



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 Process:

1. Complete and sign the Fieldwork Agreement form (Upload to Anthology every semester)
2. Purchase Liability Insurance (Upload to Anthology)
3. If students are starting Practicum or a NEW INTERNSHIP SITE, they must complete the Fieldwork Student Information Form and the site supervisor must complete the Fieldwork Site Supervisor Information Form.

Mental Health Counseling Fieldwork Student Information Form:

<https://forms.office.com/r/ck16KKLb1E>

Mental Health Counseling Fieldwork Site Supervisor Information Form:

<https://forms.office.com/r/fbiP2dUNaU>

School Counseling Fieldwork Student Information Form:

<https://forms.office.com/r/3GgrrCsB5s>

School Counseling Fieldwork Site Supervisor Information Form:

<https://forms.office.com/r/egn5jgT1vT>

A new Fieldwork Agreement form **must be completed every semester - even if you remain at the same site.**

Please submit the Fieldwork Agreement form and Insurance via Anthology to Ms. Victoria Dell'Era.

Spring semester Fieldwork Agreement forms and Insurance are due: December 1st prior to the semester.

Summer and Fall semester Fieldwork Agreement forms and Insurance are due: May 1st prior to the semester.

Liability Insurance

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. Membership/insurance is valid for 1 year and it is the student's responsibility to renew their membership/policy when it expires.**

Acceptable proof of liability insurance:

Certificate of Insurance or copy of the Membership Card

Receipt of purchase is not acceptable.

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.

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 Anthology at week 6 and week 13. The counselor education program faculty completes the Queens College Supervisor Evaluation of Candidate via Anthology 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 Anthology 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 Supervisor will review and sign the Counselor Education Faculty Supervisor Responsibilities Form.



Educational & Community Programs
Counselor Education

Counselor Education Faculty Supervisor 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 Anthology (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.

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 three semesters. Part-time students may not enroll in more than 3 credits/225 hours of Internship. 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.

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 Evaluation is completed via Anthology 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.

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.

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. As of Fall 2021, Tuition Waivers are no longer transferrable. 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 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 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 must hold the following certifications from New York State:

- Certified School Counselor

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 40% 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 60% 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 counsel clients individually and in groups.

Fingerprint Requirements

All interns entering a NYC school need to have NYC fingerprint clearance. If you will be interning at a school on Long Island or Upstate NY, you will require NYS fingerprint clearance. For questions or more information please contact Victoria.Dellera@qc.cuny.edu or visit <https://www.qc.cuny.edu/academics/se/fingerprinting-policies-procedures/>
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
Description of Policies and
Guidelines
&
Fieldwork Agreement Form



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 your Queens College supervisor.

On-Site Supervisor Responsibilities

- 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).
- 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.
- 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.
- 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.
- 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.
- 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.

- 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.
- To provide "Live Supervision" and submitting "Live Supervision Evaluations" at week six and week 12 of the semester if "Audio Recording" is not feasible.
- 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.
- Attend Fieldwork Supervision Training. If a site supervisor has not been trained in supervision, they are required to participate in a Queens College supervision training.

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. As of Fall 2021, tuition waivers are no longer transferrable. 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.



Mental Health Counseling Fieldwork Agreement

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**).

Practicum: ECPCE 721.4 (100 hours)

Internship: ECPCE 821.1 (1 credit/75 hours) ECPCE 821.2 (2 credits/150 hours)
 ECPCE 821.3 (3 credits/225 hours) ECPCE 821.4 (4 credits/300 hours)

Semester/Year: _____ Student Name: _____ CUNY ID# _____

Once all conditions have been met and agreed to initial all items below, please 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, via Anthology.

Were you at this site last semester? YES NO

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

Name (Signature): _____ Date: _____

Name (Printed): _____

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.

Site Supervisor Name (Signature): _____ Date: _____

Site Supervisor Name (Printed): _____

If you are in Practicum (721.4) or this is a NEW INTERNSHIP SITE, please complete the following forms:

Student: Please complete the following Form: <https://forms.office.com/r/ck16KKLb1E>

Site Supervisor: Please complete the following Form: <https://forms.office.com/r/fbiP2dUNaU>



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.**

Acceptable proof of liability insurance:

Certificate of Insurance or copy of the Membership Card

Receipt of purchase is not acceptable.

Section 5:
School Counseling
Description of Policies and
Guidelines
&
Fieldwork Agreement Form



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 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 your Queens College supervisor.

Site Supervisor Responsibilities

- 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 40% 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.
- 10) Attend Fieldwork Supervision Training. If a site supervisor has not been trained in supervision, they are required to participate in a Queens College supervision training.

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. As of Fall 2021, tuition waivers are no longer transferrable. 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 and registered in New York State. Site supervisors must be a Certified School Counselor.

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 provide counseling services.

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.



School Counseling Fieldwork Agreement

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).

Practicum: [] ECPCE 729.4 (100 hours)

Internship: [] ECPCE 829.1 (1 credit/75 hours) [] ECPCE 829.2 (2 credits/150 hours)
[] ECPCE 829.3 (3 credits/225 hours) [] ECPCE 829.4 (4 credits/300 hours)

Semester/Year: _____ Student Name: _____ CUNY ID# _____ [] K-8 [] 9-12

Once all conditions have been met and agreed to initial all items below, please 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, via Anthology.

Were you at this site last semester? [] YES [] NO

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

Name (Signature): _____ Date: _____

Name (Printed): _____

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.

Site Supervisor Name (Signature): _____ Date: _____

Site Supervisor Name (Printed): _____

Bilingual Extension [] YES [] NO Language(s): _____

If you are in Practicum (729.4) or this is a NEW INTERNSHIP SITE, please complete the following forms:

Student - Please complete the following Form: https://forms.office.com/r/3GgrrCsB5s

Site Supervisor: Please complete the following Form: https://forms.office.com/r/egn5jgT1vT



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.**

Acceptable proof of liability insurance:

Certificate of Insurance or copy of the Membership Card

Receipt of purchase is not acceptable.

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 submit a Fieldwork Agreement Form 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 interns entering a NYC school need to have NYC fingerprint clearance. If you will be interning at a school on Long Island or Upstate NY, you will require NYS fingerprint clearance. For questions or more information please contact Victoria.Dellera@qc.cuny.edu or visit <https://www.qc.cuny.edu/academics/se/fingerprinting-policies-procedures/>

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.

- 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.