Completing evaluations assessments on Anthology (Chalk & Wire) by established deadlines each semester. The site supervisor prints out their student's evaluation, submits it to the student, and the campus supervisor.
- 16) To provide "Live Supervision" and submitting "Live Supervision Evaluations" at week six and week 12 of the semester if "Audio Recording" is not feasible.
- 17) The site-supervisor will participate in two scheduled consultations with the counselor education program faculty member. The first consultation occurs the first week of the semester via email and phone. The second consultation occurs mid-semester via phone. Consultations will continue throughout the semester as needed.

Name of Fieldwork Site:

Address of Site:

Name/Title of Clinical Supervisor:

Contact Phone #: _____ Email: _____

Clinical Supervisor's Highest Degree:

MS/MA MD PhD DSW

Supervisor's NYS License:

LMHC LCSW Psychologist Psychiatrist/MD RN/NPP

I have received training on conducting supervision No Yes Please specify _____

I hold a supervision credential No Yes Please specify _____

Number of years providing supervision:

Types of clients treated in this setting:

State agency providing funding or authorization to provide clinical services:

OMH OASAS OMDD DOE Other:

I have received a copy of the Description of Policies and Guidelines for Fieldwork Training Experiences and I understand the training responsibilities that I have agreed to accept.

At this site, interns are allowed to audio record clients' sessions' YES NO

If audio recording is not allowed, Live Supervision and Live Supervision Evaluations will be completed at this site YES NO

If Live Supervision will be provided, please sign the Live Supervision Agreement Form.

Fieldwork Supervisor (Print legibly)

Signature

Date



Educational & Community Programs
Graduate Program in Mental Health Counseling
DESCRIPTION OF POLICIES & GUIDELINES
(To give to your Site Supervisor)

Student Responsibilities

As graduate fieldwork students you are in the process of preparing for a career as professional counselors. While still at the status of Counselor-in-training, it is essential that you adhere to the ethical guidelines and policies of the American Counseling Association when conducting yourself in professional activities at the fieldwork site. It is expected that you will also be mindful of your professionalism in the workplace of your field placement and adhere to its procedures and policies. This includes your commitment to the hours and days of operation of your fieldwork agency. When a university holiday does not coincide with your fieldwork agency, you are still responsible for reporting to your field placement. In addition, although you may complete the minimum hours required for the semester before the semester ends, you are required to remain at your site for the 15 weeks of the semester. Also, once a counseling relationship has been established with the clients in the field placement you are ethically responsible for your commitment to your professional role. If ethical questions arise during your fieldwork you must discuss these with your direct on-site supervisor and also with your Queens College supervisor.

Site Supervisor Tuition Waivers

Fieldwork supervisors with major responsibilities for supervising one or more clinical intern are eligible for a Tuition Waiver for one three-credit education-related graduate course at any CUNY school. The waiver is for tuition fees only at a CUNY institution; all other fees must be paid by the individual. In order to be eligible for a Tuition Waiver, the field supervisor must have one clinical intern for a period of 7 1/2 weeks or worked with one clinical intern for 15 weeks in a semester. In addition, the Tuition Waiver may be transferable among the site personnel (e.g. another staff member at the same site); however, it must be approved in writing by the site director and submitted to the Office of Field Placement. This request must be made prior to a tuition waiver being released to the assigned field site supervisor of record. Queens College field placement coordinators will email clinical field supervisors' information on how to request the Tuition Waiver. If you do not receive the email with details, please contact Office of Field Placement at 718-997-5237 prior to the end of the semester.

Guidelines for Fieldwork Training Experiences

Time Requirements:

Full time Counseling students complete a minimum of 700 hours over the course of 2 years.

Part time Counseling students complete a minimum of 700 hours over 3 to 4 years.

Practicum courses are 4-credits and require a minimum of 100 hours in the field. Each internship course can vary from 1 to 4 credits and require students to complete 75 to 300 hours (75 hours for each credit in the fieldwork course). During a 15-week semester this translates to 5 to 20 hours per week, respectively.

Supervision Requirements:

Mental Health Counseling - The supervisor of the fieldwork experience shall be licensed and registered in New York State. Site supervisors may hold one of the following licenses: Licensed Mental Health Counselor (LMHC), cannot be “limited permit” holder, Licensed Clinical Social Worker (LCSW), cannot be “LMSW”, Licensed Psychologist, Licensed Psychiatrist or M.D., or Licensed Psychiatric Nurse Practitioner (N.P.P.) or R.N. with psychiatric experience. Supervisors must have training in supervision.

Level of Skill

Practicum in Counseling (defined by having completed less than 30 graduate credits in the program), are taking courses in counseling theories and techniques, self-awareness, psychosocial development, and group dynamics. The goals of their fieldwork experience at this level are to:

1. Complete 100 - 150 hours of supervised experience during the semester.
2. Practice establishing rapport and developing a therapeutic relationship with clients.
3. Practice counseling techniques (listening & attending skills; verbal and nonverbal interventions).
4. Conceptualize the client in psychological terms (applying several theoretical frameworks from which behavior can be understood).
5. Learn about specific characteristics of the target populations as well as developmental issues and deviant behaviors.
6. Learn about the professional role and responsibilities of the counselor in this particular type of setting and utilize technology to support professional work.
7. As a course requirement, complete a comprehensive case study of an actual client
8. Students are required to lead or co-lead a group.

Internship in Counseling (defined by having completed at least 28 graduate credits in the program), are taking courses in multicultural issues; assessment and measurement; vocational theory & testing; administration & organization; special problems in counseling; and research & program evaluation. The goals of the fieldwork experiences at this more advanced level are to:

1. Complete 600 hours of supervised experience per semester of internship.
2. Practice developing an ongoing (longer term) therapeutic relationship with several clients.
3. Integrate counseling skills with a chosen theory & counseling style
4. Conduct group counseling (individually or co-leading)
5. Conduct assessments (interviews, behavioral observations, testing)
6. Engage in any other type of counseling related function (as is possible) such as vocational guidance, psychoeducational presentations, conduct or assist with research/ program evaluation, consultations with staff and family members, make referrals to community agencies, attend staff meetings & treatment planning.
7. Develop a more integrated identity as a counselor (which should include, in part, making contributions to the placement agency through the application of counseling principles) and utilize technology to support professional work.

8. As a course requirement, complete a clinical case conceptualization of an actual client
9. Students are required to lead or co-lead a group.

Clinical Activities

Since direct client contact is necessary to develop counseling skills and to integrate techniques with psychological approaches it is important that students spend a sufficient amount of their hours engaged in clinical activity. Clinical activities include: (1) Individual counseling; (2) group counseling; (3) intake interviews; (4) testing / assessment; (5) crisis intervention (6) psycho-educational interventions (7) consultation. Individual counseling sessions should be ongoing and consecutive with the same clients over the period of the semester (and year, if possible). Given the structure of the placement, the needs of the client population, and the readiness of each individual fieldwork student, the number of clinical hours per week will vary. It is expected that eventually the fieldwork students will spend at least 50% to 60% of their weekly hours in clinical client contact and carry a regular caseload of at least 3 to 10 weekly individual clients and/or groups. Students are required to lead or co-lead a group.

Non-Clinical Activities

The remaining hours beyond clinical contact (approximately 50% of the total time) should be spent on various other activities such as:

1. Supervision (at least 1 hour individually or 1 ½ hours in groups per week)
2. Logs and note taking directly related to counseling sessions
3. Team meetings /treatment planning
4. Referral, and other related functions.

It is understood that working in the mental health field, mental health counselors typically engage in charting, progress notes and treatment plans. As this is an essential part of mental health counseling, fieldwork students should have some exposure to this type of activity.

However, excessive paperwork is not conducive to counseling training and should not constitute more than 1 or 2 hours per week. Even if this is the primary activity of the supervisor, it should not be the primary activity of the fieldwork student and to the extent possible; opportunities should be created for the fieldwork student to actually counsel clients.

Personal & Professional Development

A critical ingredient in being an effective counselor is the counselor's self-awareness. This is part of the personal development that is encouraged throughout the program. In addition to the counseling skills and psychological knowledge that should be refined in the fieldwork experience, we would also like to see an expansion of personal elements such as, the student's awareness of the effect of their behavior on others, accuracy in social perception, sensitivity to interpersonal dynamics, sensitivity to issues of culture and diversity, empathy, appropriateness of self-disclosures, openness to supervision, and creativity in problem solving approaches. However, should a student display a lack of professionalism or demonstrate behaviors inconsistent with the role of a mental health counselor, please bring this matter to the attention of the Queens College instructor or the students Faculty Advisor and Counselor Education Program Coordinator immediately.



Educational & Community Programs
Counselor Education

Live Supervision Agreement Form

I _____ agree to provide live supervision to
(Site Supervisor's Name)

_____ in the form of live observation, walk-in, phone-in, consultation
(Fieldwork Student's Name)

break, bug-in-the ear, bug-in-the eye, and/or team supervision.

(Site Supervisor's Signature)

(Date)

This form is required if audio recording is not allowed at the fieldwork site or consent is not provided. This form must be turned in to your Queens College Supervisor. Keep a copy for yourself.



Educational & Community Programs
Counselor Education

Live Supervision Evaluation Form

(To be completed by the Site-Supervisor at Week 6 and Week 12 of the semester)

Student: _____

On-Site Supervisor: _____

Date: _____

1 = needs improvement; 2 = adequate; 3 = good; 4 = a strength of the student 5 = excels in this area

Relationship/attending skills

Adapted from Bernard (1998)

Skills	1	2	3	4	5
1. Listens carefully and communicates an understanding of the client.	1	2	3	4	5
2. Is genuine and warm with client.	1	2	3	4	5
3. Is immediate with the client.	1	2	3	4	5
4. Is respectful of, and validates, the client.	1	2	3	4	5
5. Is appropriate regarding the cultural context of the client.	1	2	3	4	5
6. Is appropriate regarding the developmental context of the client.	1	2	3	4	5
7. Uses interpersonal strengths appropriately, including humor and self-disclosure.	1	2	3	4	5
8. Is comfortable with a variety of feelings and/or issues shared by the client.	1	2	3	4	5
9. Provides support to the client when appropriate.	1	2	3	4	5
10. Challenges the client when appropriate.	1	2	3	4	5

11. Tracks the main issues presented by the client. 1 2 3 4 5

Assessment skills

Skills	1	2	3	4	5
12. Is able to organize session data into meaningful frameworks.	1	2	3	4	5
13. Appreciates cultural and/or developmental issues that may affect assessment.	1	2	3	4	5
14. Is able to recognize normative from problematic behavior during assessment.	1	2	3	4	5
15. Can assist the client in considering different components and sequences that make up and sustain problems.	1	2	3	4	5
16. Is able to identify cognitive components of client issues.	1	2	3	4	5
17. Is able to identify affective components of client issues.	1	2	3	4	5
18. Is able to identify behavioral components of client issues	1	2	3	4	5
19. Is able to identify systemic components of client issues.	1	2	3	4	5
20. Identifies appropriate process goals.	1	2	3	4	5
21. Can assist client in translating problems into realistic outcome goals.	1	2	3	4	5
22. Can assess one's own performance in counseling.	1	2	3	4	5

Relationship/attending skills

Skills	1	2	3	4	5
23. Maintains an appropriate pace during sessions.	1	2	3	4	5
24. Uses questions skillfully.	1	2	3	4	5
25. Uses nondirective interventions skillfully.	1	2	3	4	5
26. Can direct the session in a meaningful manner.	1	2	3	4	5
27. Can deliver appropriate confrontations.	1	2	3	4	5

28. Can demonstrate an appropriate use of affective interventions.	1	2	3	4	5
29. Can demonstrate an appropriate use of cognitive interventions.	1	2	3	4	5
30. Can demonstrate an appropriate use of behavioral interventions.	1	2	3	4	5
31. Can demonstrate an appropriate use of systemic interventions.	1	2	3	4	5
32. Is able to work effectively with multiple clients.	1	2	3	4	5

Professional skills

Skills	1	2	3	4	5
33. Is aware of personal issues (counter- transference/parallel processes) that might impact counseling.	1	2	3	4	5
34. Demonstrates openness to and use of supervision.	1	2	3	4	5
35. Appreciates own limits without overreacting to them.	1	2	3	4	5

Additional Aspects of Practicum/Internship Skills

Skills	1	2	3	4	5
36. Participation in group supervision.	1	2	3	4	5
37. Written work.	1	2	3	4	5

Comments relevant to areas of strength:

Comments relevant to areas of weakness:

(On-Site Supervisor Signature)

(Date)



Educational & Community Programs
Counselor Education

Audio Recording Consent Form

I hereby give permission to _____,
(COUNSELOR IN TRAINING'S NAME)

a counselor-in-training at Queens College who is completing fieldwork requirements at
_____, to make audio recordings of our
(NAME OF SITE/AGENCY/SCHOOL)

counseling session/s. I understand that these recordings will be used only for the purpose of providing clinical supervision to the counselor-in-training, either at Queens College or in the student's fieldwork site. Any person involved in providing or receiving clinical supervision is bound to the same ethical principle of confidentiality as professionals providing counseling. All audio recordings of counseling sessions will be erased no later than the end of the present academic semester. Any exception to this statement would require an additional permission form to be signed by the client/student and counselor.

(SIGNATURE OF CLIENT/STUDENT)

(DATE)

IF THE CLIENT/STUDENT IS A MINOR (UNDER 18 YEARS), THEIR PARENT OR LEGAL GUARDIAN MUST ALSO SIGN THIS AGREEMENT.

(PARENT OR LEGAL GUARDIAN)

(DATE)

This form must be turned in to your Queens College Supervisor. Keep a copy for yourself.



Educational & Community Programs
Counselor Education
Mental Health Counseling

Telehealth and Remote Communications Agreement Form

Queens College Candidate: _____

To be completed by the On-Site Supervisor:

The Health Resources Services Administration (HRSA) of the U.S. Department of Health and Human Resources defines telehealth as the use of electronic information and telecommunications technologies to support long-distance clinical health care, patient and professional health-related education, public health and health administration. Technologies include videoconferencing, the internet, store-and-forward imaging, streaming media, and terrestrial and wireless communications.

Please check all remote activities that apply:

- Clinical or administrative supervision Individual therapy Couples therapy
- Family therapy Group therapy Observing others providing counseling or other services
- Record keeping Administrative duties Trainings
- Other: _____

I have agreed to provide Telehealth and Remote Communications training and supervision for the above-named Queens College mental health graduate counseling candidate.

Fieldwork Supervisor (Print legibly)

Signature

Date



Educational & Community Programs
Counselor Education
Mental Health Counseling

On-Site Fieldwork Agreement Form

Mental Health Counseling fieldwork students may physically attend their fieldwork sites given that placement facilities can provide adequate supervision to students at their sites and students are aware of the risks and willing to take the necessary precautions, as per available guidance, to participate in the field placement during the COVID-19 health crisis.

I have agreed to provide adequate supervision.

Fieldwork Supervisor (Print legibly) Signature Date

I am aware of the risks and willing to take the necessary precautions, as per available guidance, to participate in the field placement during this crisis.

Queens College Intern (Print legibly) Signature Date



Educational & Community Programs
Counselor Education
Mental Health Counseling

Continuation of Fieldwork Agreement Form

Mental Health Counseling fieldwork students may continue to physically attend their fieldwork sites given that placement facilities can provide adequate supervision to students at their sites and students are aware of the risks and willing to take the necessary precautions, as per available guidance, to participate in the field placement during the COVID-19 health crisis.

I have agreed to provide adequate supervision.

Fieldwork Supervisor (Print legibly) Signature Date

I am aware of the risks and willing to take the necessary precautions, as per available guidance, to participate in the field placement during this crisis.

Queens College Intern (Print legibly) Signature Date



Educational & Community Programs
Graduate Program in Mental Health Counseling
Insurance Information

It is preferred that Mental Health interns join the American Counseling Association (ACA) and insurance will be included in the student membership. All students must provide proof of coverage, including expiration date of coverage to Victoria Dell'Era no later than the first day of the fieldwork class. **Failure to provide proof of insurance by the first day of the semester will lead to a suspension of hours and students will not be allowed in the field. If an intern's insurance expires, their hours will not be accepted until the policy effective date has been renewed. ACA membership/insurance is valid for 1 year and it is the student's responsibility to renew their membership/policy when it expires.**

Section 5:

School Counseling Packet



School Counseling Packet

This packet is to be completed every semester even if you remain at the same site. Students are required to submit the paperwork via Chalk and Wire to Victoria Dell'Era prior to the start of classes.

Included in this packet:

1. **Letter of Commitment & Ethical Agreement**
2. **On-Site Supervisor Responsibilities Form**
3. **Live Supervision Agreement Form**
4. **Audio Recording Consent**
5. **Telehealth and Remote Communications Form**
6. **On-Site Fieldwork Agreement Form (*To be completed if physically attending a new site*)**
7. **Continuation of Fieldwork Agreement (*To be completed if physically attending an existing site*)**
8. **Insurance Information** – No student is to intern at a school without professional liability insurance. It is preferred that school counseling interns join the American School Counselor Association (ASCA), and insurance will be included in the student membership. All students must provide proof of policy including expiration date and should be sent to Victoria Dell'Era. **Failure to provide documentation will result in the suspension of fieldwork (i.e. your hours will be halted and you are not allowed in the field) until such documentation is provided.** Insurance is valid for 1 year and it is the intern's responsibility to renew their policy when it expires. If an intern does not have insurance, their hours will not be accepted until the policy effective date.
9. **Fingerprinting**

The deadline to submit fieldwork paperwork is the week prior to the start of the semester. Please upload all paperwork to Chalk and prior to the start of classes.



Educational & Community Programs
Graduate Program in School Counseling

**Letter of Commitment & Ethical Agreement for School Counseling Practicum/Internship
To be completed by the Student:**

Practicum: ECPCE 729.4 100 hours
Internship: ECPCE 829 Credits: 1 2 3 4
Hours: 75 150 225 300

Semester/Year: _____

Student Name: _____ CUNY ID#: _____

Student Responsibilities: While you are a Counselor-in-training, it is essential that you adhere to the ethical guidelines of the American Counseling Association when engaging in professional activities at your fieldwork site. In addition, you must adhere to responsibilities listed here and in the ***Fieldwork Guide***. It is expected that you will demonstrate professionalism in your field placement and adhere to its procedures and policies. This includes your commitment to the hours and days of operation of your fieldwork agency (**Note: For full-time internship students, you must commit to a minimum of 2 days on-site**).

Once all conditions have been met and agreed to, initial all items below, then sign at the bottom of the page. (A signed copy of this agreement must be provided to the instructor at the beginning of each semester).

_____ 1. I have read, and I am familiar with the Code of Ethics of the ACA (2014) and/or ASCA (2016).

_____ 2. I agree to abide by the ACA and/or ASCA Codes of Ethics-the standards governing professional behavior, standards of practice and legal guidelines as well as the policies of my Internship site.

_____ 3. If there are any ethical concerns, in addition to contacting my site supervisor, I will contact the Queens College Counselor Education supervisor immediately. If my on-campus supervisor is unavailable I will contact the Director of Fieldwork, my faculty advisor or the Program Coordinator.

I have submitted my proof of insurance to Victoria Dell’Era, Fieldwork Coordinator.

I certify that I agree to adhere to the student responsibilities and ethical standards:

Name (Signature): _____ Date: _____

Name (Printed): _____



On-Site Supervisor Responsibilities

Student Name: _____

I have agreed to accept the above named Queens College graduate school counseling student as my fieldwork student for the *semester listed* and *amount of hours*. I have made a professional commitment to contribute to their training in school counseling and agree to be responsible for the following:

- 1) To provide a productive learning environment for the student, including meeting the semester hour requirement (minimum 100 or more hours for Practicum and 75-300 hours for Internship).
- 2) To provide weekly individual supervision meetings (1 hour) and ensure the adherence to the standards governing professional behavior as outlined by the ACA/ASCA Code of Ethics.
- 3) Should the student violate standards of professional behavior or demonstrate behaviors inconsistent with the role of a school counselor, the supervisor will inform either the on-campus supervisor or the Director of Fieldwork.
- 4) To provide the opportunity for the fieldwork student to counsel students at this school in individual and/or group counseling sessions. Students are required to lead or co-lead a group.
- 5) To ensure that the fieldwork student will spend at least 50% of their fieldwork hours in "direct service." Direct service is defined as the supervised use of counseling or professional skills with actual clients, such as individual, couples, family or group counseling. The following are not considered direct service: (1) observing others providing counseling or other services, (2) record keeping (3) administrative duties (4) clinical or administrative supervision.
- 6) To ensure, to the extent possible, that the fieldwork student will counsel at least 1 regularly scheduled clients/students per week for Practicum or 3 regularly scheduled clients/students per week for Internship and that the counseling process will extend for a series of consecutive weekly sessions.
- 7) Completing evaluations assessments on Anthology (Chalk & Wire) by established deadlines each semester. The site supervisor prints out their student's evaluation, submits it to the student, and the campus supervisor.
- 8) To provide "Live Supervision" and submitting "Live Supervision Evaluations" at week six and week 12 of the semester if "Audio Recording" is not feasible.
- 9) The site-supervisor will participate in two scheduled consultations with the counselor education program faculty member. The first consultation occurs the first week of the semester via email and phone. The second consultation occurs mid-semester via phone. Consultations will continue throughout the semester as needed.

Name of Fieldwork Site:

K-8 9-12 High school

Address of Site:

Name/Title of Clinical Supervisor:

Contact Phone #: _____ Email: _____

Supervisor's Highest Degree:

MS/MA MD PhD DSW

Supervisor's NYS License/Certification:

School Counselor School Social Worker School Psychologist

School Counselor with Bilingual Extension: language _____

I have received training on conducting supervision No Yes Please specify _____

I hold a supervision credential No Yes Please specify _____

Number of years providing supervision:

Types of clients treated in this setting:

I have received a copy of the Description of Policies and Guidelines for Fieldwork Training Experiences and I understand the training responsibilities that I have agreed to accept.

At this site, interns are allowed to audio record clients' sessions' YES NO

If audio recording is not allowed, Live Supervision and Live Supervision Evaluations will be completed at this site YES NO

If Live Supervision will be provided, please sign the Live Supervision Agreement Form.

Fieldwork Supervisor (Print legibly)

Signature

Date



Educational & Community Programs
Graduate Program in Counseling
DESCRIPTION OF POLICIES & GUIDELINES
(To give to your Site Supervisor)

Student Responsibilities

As graduate fieldwork students you are in the process of preparing for a career as professional counselors. While still at the status of Counselor-in-training, it is essential that you adhere to the ethical guidelines and policies of the American Counseling Association when conducting yourself in professional activities at the fieldwork site. It is expected that you will also be mindful of your professionalism in the workplace of your field placement and adhere to its procedures and policies. This includes your commitment to the hours and days of operation of your fieldwork agency. When a university holiday does not coincide with your fieldwork agency, you are still responsible for reporting to your field placement. In addition, although you may complete the minimum hours required for the semester before the semester ends, you are required remain at your site for the 16 weeks of the semester. Also once a counseling relationship has been established with the clients in the field placement you are ethically responsible for your commitment to your professional role. If ethical questions arise during your fieldwork you must discuss these with your direct on-site supervisor and also with your Queens College supervisor.

Site Supervisor Tuition Waivers

Fieldwork supervisors with major responsibilities for supervising one or more clinical intern are eligible for a Tuition Waiver for one three-credit education-related graduate course at any CUNY school. The waiver is for tuition fees only at a CUNY institution; all other fees must be paid by the individual. In order to be eligible for a Tuition Waiver, field supervisor must have one clinical intern for a period of 7 1/2 weeks or worked with one clinical intern for 15 weeks in a semester. In addition, the Tuition Waiver may be transferable among the site personnel (e.g. another staff member at the same site); however, it must be approved in writing by the site director and submitted to the Office of Field Placement. This request must be made prior to a tuition waiver being released to the assigned field site supervisor of record. Queens College field placement coordinators will email clinical field supervisors information on how to request the Tuition Waiver. If you do not receive the email with details, please contact Office of Field Placement at 718-997-5237 prior to the end of the semester.

Guidelines for Fieldwork Training Experiences

Time Requirements:

Full time Counseling students complete a minimum of 700 hours over the course of 2 years.

Part time Counseling students complete a minimum of 700 hours over 3 to 4 years.

Practicum courses are 4-credits and require a minimum of 100 hours in the field. Each internship course can vary from 1 to 4 credits and require students to complete 75 to 300 hours

(75 hours for each credit in the fieldwork course). During a 15-week semester this translates to 5 to 20 hours per week, respectively.

Supervision Requirements: School Counseling - The supervisor of the fieldwork experience shall be certified or licensed and registered in New York State. Site supervisors may hold one of the following certifications: School Counselor, School Social Worker, and/or School Psychologist

Level of Skill: *Practicum in Counseling* (defined by having completed less than 30 graduate credits in the program), are taking courses in counseling theories and techniques, self-awareness, psychosocial development, and group dynamics. The goals of their fieldwork experience at this level are to:

1. Complete 100 - 150 hours of supervised experience during the semester.
2. Practice establishing rapport and developing a therapeutic relationship with clients
3. Practice counseling techniques (listening & attending skills; verbal and nonverbal interventions)
4. Conceptualize the client in psychological terms (applying several theoretical frameworks from which behavior can be understood).
5. Learn about specific characteristics of the target populations as well as developmental issues and deviant behaviors.
6. Learn about the professional role and responsibilities of the counselor in this particular type of setting (e.g., development and implantation of the school counseling program)
7. Learn about technology to support professional work of the school counselor.
8. As a course requirement, complete a comprehensive case study of an actual client
9. Students are required to lead or co-lead a group.

Internship in Counseling (defined by having completed at least 28 graduate credits in the program), are taking courses in multicultural issues; assessment and measurement; vocational theory & testing; administration & organization; special problems in counseling; and research & program evaluation. The goals of the fieldwork experiences at this more advanced level are to:

1. Complete 75-300 hours of supervised experience per semester of internship.
2. Practice developing an ongoing (longer term) therapeutic relationship with several clients.
3. Integrate counseling skills with a chosen theory & counseling style
4. Conduct group counseling (individually or co-leading)
5. Conduct assessments (interviews, behavioral observations, testing)
6. Engage in the professional role and responsibilities of the counselor in this particular type of setting (e.g., development and implantation of the school counseling program)
7. Utilize technology to support professional work of the school counselor.
8. Engage in any other type of counseling related function (as is possible) such as vocational guidance, psychoeducational presentations, conduct or assist with research/ program evaluation, consultations with staff and family members, make referrals to community agencies, attend staff meetings & treatment planning.
9. Develop a more integrated identity as a counselor (which should include, in part, making contributions to the school counseling program through the application of counseling principles)
10. As a course requirement, complete a clinical case study of an actual client.
11. Students are required to lead or co-lead a group.

Clinical Activities

Since direct client contact is necessary to develop counseling skills and to integrate techniques with psychological approaches it is important that students spend a sufficient amount of their hours engaged in clinical activity. Clinical activities include: (1) Individual counseling; (2) group counseling; (3) intake interviews; (4) testing / assessment; (5) crisis intervention (6) psycho-educational interventions; (7) implementation of the school counseling program (8) consultation (e.g., with teachers, family members). Individual counseling sessions should be ongoing and consecutive with the same students over the period of the semester (and year, if possible). Given the structure of the placement, the needs of the client population, and the readiness of each individual fieldwork student, the number of counseling hours per week will vary. It is expected that eventually the fieldwork students will spend at least 50% to 60% of their weekly hours providing school counseling related interventions and carry a regular caseload of at least 3 to 10 weekly individual clients and/or groups. Students are required to lead or co-lead a group.

Non-Clinical Activities

The remaining hours beyond clinical contact (approximately 50% of total time) should be spent on various other activities such as:

1. Supervision (at least 1 hour individually or 1 ½ hours in groups per week)
2. Logs and note taking directly related to counseling sessions
3. Program planning
4. Referral, and other related functions.

It is understood that working in a school, school counselors typically engage in some administrative, record keeping and other non-counseling related activities. As this is an essential part of school counseling, fieldwork students should have some exposure to this type of activity. However, excessive paperwork is not conducive to counseling training and should not constitute more than 1 or 2 hours per week. Even if this is the primary activity of the supervisor, it should not be the primary activity of the fieldwork student to the extent possible; opportunities should be created for the fieldwork student to actually provide counseling services.

For all School Counseling students beginning the program in Fall of 2021

Practicum/Course 729.4

- 100-hour practicum (placement in a school setting, grades K-12)
- 60% Indirect hours – activities related to the development, implementation, and evaluation of the elements of a school counseling program
- 40% Direct hours – working directly with students with the focus on integrating theoretical concepts with advanced techniques to develop a cohesive approach to counseling.

Internship/Course 829

- 300 hours in a K-8 school setting (*working with these grades*)
- 300 hours in a 9-12 high school setting (*working with these grades*)

- 60% Indirect hours – activities related to the development, implementation, and evaluation of the elements of a school counseling program
- 40% Direct hours – working directly with students with the focus on integrating theoretical concepts with advanced techniques to develop a cohesive approach to counseling.

Personal & Professional Development

A critical ingredient in being an effective counselor is the counselor's self-awareness. This is part of the personal development that is encouraged throughout the program. In addition to the counseling skills and psychological knowledge that should be refined in the fieldwork experience, we would also like to see an expansion of personal elements such as, the student's awareness of the effect of their behavior on others, accuracy in social perception, sensitivity to interpersonal dynamics, sensitivity to issues of culture and diversity, empathy, appropriateness of self-disclosures, openness to supervision, and creativity in problem solving approaches. However, should a student display a lack of professionalism or demonstrate behaviors inconsistent with the role of a school counselor, please bring this matter to the attention of the Queens College instructor or the Counselor Education Program Coordinator immediately.



Educational & Community Programs
Counselor Education

Live Supervision Agreement Form

I _____ agree to provide live supervision to
(Site Supervisor's Name)

_____ in the form of live observation, walk-in, phone-in, consultation
(Fieldwork Student's Name)

break, bug-in-the ear, bug-in-the eye, and/or team supervision.

(Site Supervisor's Signature)

(Date)

This form is required if audio recording is not allowed at the fieldwork site or consent is not provided. This form must be turned in to your Queens College Supervisor. Keep a copy for yourself.



Educational & Community Programs
Counselor Education

Live Supervision Evaluation Form

(To be completed by the Site-Supervisor at Week 6 and Week 12 of the semester)

Student: _____

On-Site Supervisor: _____

Date: _____

1 = needs improvement; 2 = adequate; 3 = good; 4 = a strength of the student 5 = excels in this area

Relationship/attending skills

Adapted from Bernard (1998)

Skills	1	2	3	4	5
1. Listens carefully and communicates an understanding of the client.	1	2	3	4	5
2. Is genuine and warm with client.	1	2	3	4	5
3. Is immediate with the client.	1	2	3	4	5
4. Is respectful of, and validates, the client.	1	2	3	4	5
5. Is appropriate regarding the cultural context of the client.	1	2	3	4	5
6. Is appropriate regarding the developmental context of the client.	1	2	3	4	5
7. Uses interpersonal strengths appropriately, including humor and self-disclosure.	1	2	3	4	5
8. Is comfortable with a variety of feelings and/or issues shared by the client.	1	2	3	4	5
9. Provides support to the client when appropriate.	1	2	3	4	5
10. Challenges the client when appropriate.	1	2	3	4	5

11. Tracks the main issues presented by the client.	1	2	3	4	5
---	---	---	---	---	---

Assessment skills

Skills	1	2	3	4	5
12. Is able to organize session data into meaningful frameworks.	1	2	3	4	5
13. Appreciates cultural and/or developmental issues that may affect assessment.	1	2	3	4	5
14. Is able to recognize normative from problematic behavior during assessment.	1	2	3	4	5
15. Can assist the client in considering different components and sequences that make up and sustain problems.	1	2	3	4	5
16. Is able to identify cognitive components of client issues.	1	2	3	4	5
17. Is able to identify affective components of client issues.	1	2	3	4	5
18. Is able to identify behavioral components of client issues	1	2	3	4	5
19. Is able to identify systemic components of client issues.	1	2	3	4	5
20. Identifies appropriate process goals.	1	2	3	4	5
21. Can assist client in translating problems into realistic outcome goals.	1	2	3	4	5
22. Can assess one's own performance in counseling.	1	2	3	4	5

Relationship/attending skills

Skills	1	2	3	4	5
23. Maintains an appropriate pace during sessions.	1	2	3	4	5
24. Uses questions skillfully.	1	2	3	4	5
25. Uses nondirective interventions skillfully.	1	2	3	4	5
26. Can direct the session in a meaningful manner.	1	2	3	4	5
27. Can deliver appropriate confrontations.	1	2	3	4	5

28. Can demonstrate an appropriate use of affective interventions.	1	2	3	4	5
29. Can demonstrate an appropriate use of cognitive interventions.	1	2	3	4	5
30. Can demonstrate an appropriate use of behavioral interventions.	1	2	3	4	5
31. Can demonstrate an appropriate use of systemic interventions.	1	2	3	4	5
32. Is able to work effectively with multiple clients.	1	2	3	4	5

Professional skills

Skills	1	2	3	4	5
33. Is aware of personal issues (counter- transference/parallel processes) that might impact counseling.	1	2	3	4	5
34. Demonstrates openness to and use of supervision.	1	2	3	4	5
35. Appreciates own limits without overreacting to them.	1	2	3	4	5

Additional Aspects of Practicum/Internship Skills

Skills	1	2	3	4	5
36. Participation in group supervision.	1	2	3	4	5
37. Written work.	1	2	3	4	5

Comments relevant to areas of strength:

Comments relevant to areas of weakness:

(On-Site Supervisor Signature)

(Date)



Educational & Community Programs
Counselor Education

Audio Recording Consent Form

I hereby give permission to _____,
(COUNSELOR IN TRAINING'S NAME)

a counselor-in-training at Queens College who is completing fieldwork requirements at
_____, to make audio recordings of our
(NAME OF SITE/AGENCY/SCHOOL)

counseling session/s. I understand that these recordings will be used only for the purpose of providing clinical supervision to the counselor-in-training, either at Queens College or in the student's fieldwork site. Any person involved in providing or receiving clinical supervision is bound to the same ethical principle of confidentiality as professionals providing counseling. All audio recordings of counseling sessions will be erased no later than the end of the present academic semester. Any exception to this statement would require an additional permission form to be signed by the client/student and counselor.

(SIGNATURE OF CLIENT/STUDENT)

(DATE)

IF THE CLIENT/STUDENT IS A MINOR (UNDER 18 YEARS), THEIR PARENT OR LEGAL GUARDIAN MUST ALSO SIGN THIS AGREEMENT.

(PARENT OR LEGAL GUARDIAN)

(DATE)

This form must be turned in to your Queens College Supervisor. Keep a copy for yourself.



Educational & Community Programs
Counselor Education
School Counseling

Telehealth and Remote Communications Agreement Form

Queens College Candidate: _____

To be completed by the On-Site Supervisor:

The Health Resources Services Administration (HRSA) of the U.S. Department of Health and Human Resources defines telehealth as the use of electronic information and telecommunications technologies to support long-distance clinical health care, patient and professional health-related education, public health and health administration. Technologies include videoconferencing, the internet, store-and-forward imaging, streaming media, and terrestrial and wireless communications.

Please check all remote activities that apply:

- Clinical or administrative supervision Individual counseling Group counseling
- Observing others providing counseling or other services Record keeping Administrative duties Trainings
- Other: _____

I have agreed to provide Telehealth and Remote Communications training and supervision for the above-named Queens College school counseling graduate candidate.

Fieldwork Supervisor (Print legibly)

Signature

Date



Educational & Community Programs
Counselor Education
School Counseling

Continuation of Fieldwork Agreement Form

School Counseling fieldwork students may continue to physically attend their fieldwork sites given that placement facilities can provide adequate supervision to students at their sites and students are aware of the risks and willing to take the necessary precautions, as per available guidance, to participate in the field placement during the COVID-19 health crisis.

I have agreed to provide adequate supervision.

Fieldwork Supervisor (Print legibly) Signature Date

I am aware of the risks and willing to take the necessary precautions, as per available guidance, to participate in the field placement during this crisis.

Queens College Intern (Print legibly) Signature Date



Educational & Community Programs
Counselor Education
School Counseling

On-Site Fieldwork Agreement Form

School Counseling fieldwork students may physically attend their fieldwork sites given that placement facilities can provide adequate supervision to students at their sites and students are aware of the risks and willing to take the necessary precautions, as per available guidance, to participate in the field placement during this COVID-19 health crisis.

I have agreed to provide adequate supervision.

Fieldwork Supervisor (Print legibly) Signature Date

I am aware of the risks and willing to take the necessary precautions, as per available guidance, to participate in the field placement during this crisis.

Queens College Intern (Print legibly) Signature Date



Educational & Community Programs
Graduate Program in School Counseling

Insurance Information

It is preferred that School Counseling fieldwork students join the American School Counselor Association (ASCA) and insurance will be included in the student membership. All students must provide proof of coverage, including expiration date of coverage to Victoria no later than the first day of the fieldwork class. **Failure to provide documentation will result in the suspension of fieldwork until such documentation is provided. Hours may not be accrued until this document is received. ASCA membership/insurance is valid for 1 year and it is the student's responsibility to renew their membership/policy when it expires.**

Section 6: Frequently Asked Questions

COUNSELOR EDUCATION FIELDWORK

FREQUENTLY ASKED QUESTIONS

- Q1. What will happen if I cannot find a site by the first day of classes?
- A. If you are not able to find a site by the first day of classes, you will not be able to register for the practicum/internship course and will not be able to obtain fieldwork hours. It is recommended that you contact Victoria Dell’Era, Fieldwork Coordinator and Dr. Matta, Director of Fieldwork, weeks in advance if you are experiencing difficulties in finding a practicum/internship site.
- Q2. Am I able to get my fieldwork experience at my current place of employment?
- A. Yes. Your current place of employment must meet the criteria for approved sites.
- Q3. Do I have to hand in paperwork every semester even if I remain at the same site?
- A. Yes
- Q4. Do I have to complete my fieldwork at multiple sites?
- A. You are encouraged to have a diversity of counseling fieldwork experiences. As such, you should be engaged at an internship site that is different from the setting where you completed your practicum hours. This is not a requirement but a suggestion.
- Q5. (Mental Health Counseling Interns) Can I complete my fieldwork in a school?
- A. The fieldwork site cannot be in an elementary, middle or high school setting as a school Counselor. However, if the site is a community-based organization that works within the schools to provide mental health counseling services, then this can be acceptable by the state. A college counseling center is also appropriate, if our students are providing counseling services to clients however an academic advisement role on a college campus would NOT be acceptable since it is educational advisement and does not provide clinical services.
- Q6. (School Counseling Interns) Can I do fieldwork over the summer?
- A. No
- Q7. (School Counseling) Will I need to be fingerprinted to do fieldwork?
- A. Yes. All students entering a school for more than 10 hours a semester need to have fingerprint clearance. Please contact Victoria.Dellera@qc.cuny.edu and request a fingerprint registration form if you need NYCDOE clearance, or if you have been fingerprinted by NYS (including Long Island/Identigo) and need fingerprinting to be transferred to NYC.
- Q8. What happens if I do not purchase insurance?
- A. No student is to intern at a mental health facility or school without professional liability insurance. Failure to provide documentation will result in the suspension fieldwork (i.e. your hours will be halted and you are not allowed in the field) until such

documentation is provided.

- Q9. What happens if I do not renew my insurance in time and there is a lapse?
- A. Failure to provide documentation will result in the suspension fieldwork (i.e. your hours will be halted and you are not allowed in the field) until such documentation is provided. Insurance is valid for 1 year and it is the intern's responsibility to renew their policy when it expires. If an intern does not have insurance, their hours will not be accepted until the policy effective date.
- Q10. Do I still need to purchase insurance if I am also an employee at my fieldwork site?
- A. Yes
- Q11. Can I start accruing my internship hours once I complete the required 100 hours for practicum?
- A. No. 100 practicum hours are a prerequisite to the internship course and obtaining internship hours. Any hours that go over the minimum 100 hours while in practicum will not count towards your internship hours. You are able to start accruing internship hours once you have completed the prerequisites, met the criteria for an approved site, and submitted the required fieldwork paperwork, and enrolled in the internship course.
- Q12. If I stay at my site during January when there are no classes at QC, will those hours be counted?
- A. No. All practicum/internship students must be enrolled and attending the practicum/internship course while obtaining fieldwork hours.
- Q13. If I complete more hours than I registered for, can they be applied to the next semester? Or can I change my registration at the end of the semester?
- A. No, you can apply your hours to the next semester or change your registration at the end of the semester.
No. You are required to have at least two full academic semesters (Fall and Spring) of internship and to remain at your site for the entire semester. Make sure to register for the appropriate number of credits each semester.
- Q14. What happens if I do not accrue enough hours for the semester?
- A. You will have to continue working towards your practicum/internship hours in future semesters. If you feel that you may not be able to accrue enough hours for the semester please inform your practicum/internship instructor and contact Dr. Matta, Director of Fieldwork.