

Seton Hall University
College of Education and Human Services
Department of Professional Psychology and
Family Therapy

Counseling Psychology Ph.D. Program

Accredited by the American Psychological Association

Guide to Practicum Training
2009-10

Guide to Practicum Training

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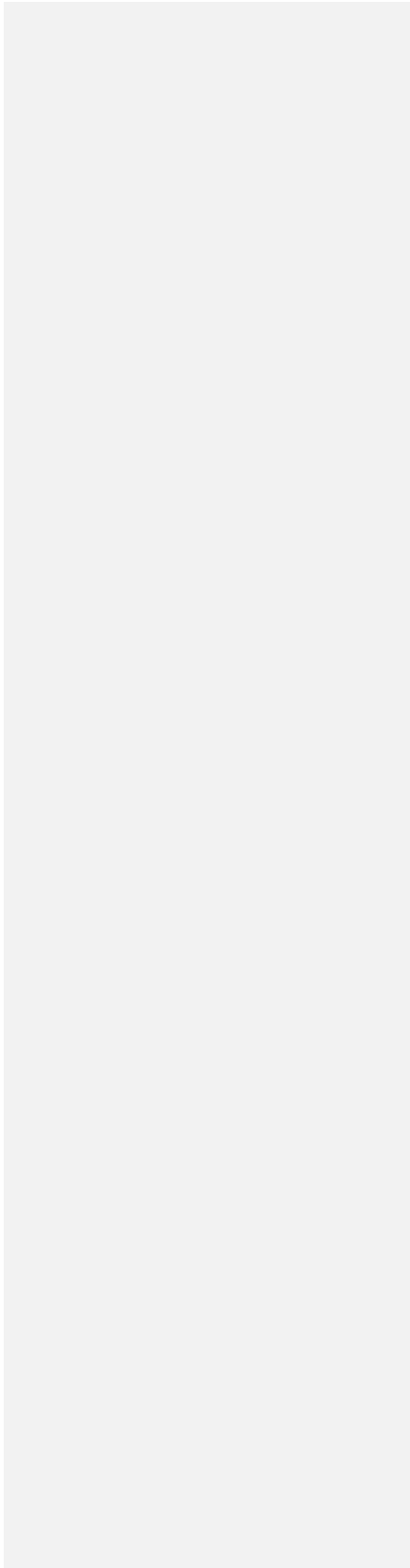
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Introduction

Counseling Psychology is a broadly-based applied specialty within the science of psychology. As psychologists, we are committed to the generation and application of psychological knowledge based on scientific views of the world. As counseling psychologists, we are engaged in the pursuit and application of psychological knowledge to promote optimal development for individuals, groups, and systems, and to provide remedies for psychological difficulty.

Counseling psychology training programs are committed to the integration of a science base with practice application and the development of research that is relevant to practice. Our ideal is that each scientist would be a practitioner in some field and that each practitioner would be engaged in scholarly inquiry. All counseling psychologists are expected to develop critical thinking skills and be sufficiently skeptical regardless of professional goals. We believe that an attitude of scholarly inquiry is critical to all activities of those educated as counseling psychologists.

Practica in counseling psychology, as in any psychological specialty area, are an extensive, supervised, series of practical experiences in the provision of psychological services. The bringing together of theory and practice through field-based learning can be one of the most exciting, stimulating, and rewarding experiences of a student's graduate career.

This Guide to Practicum Training details policies, procedures and activities for the practicum training components of the doctoral program in Counseling Psychology. Design of the practicum training component of the Program, as well as the policies and procedures to administer them, has been done with close attention to helping students attain the goals of the Counseling Psychology Program and prepare for internship.

While every attempt has been made, and will be made, to keep Program practicum policy consistent with State licensing law, students anticipating application for licensing following graduation should be sure to remain up to date on current policy in regard to State licensing. Such information can be obtained directly from: State of New Jersey, Department of Law and Public Safety, Division of Consumer Affairs, Board of Psychological Examiners, Halstead St., Newark, NJ (973-504-6470).

Students have the responsibility to satisfy the Program practicum requirements that are in effect at the time of their admission. Students are encouraged and will be expected to consult with the Practicum Coordinator and to obtain all necessary permission before beginning any practicum. Failure to do so will result in denial of credit for hours spent in an unapproved setting.

Sequence of Practicum Training

Practicum training continues for six semesters and is designed to be a sequentially graded training experience. The first two semesters (CPSY9774: Theories and Techniques of Counseling and Psychotherapy in Counseling Psychology and CPSY 8563: Practicum in Counseling Psychology I) are a pre-practicum consisting of a highly structured set of experiences closely supervised by Counseling Psychology Program faculty members. The two semester sequence of pre-practicum training consists of intensive classroom skill development followed by clinical rotations at a university disability services center, a youth counseling center, and an assisted living program serving a population of senior citizens. Each rotation will be for 12 weeks and requires spending 8-10 hours at the site. First year practicum students will be involved in service delivery at each site at a level commensurate with an entry level doctoral student. The remaining four semesters of practicum are done at an off-campus site during which students are expected to complete a minimum of 16 hours per week. At the completion of the five semesters of practicum training, students will have accumulated approximately 1200 practicum hours. Program faculty will evaluate each student's therapeutic and interpersonal skills as demonstrated in the portfolio review before an off campus practicum placement is approved.

Students should expect to enroll in CPSY9774: Theories and Techniques of Counseling and Psychotherapy in Counseling Psychology in the Fall, and CPSY8563/9563: Practicum in Counseling Psychology I and its associated lab in the Spring of their first year in the Program. Students should expect to enroll in CPSY8564: Practicum in Counseling Psychology II during the Fall and CPSY8565: Practicum in Counseling Psychology III during the Spring of their second year in the Program. During the third year in the Program students should expect to enroll in CPSY8566: Practicum in Counseling Psychology IV during the Fall and CPSY8568: Practicum in Counseling Psychology V during the Spring. While it is expected that experience levels will differ in all five practica, the level of student involvement and the complexity of the work performed will naturally increase as the students' experience and training increases.

Cultural and Individual Differences

A critical dimension of field training involves the enhancement of the student's awareness, knowledge and skills in dealing with clients from culturally diverse backgrounds and reflecting a wide range of individual differences. These include clients with disabilities and individuals of different culture, gender, race, social economic status, sexual orientation, age, color, ethnicity, language, national origin, and religion. Each student is expected to develop sensitivity, knowledge, and skills appropriate to working with such diversity. Opportunities for such experiences are likely to be readily found at all practicum sites - indeed availability for such experiences is a criteria for site approval - and students are expected to review these experiences regularly with Field Supervisors and within the on-campus practicum class. Students are encouraged to visit the homepage for APA's Public Interest Directorate (www.apa.org/pi/homepage.html) for up-to-date information, including guidelines and resolutions, on cultural and individual differences, including the Multicultural Guidelines approved as policy by the APA Council of Representatives in 2002.

Appropriate Practicum Placements

Appropriate practicum placements are discussed with students at their annual portfolio reviews. In addition, students must obtain approval from the Practicum Coordinator prior to beginning any practicum placement. Failure to do so will result in the student not receiving credit for hours served prior to approval. Students may not, under any circumstances, utilize their place of employment as a practicum site. Practicum training is intended to broaden students' experience and professional training beyond that which could be expected at any single place of employment. Similarly, the need for on-site supervision could create a conflict of interest for both the student/employee and the on-site practicum supervisor/colleague.

Practicum settings may include community mental health centers, departments of psychology/psychiatry in general hospitals (or psychiatric hospitals), college counseling centers, VA hospitals, or other settings approved by the Practicum Coordinator. The Practicum Coordinator will consider the breadth and depth of experience offered at a site, rather than the setting, in determining appropriateness. In all cases, on-site supervision by a licensed psychologist or license-eligible individual (i.e., an individual who by virtue of their academic training and experience makes them eligible for licensing as a psychologist in New Jersey) is required. Except in unusual cases, advanced (third year) practicum students should be supervised by a psychologist licensed for a minimum of 2 years, which is consistent with requirements for internship and postdoctoral work (see the *Guide to Internship Training* for more information on this).

The Practicum Coordinator will maintain a database of appropriate training sites that will assist students in their search. Once a training site is selected and approved, students will enter into a contractual arrangement with the site that documents required hours of service, range of clinical experiences the student will participate in, the name and credentials of the supervisor, supervision arrangement and schedule and all other pertinent data specific to the site and arrangement (see Appendix A and Appendix B).

Required Practicum Hours

Note: Students are encouraged to begin to research internship sites early so as not to find that they have fewer than the needed number of hours for a preferred site. The best source for information about internship sites is the APPIC Directory. The most recent copy of the APPIC Directory is available from the Training Director. The APPIC Directory may also be ordered from APPIC's website at www.appic.org. The Counseling Psychology Program can not assure that the Program's minimum practicum requirements will satisfy every internship site. Students anticipating application to internship sites that require more than the minimum hours required by the Program will be able to complete additional practicum training.

For Practicum II-V, students will be expected to complete a minimum of 16 hours per week at an approved site. Placements will commence on or about September 1 and end on or about December 15 for the Fall semester thereby allowing for approximately 16 weeks and 256 hours on site practicum experience. Placements for the Spring semester will commence on or about January 15 and end on or about May 1 thereby allowing approximately 16 weeks and 256 hours on site practicum experience. This will provide each student with at least 1200 hours of on site practicum experience prior to application for internship. Students can, of course, complete more than the 16 hours per week minimum, though they should not regularly complete more than 20 hours per week. Again, students are encouraged to consult internship requirements for internship sites of interest so as to be sure that adequate practicum experience is obtained. Similarly, some practicum sites may require that students be available for more than the 16 hour minimum. Second and third year practicum students should document approximately 175 direct clinical hours per semester and a

minimum of 35 hours of supervision, 18 hours of which must be occur through individual supervision. The other 90 hours per semester should involve case conferences, report writing, in-service hours and other activities that support the clinical service delivery.

While the academic calendar should be seen as a guide for practicum scheduling, students should be aware that individual sites may require alternate start and end dates. Students may not begin direct clinical service delivery at an approved site until the semester commences in the fall. Likewise, students may not continue in a practicum following the end of the Spring semester unless they are enrolled in an independent study with a licensed program faculty member. Students should not expect that University holidays necessarily coincide with holiday schedules at their sites.

Students will work in consultation with the Practicum Coordinator to determine how their individual practicum experience will be structured for off-campus placement in CPSY8564: Practicum in Counseling Psychology II through CPSY8568: Practicum in Counseling Psychology V. It is recommended that placements run for 2 consecutive semesters allowing students extended experience at each of 2 sites. **If difficulties arise during the placement, the instructor of the practicum class and the Practicum Coordinator should be made aware of the situation immediately, with mediation to follow accordingly. If the grievance can not be resolved, a change of placement site will be approved.**

Competencies to be Developed

The practica in Counseling Psychology at Seton Hall University are designed to help develop interviewing, diagnostic, assessment, and therapeutic skills aimed at prevention, remediation, and psychoeducation. In addition, students gain hands-on experience in other aspects of the professional practice of psychology, such as staff meetings, case conferences, and report writing. The development of the core professional skills is viewed in the broadest way and includes acquisition of specific intervention skills, understanding of and ability to use conceptual skills, personal growth as it relates to awareness of and appropriate handling of emotional reactions to clients, awareness and appreciation of human diversity, and the development of mature, ethical professionalism.

Counseling Psychology Program Goal A2: Understand the role of the counseling psychologist within the broader profession of psychology, including an understanding of ethical and legal issues and of the limitations and scope of counseling psychology practice and research.

Practicum and Goal A2: Practicum experience in counseling psychology is expected to be broad based reflecting the multifaceted nature of professional practice in this specialty area and consistent with the *Ethical Principles and Code of Conduct* (APA, 2002), *Guidelines for the provision of specialty services in professional psychology* (APA, 1981), as well as the principles contained in the *General guidelines for providers of psychological services* (APA, 1987, *American Psychologist*, 42, 712-723), including up-to-date guidelines and resolutions on Americans with disabilities and cultural and individual differences (refer to APA's Public Interest Directorate's homepage at www.apa.org/pi/homepage.html, the *Guidelines for providers of psychological services to ethnic, linguistic, and culturally diverse populations* (APA, 1993, *American Psychologist*, 48, 45-48), and the *Multicultural Guidelines* (APA, 2002, available on the internet at <http://www.apa.org/pi/multiculturalguidelines.pdf>). As such, practicum experience should provide the student with the opportunity to provide therapeutic service to individuals as well as families for problems that compromise what would otherwise be adequate daily functioning. Diversity in presenting problem, cultural background, socioeconomic level, and life style of clients is essential.

Assessing outcomes for goal A2 in practicum: Goal A2 will be assessed in the practicum sequence by the student achieving a grade of S (Satisfactory) in all practicum courses. In addition, the On-Site Supervisor's Evaluation of Practicum Trainee (Appendix C) directly and indirectly evaluates each student's understanding of the role and scope of counseling psychology practice. The On-Site Supervisor's Evaluation of Practicum Trainee and the Pre-Practicum Evaluation Form (Appendix D) specifically evaluate each student's understanding of ethical issues and indirectly evaluates each student's understanding of legal issues.

Practicum training is expected to provide the student with an ongoing experience that fosters professional development as a counseling psychologist. To this end a natural synthesis of research and practice is expected wherein students not only use the available published research to help guide their approach to treatment when working with individuals or families but also: 1) become familiar with and take part in (where possible) on site research at practicum sites; 2) engage others at the practicum site in discussions of research pertinent to the work of the practicum site, and 3) integrate current research findings into clinical presentations that are a normal part of practicum site staff meetings.

Education and training in the integration of research and professional practice begins in the first year of practicum and continues through the final year with a gradual increase in responsibility for, and complexity of, the practice experiences with which the student is involved. The goals in the area of integration of research and practice are followed by specific competencies developed in the practicum sequence.

Counseling Psychology Program Goal B1: Demonstrate the ability to evaluate current research findings as published in scientific journals, to incorporate such findings into the practice of counseling psychology, to work collaboratively with peers in conducting research, and to communicate, in written and oral form, independent research conducted in the field.

Practicum and goal B1: Ideally students would be able to become involved with program research at practicum sites. Recognizing that this is not always possible, students are expected to use the professional literature to help guide all phases of their work.

Counseling Psychology Program Goal B2: Demonstrate well-developed interpersonal skills as counseling psychology practitioners, as well as the ability to apply theoretical knowledge and practical techniques from a variety of orientations in work with individuals, groups, couples, families, organizations, and in supervision and training.

Practicum and goal B2: Students must demonstrate well-developed interpersonal skills before being allowed to do an off campus practicum in second year of the Program. Practicum experience should afford students the opportunity to apply a wide variety of counseling and psychotherapeutic interventions. The Counseling Psychology Program does not expect that students will work exclusively from any single model of counseling/psychotherapy. Rather, practicum training should offer diversity of experience and the opportunity to be exposed to a number of intervention strategies. Individual, family and group experience is expected with individuals at various ages across the life span.

Counseling Psychology Program Goal B3: Demonstrate competency in psychological, career/vocational, psychoeducational, and organizational assessment, intervention, and evaluation procedures using a variety of methods for the purpose of defining client assets and problem areas of functioning that will inform brief or time-limited interventions, as well as preventive programming.

Practicum and goal B3: Practicum experience should provide the student with the opportunity to select and use a range of assessment techniques including cognitive, neuropsychological, personality, interest, aptitude and achievement. Assessment should be integrated into direct service delivery and students should have the opportunity to generate assessment reports designed to assist in treatment planning for brief or time-limited interventions, as well as planning, delivering, and evaluating preventive programming.

Counseling Psychology Program Goal B4: Demonstrate skill and sensitivity in tailoring assessment, intervention, and evaluation efforts to a diverse client population, including individuals with disabilities and individuals of different culture, gender, race, social economic status, sexual orientation, age, color, ethnicity, language, national origin, and religion.

Practicum and goal B4: Practicum sites should provide counseling experience with a wide range of clients, as described above. Further, it is highly desirable that on-site supervisors and staff represent a variety of ethnic and cultural backgrounds, or at least demonstrate a high level of sensitivity to multicultural issues. Over the course of the three-year practicum sequence and one-year internship, students are expected to work with clients who are different from the student, covering as many of the following areas as possible: age, gender, race, culture, disability, socioeconomic status, religion, or sexual orientation.

Assessing outcomes for goals B1-B4 in practicum: Goals B1-B4 are assessed in the practicum sequence in three ways: 1) the student achieving a grade of S (Satisfactory) in all practicum courses, 2) the completion of work samples as partial fulfillment of course requirements in some practicum courses, and 3) the evaluation of on-site practicum supervisors using the On Site Supervisor's Evaluation of Practicum Trainee form, which appears in Appendix C.

Ongoing formative evaluation of the practicum experience is carried out by the student, field supervisor, and the on-campus practicum instructor throughout the placement. At the end of each semester of practicum a formal assessment is conducted. The field supervisor evaluates, in writing, the student's abilities in each practicum activity and the capacity to utilize supervision. These evaluations are used to assign practicum grades, are used in the portfolio reviews, and are reviewed by the faculty as part of an ongoing process of self-study and development. Appendix C contains a copy of the On-Site Supervisor's Evaluation of Practicum Trainee form.

A satisfactory grade in each practicum can not be awarded unless the student receives an overall evaluation by the

practicum supervisor, using the On-Site Supervisor's Evaluation of Practicum Trainee rating form, averaging 4 or above with no more than three scores below a 4. Practicum in Counseling Psychology I students will be evaluated after completing each clinical rotation. The Practicum in Counseling Psychology I Evaluation form is located in Appendix D. Significant skill and competency deficiencies are expected to be remediated during the next clinical rotation. Failure to remediate deficiencies by the time of the first year portfolio review will result in termination from the Program.

In addition, work samples are an important vehicle for assessing student achievement of goals B1-B4 in practicum. The preparation of and the format for work samples are discussed in the "Preparing Work Samples" section of the doctoral student handbook. The practicum sequence requires that each student produce work samples in the areas described below, and that these work samples be added to their portfolio. The annual portfolio review will determine whether students have attained goals B1-B4 sufficiently to continue to the next phase of doctoral work.

Assessment & Intervention Work Sample #1: As part of CPSY8563: Practicum in Counseling Psychology I, students are evaluated on their ability to do an assessment and intervention, and to evaluate the effectiveness of the intervention. Prior to being recommended for a practicum placement off campus students are required to submit to the Practicum Coordinator a work sample, including both an assessment and intervention component, on an individual, couple, family, or group. The intervention component must also address the question, "How do I know that what I did was effective?"

Assessment & Intervention Work Sample #2: As part of the practicum sequence of 16 credits, students are evaluated on their ability to tailor a counseling intervention for a diverse client population. This requires a work sample with an assessment and an intervention component on an individual, couple, family, group, organization, or a supervisory session where you are the supervisor. Again, the intervention component must also address the question, "How do I know that what I did was effective?"

Record Keeping

Data on specific training experiences are to be maintained on a weekly basis and submitted to the Practicum Coordinator at the end of each semester. A Doctoral Practicum Documentation Form (Appendix E) is used to report the type and amount of psychology service performed and supervision received at the practicum site. After completion, this form should be reviewed and signed by your Field Supervisor and the Practicum Coordinator. In addition, this form will be reviewed at your annual portfolio review. The reporting of practicum experiences is also required on the universal application form [APPIC Application for Psychology Internship (AAPI)] for internship training used by APPIC member internship sites. Students should become regular visitors to the APPIC website to view the information, and definition of the information, requested on the AAPI (<http://www.appic.org>). This web site also provides downloadable spreadsheets for tracking your practicum hours, listed under "Training Resources: Students & Postdocs."

The current application form is available at http://www.appic.org/match/5_3_match_application.html. **Do not rely solely on Appendix E to prepare you for the internship application experience!**

Appendices F and G contain forms to assist the student in their work with clients and with the review of audiotapes. It is anticipated that these will be used as part of the on-campus review of practicum work. In any event, students are encouraged to make use of them, particularly the Interview of Counseling Session Summary to assist in organizing and documenting their work.

Ethical Considerations

All aspects of practicum work must be completed in full compliance with the *Ethical Principles of Psychologists and Code of Conduct* (APA, 2002). As part of informed consent to therapy, all clients must be informed of the student's trainee status, and students are expected to provide their on-site supervisor with a list of all clients they are seeing. Students are expected to discuss any questions that they have about possible ethical conflicts with both their on-site supervisor and the on-campus practicum instructor prior to engaging in any activity that might be construed as a compromise of ethics. In the event that a client or anyone else makes a report to Program faculty of conduct by a practicum student that alleges a violation of the *Ethical Principles of Psychologists and Code of Conduct*, the student and the student's on-site supervisor will be notified of the allegation in writing within 5 days. The student will be required to suspend direct client contact until the allegation is evaluated. The student must provide a written response to the allegation within 15 days. Upon receipt of the response it will be reviewed by the Program faculty in concert with the on-site supervisor.

In the event that the person making the allegation chooses not to pursue formal legal channels the faculty reserve the option of recommending disciplinary action to the Dean and/or requiring actions by the student to help protect against future ethical compromises (e.g., additional exposure to ethical training, additional supervision) if it determines that the student has acted in an unethical manner. In such cases the faculty will determine when the student can resume practicum.

Students must understand that the policy cited above does not in any way replace policy in place at the practicum site where the student is placed. Students would be subject to whatever on-site policy exists in regard to ethical matters. Similarly, program policy in no way takes the place of or takes priority over the avenues of redress available to those making allegations of ethical misconduct.

Graduate psychology students are bound to adhere to the ethical principles. When ethical issues arise at your practicum or GA site, students may feel conflicted on how to address the issues. Based on the principles and guidelines, if the behavior or conduct of a graduate student colleague is the concern, you should attempt to resolve it by first bringing it to their attention if an informal resolution appears to be sufficient and the behavior does not represent imminent harm to the student, clients, research participants, supervisors or faculty.

If the behavior falls in the latter category, you need to immediately inform your clinical site supervisor if this is practicum/internship related. Next, inform your training director. If you are uncertain about what to do, contact your training director.

It is important that you ask your site supervisors for policy and direction on addressing critical incidents at your site. Do this at the beginning of the training year.

Insurance

Counseling Psychology doctoral students are required to maintain student liability insurance against malpractice in the amount of \$1,000,000/\$3,000,000 throughout the time they are enrolled in and completing practicum. Once initiated it would be a good idea to maintain the liability insurance for the duration of graduate training and until the next level of professional insurance is acquired. This policy is consistent with national professional training standards and is intended to protect students. Further, students are required to maintain medical insurance coverage throughout the program.

Liability insurance can be obtained from the American Psychological Association Insurance Trust (APAIT). The APAIT can be contacted at: APA Insurance Trust Professional Liability Insurance Program, P.O. Box 93124, Des Moines IA, 50393, or by calling 1-800-852-9987.

Evaluation of Practicum Site

After each practicum, the student evaluates, in writing, the practicum site. These evaluations are reviewed by the faculty to ensure the site is providing the expected experience for students. Appendix H contains a copy of the Student Evaluation of Practicum Placement form. Students are also expected to evaluate their on-site supervisor. This process is designed to serve as a way to monitor the students' perception of the supervision experience and to provide a vehicle for the Program faculty to address student concerns. Appendix I contains a copy of the On-Site Supervisor Evaluation. This form is completed at the end of each semester. Additionally, the Practicum Coordinator will arrange an on-site visit each year with the student and off-site supervisor to review the quality of the practicum experience provided by the site.

Steps in the Practicum Process

1. Practicum sequence is planned in consultation with the Practicum Coordinator on an individual basis and with the Program faculty at the time of the yearly portfolio review.
2. Register for CPSY9774: Theories and Techniques of Counseling and Psychotherapy in Counseling Psychology the fall and CPSY8563: Practicum in Counseling Psychology I in the spring of year one. Register for CPSY8564: Practicum in Counseling Psychology II during the fall and CPSY8565: Practicum in Counseling Psychology III during the spring of year two. Register for CPSY8566: Practicum in Counseling Psychology IV during the fall and CPSY8568: Practicum in Counseling Psychology V during the spring of year three.
3. In consultation with the Practicum Coordinator, obtain practicum placement by March 31 for a September starting date. Complete the following forms and file as indicated on each: Supervised Field Work/Practicum

Experience Prior to Entering Ph.D. Program (Appendix J); Summary of Prior Counseling and Assessment Experience (Appendix K); Work Experience Prior to/at Time Entering Ph.D. Program (Appendix L).

4. Obtain student malpractice insurance. Once obtained, evidence of coverage (cover sheet to policy) must be given to the Practicum Coordinator so it can be placed in the student's file.
5. At the beginning of each practicum placement, develop a contract in consultation with the Practicum Coordinator and field supervisor. Appendices A and B contain a copy of the Practicum Contract. File a copy of this contract with 1) the Practicum Coordinator (who will make it part of the student's file), and 2) the field supervisor. Students should be aware that some sites may have an additional contract that must be executed prior to beginning placement. In such cases the student is responsible for obtaining all needed signatures.
6. Insure that all documentation is properly completed and submitted in a timely fashion. Students should be sure to maintain a personal file of all documents. This is important not only for proper documentation during graduate training, and for internship applications, but also for documentation following graduation for different credentialing boards.

Tapes

Practicum students are required to audio (or video if available) tape a number of interviews and counseling sessions conducted individually as part of the practicum experience. These tapes will be reviewed as part of case presentations for practicum classes, and may be included in the student's portfolio as part of a work sample. They may also be used in on-site supervision. Consent of the client, and the client's parent/guardian if the client is under 18, must be obtained in writing and the client must be informed that the tape will be reviewed for purposes of supervision by other people. Appendix M contains a copy of the Permission to Tape Counseling Sessions form.

Responsibilities

The Program requires that practicum students are supervised by a licensed psychologist at both the field placement and as part of the on-campus practicum classroom experience. If the immediate supervisor on site is not a licensed psychologist she/he must be doctoral level, license eligible, and the site must have a licensed psychologist who is ultimately responsible for the direct delivery of client service and who is responsible for training.

The Program cannot emphasize enough the importance of the practicum experience and the need for the student to be aware of all responsibilities in this area. The responsibilities of both the supervisor(s) and the student are listed below.

On-Site Supervisor Responsibilities

1. Be sure that the student has the opportunity to be properly oriented to the work and staff at the placement site. This is an essential first step in the actual on-site process and serves to acculturate the student to the new environment and legitimize their presence.
2. Clarify student's role and all expectations of the student at the start of practicum.
3. Monitor the student's work closely, particularly during the initial phase of beginning to acquire client contact. This should include screening clients to be sure that they are appropriate to the skill level of the student.
4. Provide regularly scheduled periods of supervision in an approximate ratio of 1 hour per 5 hours of one-on-one client contact.
5. Provide written feedback to the on-campus Practicum Coordinator in a timely fashion so that student's progress can be properly monitored. Copies of these evaluation reports should be made available to the student.

Student Responsibilities

1. Maintain an accurate log of all activities conducted as part of each semester's practicum using the Doctoral Practicum Documentation Form (Appendix E).
2. Meet regularly with the on-site practicum supervisor for supervision.
3. Maintain close communication with the on-site practicum supervisor during all phases of the practicum

experience.

4. Attend on-campus practicum classes as required and complete all assignments associated with the on-campus practicum class.
5. Submit all documentation, forms, and contracts as required in a timely fashion.
6. Audiotape or videotape each interview and counseling session. Client consent is needed for this. Students are to obtain consent using the appropriate form contained in Appendix M, or an equivalent form provided by the site.
7. Maintain professional liability insurance in effect during the entire practicum sequence. Since this insurance will be needed again for the internship, and since the many policies require they must be in force at the time a claim is filed regardless of when the incident occurred, students should consider maintaining liability insurance. Students are required to give the Director of Training and the Practicum Coordinator a copy of the face sheet of the insurance policy each semester to be maintained in their files.
8. Conduct all activities in a way that is consistent with the *Ethical Principles of Psychologists and Code of Conduct* (APA, 2002). Refer to the section titled *Ethical Considerations* for details on the handling of questions related misconduct. Students encountering ethical dilemmas at the training site are to review the situation with the Practicum Coordinator.

Example Only – Please obtain current forms from the Program Web Site

Appendix A: Practicum in Counseling Psychology II-V Contract

Affiliation Agreement

Comment [MSOffice1]: Should this be the name of appendix A?

Seton Hall University
College of Education and Human Services
Department of Professional Psychology
and Family Therapy

Agreement dated _____ between _____, located at _____, herein called the "Site" and Seton Hall University, located at 400 South Orange Ave., South Orange, NJ, 07079, hereinafter called the "University," which offers graduate programs in counseling, psychology, and marriage and family therapy. The above Parties agree to the following terms of this contract, herein after called the **Agreement**. Details regarding work schedules and expectations for individual students will be provided in an Appendix to this agreement prior to the start of each student's placement at the Site.

Site Responsibilities

1. **Administrative Services and Support**

The administration of the Site agrees to provide the following:

- a. **Support.** Administrative support including, but not limited to, resources and specific budgetary resources for supervised practicum/internship training as described herein.
- b. **Orientation.** Comprehensive orientation to the Site, including but not limited to, policies, philosophy, procedures, protocols, rules, and expectations.
- c. **Role Models.** Commitment to provide a variety of roles models that represent the diversity of professionals in the field. Sites will afford students the opportunity to interact with a diverse staff and client/patient population whenever feasible.

2. **Supervision**

The designated supervisor at the Site shall provide the following:

- a. **Continuity.** The supervisor shall provide a continuity of supervision and supervised activities and experiences as described herein.
- b. **Expertise.** The supervisor shall be a clearly designated licensed or license-eligible professional appropriate to the degree program.
- c. **Client welfare.** The site shall maintain responsibility for all client/patient contact, care and welfare.
- d. **Documentation.** The supervisor shall certify the number of student hours and appropriate categories of client contact, based upon the student's documentation, to the Site and University.
- e. **Disciplinary Actions.** The supervisor will inform the student, Site administration, and Program Coordinator of potential disciplinary issues in a timely manner. The Ethical and Professional Guidelines of the respective accrediting bodies shall serve as the basis for such issues.

- f. Evaluation: The supervisor shall provide evaluation(s) of each student at intervals specified by the graduate program in which the student is enrolled.

3. Supervised Experiences and Activities

The Site will provide training activities/experiences that are:

- a. integral to the regular performance of the Site's normal professional functions, duties and responsibilities.
- b. affirming of and demonstrating a high regard for human dignity. Students shall not be required to participate in practices that restrict the exercise of civil or human rights of any person or which impair the quality and nature of professional training in psychology as defined by the respective accrediting entities.
- c. continuous and sequenced in an organized manner and encompass a variety of presenting problems.
- d. consistent with the fulfillment of minimum hours and categories of client/patient contact as required by the student's respective program.
- e. facilitative of audio and videotaping of student interaction with clients, if appropriate to client welfare, and not prohibited by Site policy.
- f. conducive to opportunities for research in applications of theory and practice if possible and practical.

4. Evaluation

- a. Each student will be evaluated according to clearly pre-defined criteria and a schedule as specified in the Appendix.
- b. Evaluations will be shared orally with the student and provided in written form to the administration of the Site, the student, and the director of the Program.

5. Data Security

a. Protection of Confidential Data: The SITE agrees to abide by the limitations on re-disclosure of personally identifiable information from education records set forth in The Family Educational Rights and Privacy Act (34 CFR § 99.33 (a)(2)) and with the terms set forth below. 34 CFR 99.33 (a)(2) states that the officers, employees and agents of a party that receives education record information from the University may use the information, but only for the purposes for which the disclosure was made.

b. Definition: Covered data and information (CDI) includes paper and electronic student education record information: 1) supplied by the University and/or the University's students to the SITE or 2) created by the SITE in connection with the Agreement between the parties.

c. Acknowledgment of Access to CDI: The SITE acknowledges that the Agreement allows the SITE access to CDI.

d. Prohibition on Unauthorized Use or Disclosure of CDI: The SITE agrees to hold CDI in strict confidence. The SITE shall not use or disclose CDI that it creates or is received from or on behalf of the University (or its students) except as permitted or required by the Agreement, as required by law, or as otherwise authorized in writing by the University. The SITE agrees not to use CDI for any purpose other than the purpose for which the disclosure or creation was made.

e. Return of CDI: Upon termination, cancellation, expiration or other conclusion of the Agreement, the SITE shall return all CDI to the University or, if the CDI was provided by a student, the SITE shall return the CDI to the student.

f. Maintenance of the Security of Electronic Information: The SITE shall develop, implement, maintain and use appropriate administrative, technical and physical security measures to preserve the confidentiality, integrity and availability of all electronically maintained or transmitted CDI received from, or on behalf of the University or its students, or created by the SITE. These measures will be extended by contract to all subcontractors used by the SITE and shall survive the termination or expiration of this Agreement.

g. Remedies: If the University reasonably determines in good faith that the SITE has materially breached any of its obligations under this Section, the University, in its sole discretion, shall have the right to terminate the Agreement immediately if cure is not possible.

h. Reporting of Unauthorized Disclosures or Misuse of Covered Data and Information: The SITE shall, within one day of discovery, report to the University any use or disclosure of CDI not authorized by this Agreement or in writing by the University. The SITE's report shall identify: (i) the nature of the unauthorized use or disclosure, (ii)

the CDI used or disclosed, (iii) who made the unauthorized use or received the unauthorized disclosure, (iv) what the SITE has done or shall do to mitigate any deleterious effect of the unauthorized use or disclosure, and (v) what corrective action the SITE has taken or shall take to prevent future similar unauthorized use or disclosure. The SITE shall provide such other information, including a written report, as reasonably requested by the University.

i. **Indemnity:** Notwithstanding anything to the contrary in the Agreement, the SITE shall defend and hold the University harmless from all claims, liabilities, damages, or judgments involving a third party, including the University's costs and attorney fees, which arise as a result of the SITE's failure to meet any of its obligations under this Section.

6. Insurance

a. The Site agrees to maintain in force General Liability insurance coverage in an amount not less than one million dollars (\$1,000,000.00) per occurrence and three million (\$3,000,000.00) in the aggregate. The Site further agrees to include and list Seton Hall University as an additional named insured under its policies with the following wording on a Certificate of Insurance (COI): "Seton Hall University, including its trustees, officers, directors, employees, volunteer workers, agents and assigns, is added to the above policies as additional insured." The insurance coverage provided to the University as an additional named insured shall be primary and non-contributory.

b. In addition, the Site agrees to maintain proof of a workers compensation policy in accordance with State law. If the Site carries higher limits (including Excess Liability Coverage), then such limits must be shown on the Site's Certificate of Insurance.

University Responsibilities

1. Administrative services and support

- a. **Support.** Appropriate administrative support for supervised practica/internship training as described herein.
- b. **Orientation.** Comprehensive orientation to the Program curriculum regarding the purpose and nature of the practica/internship experience, including but not limited to policies, philosophy, procedures, protocols, rules, and expectations.

2. Supervision

The designated Program Coordinator shall provide the following:

- a. **Continuity.** The Coordinator shall provide a continuity of supervision and supervised activities and experiences as described herein, acting as (1) the liaison between the Site Supervisor, the University, the student(s), the Course Instructor of the Practicum/Internship (if different from the Coordinator) and (2) the principal monitor of students' clinical development.
- b. **Expertise.** The Coordinator shall be a licensed or license-eligible professional appropriate to the degree program.
- c. **Client contact.** The Coordinator may recommend appropriate categories of client contact.
- d. **Documentation.** The Coordinator shall maintain documentation of the number of each student's hours and categories of client contact, based upon each student's documentation, available to the Site and University.
- e. **Disciplinary Actions.** The Coordinator will address disciplinary issues as brought forth by the parties to this Agreement. The Ethical and Professional Guidelines of the respective accrediting bodies shall serve as the bases for such issues as well as Program policies.

3. Insurance

- a. The University shall provide appropriate benefits to any faculty member who is injured in a clinical-related situation while engaged in the clinical program at the Site and shall assume any obligations that may be imposed by the State's Workers Compensation law in connection with injuries or disabilities sustained by reason of accident or occupational disease arising out of, or in the course of, such faculty member's participation while present at clinical site. By University policy, students are responsible for maintaining personal health coverage insurance in the event of accident or injury.
- b. The University shall ensure that each Student and faculty member is covered by general liability coverage and professional liability insurance as more specifically set forth in this section of this Agreement and

shall provide evidence of such coverage to the Site prior to the commencement of each Student's or faculty member's involvement in the clinical program.

- c. Throughout the term of this Agreement, the University agrees to maintain in force General Liability insurance coverage, and require each student to carry Professional Liability coverage in an amount not less than one million dollars (\$1,000,000.00) per occurrence and three million (\$3,000,000.00) in the aggregate. In addition the University agrees to maintain proof of a workers compensation policy in accordance with State law.

Joint Responsibilities

1. It is mutually agreed and understood that nothing in this agreement implies an employee/employer relationship between UNIVERSITY INSTRUCTORS or students and the SITE.
2. UNIVERSITY agrees to defend, indemnify and hold harmless the SITE, its affiliates, subsidiaries, and parent and their directors, trustees, officers, agents, servants and employees from and against any and all claims and liabilities (including reasonable attorney's fees and expenses incurred in the defense thereof) relating to personal injury or property damage to the extent arising out of negligent acts or omissions of the UNIVERSITY and/or its students, faculty members, employees, servants, trustees, officers, directors, or agents in connection with their duties and responsibilities under this Agreement.
3. In addition to its indemnity responsibilities in connection with data security under Section 5, the SITE agrees to defend, indemnify and hold harmless the UNIVERSITY and its directors, trustees, officers, employees and students from and against any and all claims and liabilities (including reasonable attorney's fees and expenses incurred in the defense thereof) relating to personal injury or property damage to the extent arising out of conditions existing at the SITE or the negligent acts or omissions of the SITE and/or its employees or agents in connection with their duties and responsibilities under this Agreement.
4. Each party agrees that it shall give the other party prompt notice of any claim, threatened or made, or suit instituted against it which could result in a claim for indemnification above.
5. Both parties agree that in the event that indemnification is sought under this provision, the party seeking indemnification shall furnish the indemnifying party, upon request, all information and assistance available to the indemnified party for defense against any such claim, suit, or demand.
6. This agreement shall be governed, interpreted, and construed in accordance with the laws of the State of New Jersey.
7. Both parties agree not to discriminate against any student, in any manner whatsoever on account of race, creed, marital status, color, sex, age, national origin, sexual orientation, mental or physical disability or gender identity or expression.
8. The SITE personnel shall provide clinical direction and supervision to the students participating in the clinical education program. SITE personnel are responsible for all patient care and all decisions regarding patient care; in the event of a difference of opinion concerning the care of a patient, the decision of SITE personnel shall prevail and control all parties involved. The SITE will provide work environment as necessary to meet requirements established by state policy-making boards.

Appendix
to
Agreement
Between
Seton Hall University

And

Site

address

Student: _____

This student is completing either Practicum in Counseling Psychology II, III, IV, or V:

This student is a second/third year doctoral student required to complete a minimum of 256 hours per semester for 2 consecutive semesters.

The student will report to the site ____ days(s) per week. The assigned schedule is:
(days, hours, location)

The student is required to complete at least 512 hours. Of these, 256 must be involved in direct client contact.

The Practicum student requires:

 1 hour of seminar weekly.

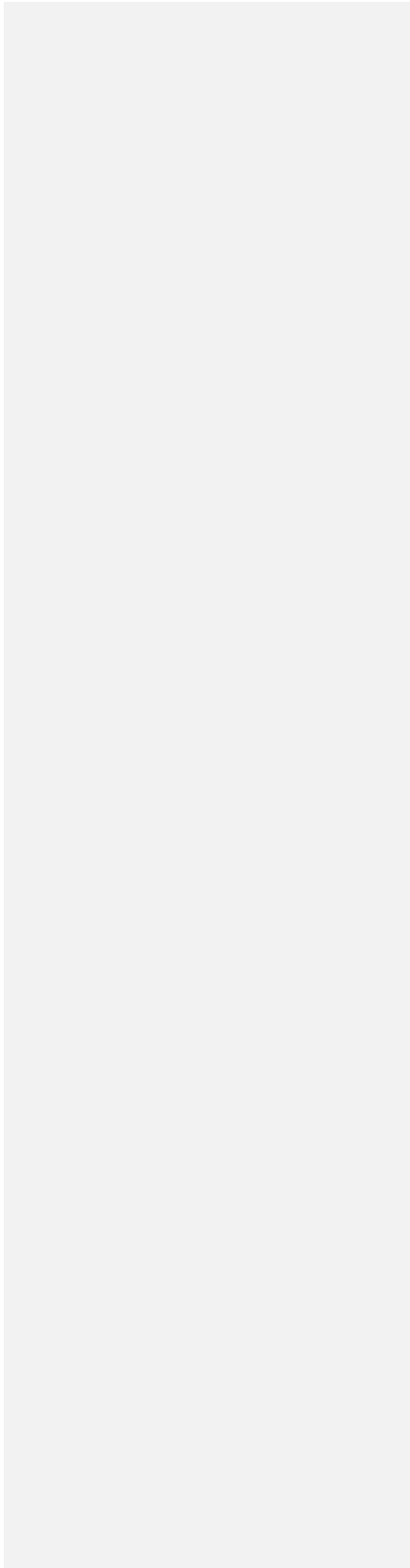
 1 hour of group supervision weekly.

 1 hour of individual supervision weekly (as indicated).

The supervisor will complete the appropriate evaluation forms at the end of each semester.

Site Supervisor Signature: _____ Date: _____

Practicum Coordinator: _____ Date: _____



Appendix B: On-Site Supervisor's Evaluation of Practicum Trainee
Seton Hall University -- Ph.D. Program in Counseling Psychology

Due to Seton Hall Practicum Coordinator by Dec 10 for Fall Semester & April 25 for Spring Semester

Student: _____ **Date:** _____

Student's practicum year (check): ___2nd ___3rd ___4th

Supervisor: _____

Site Name: _____

How many hours per week, on average, did you meet with this student for supervision?

___ Individual Supervision ___ Group Supervision

Please indicate the types of supervision used during this semester:

___ Discussion of Cases ___ Direct Observation of Student ___ Audiotape review ___ Videotape review

In what activities did you directly supervise this student?

___ Individual counseling ___ Group counseling ___ Family counseling ___ Couples counseling

___ Career/vocational counseling ___ Psychoeducation/preventive programming ___ Consultation

___ Psychological Testing ___ Neuropsychological Testing ___ Other _____

Using the scale below, please rate the student in areas indicated, taking into consideration the student's level of training and performance relative to other students at a similar level. *Please comment on any rating lower than a 4.*

1	2	3	4	5	6	7	DK/NA
Minimal Competence			Satisfactory			High Competence	No basis on which to form a judgment

Professional Behavior

___ Maintains schedule as agreed

___ Follows agency procedures

___ Aware of and able to use community resources

___ Relates well with professional staff, support staff, and fellow students

___ Regularly attends case conferences and other agency activities, including professional/didactic seminars

___ Participates appropriately in case conferences and other agency activities, including professional seminars

___ Seeks supervision when required, in addition to scheduled sessions

___ Aware of personal limits and maintains scope of practice appropriate for current level of training

___ Accepts and makes use of supervisor's feedback

___ Aware of and functions within legal and ethical boundaries

___ Appearance and dress are appropriate for a professional agency

Comments

Record Keeping

- _____ Maintains records as required by the site, in a timely manner
- _____ Progress notes and other case records are well organized, clearly written, and focused on the most relevant aspects of the case

Comments:

Assessment and Testing

- _____ Reviews appropriate material (e.g. case histories, intake notes) in advance of initial session with the client
- _____ Interviews follow a logical format and include all information necessary for diagnosis
- _____ Uses interview, observation and testing results as applicable to form an accurate diagnosis
- _____ Conceptualizes cases within psychological theory
- _____ Considers issues of cultural and individual diversity in conceptualizing a case
- _____ Establishes rapport and maintains cooperation during interviewing/testing
- _____ Follows standard testing procedures
- _____ Adapts to client needs, within bounds of the test protocol
- _____ Scores tests accurately
- _____ Interprets results correctly
- _____ Relates test results to the presenting problem and appropriately identifies treatment implications
- _____ Aware of psychometric issues and limitations of tests, including issues of culture
- _____ Provides appropriate feedback to clients, families and/or referral sources
- _____ Written testing reports are clear, complete, well organized, and culturally sensitive

Comments

Treatment Planning and Intervention

- _____ Establishes rapport with clients, and maintains client involvement in therapy
- _____ Prepares treatment plans appropriate to client's needs, with appropriate client and/or family participation
- _____ Considers relevant and current research, including multicultural research, when planning interventions
- _____ Appropriately integrates theory with practice
- _____ Demonstrates flexibility in the selection of culturally appropriate interventions
- _____ Works effectively in an individual counseling relationship
- _____ Works effectively when systems interventions are required
- _____ Works effectively with groups
- _____ Coordinates treatment when required with other staff members or outside agencies
- _____ Works effectively with culturally diverse clients

Comments

Approach to Practice Consistent with the Specialty of Counseling Psychology

The following are additional areas of emphasis within the specialty of Counseling Psychology. Please rate the student on those areas relevant your site.

- _____ Works within a brief, time-limited approach
- _____ Works within a developmental framework across a wide range of client functioning
- _____ Considers person-environment interactions, rather than an exclusive focus on person or environment
- _____ Emphasizes prevention, including psychoeducational interventions where appropriate
- _____ Takes into consideration the educational and vocational lives of individuals
- _____ Evaluates his or her own work in light of current research and developments in the field
- _____ Attends to issues of individual and cultural diversity

Comments:

Overall Evaluation

What are this student's strengths?

What are the student's areas for growth?

Additional comments:

Signature of Supervisor _____ Date _____

*Signature of Student _____ Date _____

Student's comments (optional):

*Signature indicates review of the evaluation rather than agreement with it.

Appendix C: Pre-Practicum Evaluation Form
Seton Hall University – Ph.D. Program in Counseling Psychology

To be completed by the Site Supervisor and the Faculty Supervisor after each clinical rotation in Pre-Practicum

Student: _____ **Date:** _____
Supervisor: _____ Faculty Supervisor Site Supervisor
Site Name: _____

Period covered by this evaluation: _____

Description of clinical rotation site:

Using the scale below, please rate the student in areas indicated, taking into consideration the student’s level of training and performance relative to other students at a similar level. *Please comment on any rating lower than a 4.*

1	2	3	4	5	6	7	DK/NA
Minimal Competence		Satisfactory				High Competence	No basis on which to form a judgment

The Student’s Personal Characteristics

- _____ Student is a perceptive person
- _____ Personal appearance
- _____ Degree of acceptance of others’ values
- _____ Awareness of own strengths and weaknesses
- _____ Conducts self in a professional manner

Comments:

The Student’s Skill in Counseling

- _____ Ability to provide a theoretical rationale for use of known counseling procedures
- _____ Adherence to ethical standards and confidentiality
- _____ Awareness of own personal and professional limitations
- _____ Ability to apply current knowledge, research, and theory to the client’s situation
- _____ Demonstrates awareness of the client’s culture and its counseling implications
- _____ Responds at the client’s level.
- _____ Is perceptive in handling the client’s cues.
- _____ Demonstrates acceptance of the client
- _____ Seems sincere in working with the client.
- _____ Understands the situation the client is trying to present
- _____ Gains the confidence of the client

- _____ Is a good listener.
- _____ Facilitative in specifying the problem in concrete terms.
- _____ Real and genuine in the relationship

Comments:

Student's utilization of supervision

- _____ Demonstrates openness to supervisory feedback and suggestions
- _____ Brings case concerns to supervisor
- _____ Effectively incorporates supervision into ongoing clinical work

Comments:

SUMMARY NOTES:

Student's clinical strengths:

Areas needing improvement:

Signature of faculty supervisor _____ Date: _____

Signature of site supervisor _____ Date: _____

Signature of student _____

*Signature indicates review of the evaluation rather than agreement with it.

Appendix D: Doctoral Practicum Documentation Form

This form was created by APPIC and at one time was used in the internship application process to provide intern applicants the opportunity to document their experience in therapy and other psychological interventions. Because it is a form, it lists a large number of experiences one might have had. Remember, the reporting of practicum experiences is required on the universal application form [APPIC Application for Psychology Internship (AAPI)] for internship training used by APPIC member internship sites. Students should become regular visitors to the APPIC website to view the information, and definition of the information, requested on the AAPI (<http://www.appic.org>). Do not rely solely on this form to prepare you for the internship application process.

1. THERAPY EXPERIENCE: See Definition Page to complete.

		<i>Total # of hours</i>	<i># different individuals, couples,</i>
		<u>face-to-face</u>	<u>families, or groups</u>
a. Individual Therapy			
1)	Adults	_____	_____
2)	Adolescents	_____	_____
3)	School-Age	_____	_____
4)	Pre-School Age	_____	_____
5)	Infants/Toddlers	_____	_____
b. Group Therapy: Provide number of groups conducted with each of the following populations (Count each group session as one unit. For example a group with 12 adults is counted as 1.)			
1)	Adults	_____	_____
2)	Adolescents	_____	_____
3)	School-Age	_____	_____
4)	Pre-School Age	_____	_____
5)	Infants/Toddlers	_____	_____
c. Family Therapy (Count each family as one unit –see explanation in group therapy above.)			
		_____	_____
d. Couples Therapy (Count each couple as one unit–see explanation in group therapy above.)			
		_____	_____
TOTAL THERAPY HOURS (a-d):		_____	

2. ADDITIONAL EXPERIENCE

Total # of hours for each activity

a. Psychological Assessment Experience:*

Includes psychodiagnostic test administration, interpretation, scoring, reviewing charts, and writing reports for assessment purposes. _____

b. Other Psychological interventions

- 1) Sports Psychology/Performance Enhancement _____
- 2) Career counseling _____
- 3) Medical/Health-related interventions _____
- 4) Other: _____

c. Other Psychological Experience with Students &/or Organizations**

- 1) Supervision of other students _____
- 2) Teaching _____
- 3) Consultation _____
- 4) Presentations/Programming _____
- 5) Program Development _____
- 6) Outcome Assessment _____
- 7) Systems Intervention _____
- 8) Performance Improvement/Quality Improvement _____
- 9) Other _____

d. List types of groups led or co-led:

e. Experience with Managed Care Providers (yes/no) _____

f. List specialized practicum experiences (e.g., neuropsychological assessment, sports psychology, behavioral medicine, career counseling, etc.):

* See Test Administration Forms (both Adult and Child/Adolescent) for documentation of number of tests administered

** Describe these experiences fully in your vita.

TOTAL PSYCHOLOGICAL ASSESSMENT EXPERIENCE HOURS (2A): _____

TOTAL OTHER PSYCHOLOGICAL INTERVENTION HOURS (2B): _____

TOTAL OTHER PSYCHOLOGICAL EXPERIENCE WITH STUDENTS &/OR ORGANIZATION HOURS (2C): _____

3. SUPPORT ACTIVITIES:

Number of practicum hours spent in activities supporting direct intervention (e.g., chart review, consulting with other professionals about cases, video/audio tape review of your own cases, etc.):

TOTAL SUPPORT HOURS: _____

4. TREATMENT SETTING:

a. Please indicate the number of the following types of therapy clients seen in each of the following settings:

TYPE OF SETTING

					<u>Dept/School</u>	
		<u>HOSPITAL</u>		<u>UNIVERSITY</u>	<u>PSYCHOLOGY</u>	
<u>TYPE OF CLIENT</u>	<u>CMHC</u>	<i>Inpatient</i>	<i>Outpatient</i>	<u>COUNSELING CTR</u>	<u>CLINIC</u>	<u>OTHER</u>
Individuals						
Couples						
Families						
Groups						
Elderly (65+)						
Adults (18-64)						
Adolescents (13-17)						
Children						
Infants/Toddlers						
Male						
Female						

5. SUPERVISION YOU RECEIVED:

- a. Number of hours spent in one-on-one, face-to-face supervision: _____
- b. Number of hours of group/class supervision: _____
- c. Number of hours of peer supervision and case discussion on specific cases: _____

Check if you have audio or videotaped clients and reviewed these tapes with your clinical supervisor:

Audiotape review _____ Videotape review _____

TOTAL SUPERVISION HOURS: _____

6. THERAPY, ADDITIONAL EXPERIENCE, SUPPORT AND SUPERVISION HOURS

TOTAL THERAPY HOURS (1): _____

TOTAL PSYCHOLOGICAL ASSESSMENT EXPERIENCE HOURS (2A): _____

TOTAL OTHER PSYCHOLOGICAL INTERVENTION HOURS (2B): _____

TOTAL OTHER PSYCHOLOGICAL EXPERIENCE WITH STUDENTS &/OR ORGANIZATION HOURS (2C): _____

TOTAL SUPPORT HOURS (3): _____

TOTAL SUPERVISION HOURS (5): _____

7. ESTIMATE NUMBER OF THERAPY, ADDITIONAL EXPERIENCE, SUPPORT AND SUPERVISION HOURS ACCRUED BETWEEN 11/16/98 AND 7/1/99:

TOTAL THERAPY HOURS (1): _____

TOTAL PSYCHOLOGICAL ASSESSMENT EXPERIENCE HOURS (2A): _____

TOTAL OTHER PSYCHOLOGICAL INTERVENTION HOURS (2B): _____

TOTAL OTHER PSYCHOLOGICAL EXPERIENCE WITH STUDENTS &/OR ORGANIZATION HOURS (2C): _____

TOTAL SUPPORT HOURS (3): _____

TOTAL SUPERVISION HOURS (5) _____

8. DIVERSITY EXPERIENCE:

- a. Languages spoken in addition to English (including American Sign Language):
- b. Level of fluency: (Are you fluent enough to conduct psychotherapy/assessment in this language?)
- c. Please describe (within 100 words) your experience and training in work with diverse populations. Please include in your discussion the way an awareness of multicultural/diversity issues influences your clinical practice and case conceptualization:
- d. Indicate your degree of clinical experience with the following diverse populations:

0 = None 1 = 1-5 patients seen 2 = 6-20 patients seen 3 = 20+patients seen

African-American	0	1	2	3
Asian-American (<i>specify</i>)	0	1	2	3
Clients with Disabilities	0	1	2	3
Gay/Lesbian/Bisexual	0	1	2	3
Latino-a/Hispanic	0	1	2	3
Native American	0	1	2	3
Other (<i>specify</i>)	0	1	2	3

9. OTHER CLINICAL EXPERIENCES: (Please describe settings and activities)

This includes professional work experience separate from practica. Identify using the same criteria for therapy hours, additional experience hours, support hours, and supervision hours. This form may be duplicated to provide that information.

SECTION 4: APPIC DEFINITION OF TERMS FOR DOCUMENTING PRACTICUM EXPERIENCE. *Only count hours for which you received formal academic training and credit or program-sanctioned training experience (e.g., VA summer traineeship).*

Practicum hour - A practicum hour is a clock hour. This may actually be a 50-minute client/patient hour, but is calculated by actual hours, not quarter hours, or semester hours.

1. **Therapy Experience** - These are actual clock hours in direct service to clients/patients. Hours should not be counted in more than one category. These divisions are meant to be mutually exclusive and hours should not be double counted across sections. The sum of all the subdivisions should equal the Subtotal of Direct Service Hours. Time spent gathering information about the client/patient but not in the actual presence of the client/patient is recorded as Support Activities (3).

This section is subdivided by:

1a-d) Direct face-to-face intervention by number of client(s) (i.e., individuals, couples, families, or group units). Count a couple, family, or group as one (1) unit, rather than counting a couple as two or a group as six.

2. **Additional Experience** - Formal consultation and primary prevention services rendered which includes outreach and psychoeducational activities.
3. **Supporting Activities** - For students in training, the time spent outside the counseling/therapy hour focused on the client/patient is vital learning time. Whether the activity is chart review, process notes or video/audio tape review, the time spent contemplating the client and planning interventions is necessary for a rich learning process.
4. **Treatment Setting** - This section delineates types of treatment modalities (e.g., individual/group) and setting in which they were seen.
5. **Supervision** - Supervision is broken into one-to-one, group, and peer supervision.

5a) Hours are defined as regularly scheduled, face-to-face individual supervision with specific intent of dealing with psychological services rendered by the student.

5b-c) The hours recorded in the group supervision category should be actual hours of group focus on specific cases. Many excellent practicum courses incorporate both didactic and experiential components in the course activity. While the didactic portion is excellent training, it should not be recorded as supervision activity. This may necessitate breaking the hours spent in a practicum course into intervention, supervision, and didactic activities by actual course hours. For example, if you present on the "Psychosocial Issues of HIV Infection" using examples of cases, it is didactic activity. Grand Rounds that consists of in-service education on specific topics would not be considered supervision for the purposes of documenting practicum hours. These are highly valued activities, but will not count as supervision.

Supervision is one of the common activities for psychologists regardless of setting. Training in supervision is becoming a more common practicum experience. Count the hours of supervised supervision rendered by the applicant to less advanced students in the context of teaching supervision skills. Time spent in supervision of other students should be counted in the section "Other experience 2f".

SECTION 7: ADULT TEST ADMINISTRATION FORM

(Indicate all instruments used by you in your assessment experience, excluding “practice administration.” To indicate that you administered, scored, interpreted, and wrote a report for a test, count in both columns.)

	# Administered & Scored	# Reports Written
16 PF		
Aphasia Screening Exam		
Basic Personality Inventory		
BASIS		
Beck Depression Inventory		
Bender Gestalt		
Benton Facial Recognition		
Benton Judgment of Line Orientation		
Benton Visual Retention Test		
Boston Diagnostic Aphasia Examination (BDAE)		
CAI		
Campbell Interest and Skill Survey		
Category Test (Short or Halstead)		
Controlled Oral Word Association Test		
CPI-R		
Draw-A-Person/H-T-P		
Edwards Personal Preference		
GATB		
Gorham's Proverbs		
Halstead-Reitan Neuropsychology Battery (<i># Brief, # Full</i>)		
Jackson Personality Inventory		
Luria Nebraska Neuropsychology Battery		
Mattis Dementia Rating Scale		
MicroCog (Computer Battery)		
Millon Behavioral Health Inventory		
Millon Clinical Multi-Axial Inventory (<i>Any version</i>)		
MMPI-2 (MMPI)		
Myers-Briggs Type Indicator		
NEO-PI-R		
Norris Educational Achievement Test (NEAT)		
Personality Assessment Inventory (PAI)		

POI		
PRF (Personality Research Form-E)		
Rey Osterrieth Complex Figure		
Rorschach (<i>indicate scoring system used</i>)		
Rotter Incomplete Sentences Blank		
Self-Directed Search (SDS)		
Shipley-Institute of Living Scale		
Strong Interest Inventory		
TAT		
Trail-Making Test		
Vocational Card Sorts (e.g., Missouri, etc.)		
WAIS-R		
Wechsler Memory Scale (Revised)		
Wide Range Achievement Test III		
Wisconsin Card Sorting Test		
Word Association Test		
<i>Other:</i>		

How many carefully supervised integrated psychological reports have you written? These would include:

1) history; 2) interview; 3) objective personality tests; 4) projective personality tests, and 5) intellectual/cognitive/neuro-screening tests:

Total # Adult Integrated Reports: _____

SECTION 8: CHILDREN AND ADOLESCENT TEST ADMINISTRATION FORM

(Indicate all instruments used by you in your assessment experience, excluding “practice administration.” To indicate that you administered, scored, interpreted, and wrote a report for a test, count in both columns.)

	# Administered & Scored	# Reports Written
Adaptive Behavior Scales		
Batelle Developmental Inventory		
Bayley Infant Neurodevelopmental Screener (BINS)		
Bayley Scales of Infant Development - Second Edition (BSID-II)		
Behavioral Assessment Scale for Children (BASC)		
Benton Tests of Neuropsychological Abilities		
California Verbal Learning Test (CVLT)		
CAT		
Childhood Autism Rating Scale - Revised		
Children’s Behavior Checklist (CBCL)		
Children’s Category Test (CCT)		
Children’s Depression Inventory		
Children’s Problem Checklist		
Clinical Evaluation of Language Functions (CELF)		
Cognitive Functions Checklist		
Connors Scales (ADD Assessment)		
Continuous Performance Tests (Indicate scoring system used)		
Curriculum-Based Mathematics Assessment		
Curriculum-Based Reading Assessment		
Curriculum-Based Writing Assessment		
Denver Developmental Inventory		
Developmental Test of Visual-Motor Integration		
Diagnostic Interview for Children and Adolescents (DICA)		
Diagnostic Interview Schedule for Children (DISC)		
Differential Ability Scales (DAS)		
Direct Observation Scale		
Expressive One Word Picture Vocabulary Test-Revised		
Finger Tapping Test		
Goodman Lock Box		
Grip Strength Test		
Halstead-Reitan		

Kaufman Assessment Battery for Children (K-ABC)		
Kaufman Brief Intelligence Test (K-BIT)		
Kaufman Test of Educational Achievement (K-TEA)		
Kinetic Family Drawing		
Luria Nebraska Children's Revision		
Learning Disabilities Evaluation Scale		
Leiter International Performance Scale - Revised		
Matching Familiar Figures		
McCarthy Scales		
Millon Adolescent Personality Inventory		
Minnesota Child Development Inventory		
MMPI-A		
Parenting Stress Index		
Peabody Picture Vocabulary Test - Revised		
Personality Inventory for Children - Revised		
Purdue Pegboard		
Raven's Matrices		
Reitan-Indiana		
Revised Children's Manifest Anxiety Scales (RCMAS)		
Rey Auditory Verbal Learning		
Reynolds Adolescent Depression Scale (RADS)		
Roberts Apperception Test for Children		
Rorschach (<i>indicate scoring system used</i>)		
School Consultation		
School Observation		
SCL-90		
Seashore Rhythm Test		
Sentence Completion Instruments		
Social Skills Rating System		
Speech-Sounds Perception Test		
Stanford Binet Intelligence Scale IV		
Stroop Color-Word Test		
Structured Behavioral Assessment		
Symbol Digit Modalities Test		
Symbolic Play Test		

Tell Me A Story (TEMAS)		
Vineland Adaptive Behavior Scales		
Visual Motor Integration Test		
WAIS-R		
Wechsler Individual Achievement Test (WIAT)		
Wide Range Assessment of Memory and Learning (WRAML)		
WISC-III		
WISC-R		
Woodcock Johnson Revised Cognitive Scales (WJ-R Cognitive)		
Woodcock Reading Mastery Tests-Revised (WRMT-R)		
Woodcock-Johnson Revised Tests of Achievement (WJ-R Achievement)		
WPPSI-R		
<i>Other:</i>		

How many carefully supervised integrated psychological reports have you written? These would include:

1) history; 2) interview; 3) objective personality tests; 4) projective personality tests, and 5) intellectual/cognitive/neuro-screening tests:

Total # Child/Adolescent Integrated Reports: _____

Signature of Student: _____

Note to student: This form will be reviewed at your annual portfolio review.

Signature of Supervisor: _____

Signature of Practicum Coordinator: _____

NOTE: A new and up-to-date copy of the AAPI file may be downloaded from:
<http://www.appic.org/i03forms.html#aapi>.

6. Conceptualization of the presenting problem:

7. Initial goals:

8. Initial treatment plan/follow-up:

B: Summary of second and subsequent sessions: include, as needed, assessment of vocational, interpersonal, social, educational problems; special client needs, physical capacities, personality characteristics, aptitudes, abilities, interests:

C. Discharge summary: include risk assessment and assessment of psycho-social stresses at discharge; degree to which stated goals were attained.

Appendix F: Review Sheet for Audio Tape
Ph.D. Program in Counseling Psychology

Counselor/Trainee: _____ **Date of session:** ____/____/____

Session No.: _____ **Client Initials:** _____

Describe client physical appearance, orientations, and any changes from earlier sessions:

Indicate your plan for this session:

What are the chief concerns expressed by the client:

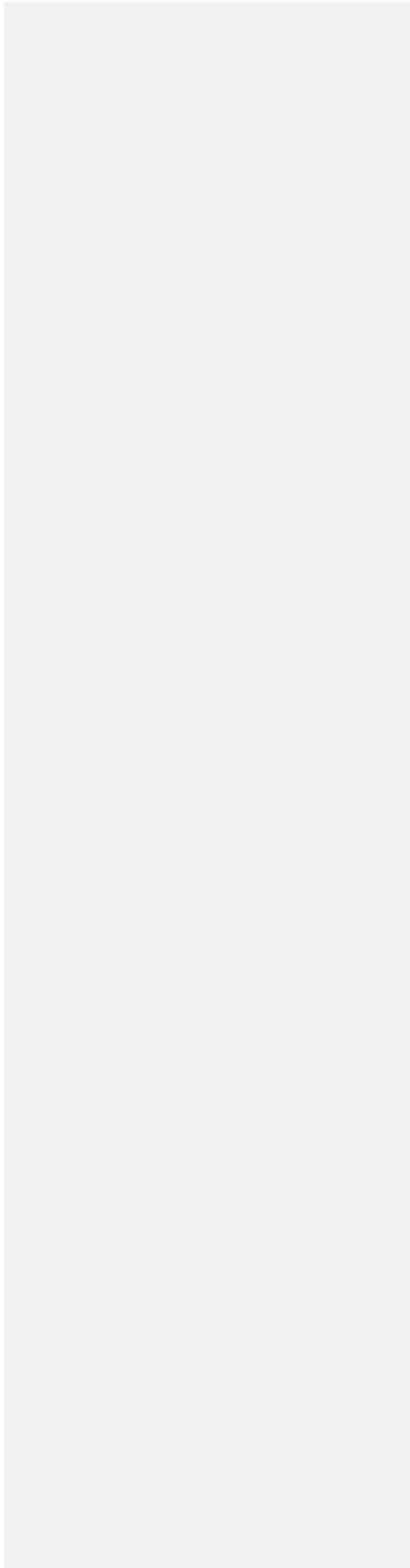
What were you feeling during the session:

How helpful was this session for the client:

How did this session build on prior sessions:

What would you do to improve on this session:

What are your plans for the next session:



Appendix G: Student Evaluation of Practicum Placement
Ph.D. Program in Counseling Psychology

PLACEMENT SITE: _____

DATES OF PLACEMENT ____/____/____ **TO** ____/____/____

SUPERVISOR: _____

1) On a scale of 1 (Poor) to 7 (Excellent) please rate the overall quality of this placement site for practicum training:

COMMENTS:

2) Using the same scale as in 1 above, please rate the overall quality of the supervision you received at this placement site: _____ (Please consider not only the technical aspects of supervision, but also the openness of your supervisor to candid, give and take discussion about important practice issues, and the supervisor's ability to provide support with issues of individual and cultural diversity.)

COMMENTS:

3) Practicum training is, in part, intended to expose the student to appropriate professional role models - psychologists actively engaged in the practice of the profession. Do you believe that this placement provided you with that opportunity? Yes NO

If NO, please comment:

4) Practicum training is intended to provide the student with an opportunity to begin to interact with people from other professions and disciplines - social work, psychiatry, other areas of medicine, physical therapy, occupational therapy, etc. Do you believe that this placement provided you with this opportunity? YES NO

If NO, please comment:

5) Practicum training is intended to provide the student with a diverse set of training experiences (e.g., initial client contact/intake, crisis intervention, ongoing counseling, assessment, staff meetings, consultation, report/progress note writing). Do you believe that this placement provided a helpful range of training experiences? YES NO

If NO, please comment:

6) Practicum training is intended to provide the student with the opportunity to share experiences with other trainees at a similar level of training. This not only helps in the learning process but is also essential in building a professional identity. Did this placement provide such an opportunity? YES NO

If NO, please comment:

7) Using a scale of 1 (POOR) to 7 (EXCELLENT), please rate the physical space, office accommodations, and facilities of this site: _____

COMMENTS:

8) Using the same scale as in 7 above, please rate the testing materials and necessary supplies (if appropriate) available at this placement: _____.

COMMENTS:

9) Using the same 7-point scale please rate the library facilities available at this placement _____.

COMMENTS:

10) Did it appear to you, as a trainee, that the larger placement site supported, in fact and spirit, the use of the facility as a training site? YES NO

If NO, please comment:

11) Was there any opportunity at this site to participate in psychological research? YES NO

If YES, please describe (even if YOU did not actually participate):

12) Practicum training is intended, in part, to provide the student with the opportunity to interact with and work with a culturally diverse population. Did this placement provide that opportunity? YES NO

If YES, please comment:

13) Please make any additional comments that you would like concerning this training experience:

STUDENT: _____

DATE: _____

Due to Practicum Coordinator at end of placement

Appendix H: On-Site Supervisor Evaluation Ph.D. Program in Counseling Psychology

SUPERVISOR: _____

CREDENTIALS: _____ LICENSED _____ LICENSE-ELIGIBLE

STUDENT: _____

DATES OF PLACEMENT: _____ TO _____

Please rate your supervisor on how she or he performed in carrying out the following supervisory functions:

1	2	3	4	5	6	7
Does not apply	Poor	Fair	Average	Good	Very Good	Excellent

Facilitating a relaxed and comfortable atmosphere: _____

Supporting your efforts: _____

Being an example of how to relate to others: _____

Encouraging your ideas and suggestions: _____

Giving assurance when needed: _____

Giving positive feedback for something done well: _____

Providing suggestions for improving your work: _____

Explaining her/his criteria for evaluation: _____

Fairly applying the evaluation criteria: _____

Allowing for self- evaluation: _____

Encouraging you to try new interventions: _____

Encouraging you to develop your own work style: _____

Ability to teach intervention techniques: _____

Suggesting appropriate self-help activities (reading, etc.): _____

Availability: _____

Providing guidance in progress note or report writing: _____

Providing guidance in test selection and use: _____

Preparing you to interface with other placement personnel, families, etc. _____

Providing guidance on how to manage referrals: _____.

Providing support regarding cultural issues in evaluation and treatment _____

Please comment on how this supervision experience could have been improved:

Due to Practicum Coordinator at end of Placement

Appendix I: Supervised Field Work/Practicum Experience Prior to Entering the Ph.D. Program in Counseling Psychology

NAME _____

I. Number of Hours in Practicum Activities

- _____ a. Direct service to clients (Sum 1, 2 & 3 below)
 - _____ 1. Individual _____ 2. Group _____ 3. Family
- _____ b. Supervision (Sum 1 & 2 below)
 - _____ 1. Individual _____ 2. Group
- _____ c. Assessment (Sum 1 & 2 below)
 - _____ 1. Direct contact with examinee (administration & interpretation)
 - _____ 2. Supervision of protocol
- _____ d. Other (e.g., tape review, reading, staff meetings)
- _____ e. **TOTAL** (Sum of a thru d above)

II. On-site Supervisor(s)

A. Name: _____ Phone: _____
 Address: _____
 Licensed Psychologist: Y N (Circle one)
 If Licensed: State(s): _____
 If not licensed: Degree: _____ Other Credentials: _____

B. Name: _____ Phone: _____
 Address: _____
 Licensed Psychologist: Y N (Circle one)
 If Licensed: State(s): _____
 If not licensed: Degree: _____ Other Credentials: _____

I hereby give permission for the Counseling Psychology faculty of Seton Hall University who are evaluating my practicum placement and experience to contact the professional listed above who supervised my previous work in counseling and assessment.

Signature

Date

Appendix J: Summary of Prior Counseling and Assessment Experience

NAME: _____ DATE ADMITTED: _____

For each of the following please provide a brief summary of type and extent of your experience (work, practicum, field placement etc.) prior to entering Ph.D. program.

A. SETTINGS:

Hospital:

Agency: (CMHC, College Counseling Center, etc.):

Other:

B. POPULATIONS: (Specify ethnic/cultural or life style diversity) *NOTE: Over the course of the three-year practicum sequence and one-year internship, students are expected to work with a total of at least 12 clients who are different from the student, covering at least four of the following areas: age, gender, race, culture, disability, socioeconomic status, religion, or sexual orientation.*

Infant:

Child:

Adolescent:

Adult:

Geriatric:

C. ASSESSMENT: (Provide frequency of SUPERVISED use)

Psychosocial History

Mental Status Exam

MCMI-I or MCMI-II

MAPI

MMPI or MMPI -II

CPI

16-PF

Myers-Briggs Type Indicator

Other objective/self-report personality (Specify):

Strong Interest Inventories/Career Assessment Inventory

Self-Directed Search

Other career/vocational assessments (Specify):

WAIS-R

WISC-R or WISC-III

WPPSI or WPPSI-R

Stanford Binet

Other intelligence tests (Specify):

Bayley Scales:

Other Infant Assessment scales (Specify):

Rorschach

TAT

CAT

HTP

Other projectives (Specify):

Bender-Gestalt

Berry VMI

PPVT

Neuropsychological Assessment instruments (Specify):

Halstead Reitan Battery

Luria Nebrasksa Battery

Wechsler Memory Scale

Test of Memory and Learning

Wide Range Assessment of Memory and Learning:

California Verbal Learning Test

Continuous Performance Test

Test of Variables of Attention

Wisconsin Card Sorting Test

Rey Osterreith Complex Figure Test

Boston Naming Test

Category Test

Trail Making Test

Verbal Fluency Test

Bender Gestalt

Grooved Pegboard

Figural Fluency Test

Dementia Rating Scales

Other neuropsychological assessment instruments (specify):

Other instruments (specify):

D. Modalities

Individual Adult:

Individual Child/Adolescent:

Family:

Couples:

Group (Specify age range, type):

Parent Consultation:

Other (Specify):

E. Presenting Problems Encountered (Specify the most common major reasons that clients sought treatment/assessment):

NOTE: A copy of this form must be given to the Practicum Coordinator before arranging the first Practicum.

Appendix K: Work Experience Prior To/At Time of Entering Ph.D. Program in Counseling Psychology

NAME: _____ DATE ADMITTED: _____ DATE SUBMITTED: _____

Please list employment sites related to your professional training beginning with most recent. File with Practicum Coordinator by Oct 15 of the Fall semester of year one.

Employer: _____

Address: _____

Dates of employment: From _____ to _____.

Position: _____

Duties (Briefly describe):

Supervisor: _____

License: Y N

Employer: _____

Address: _____

Dates of employment: From _____ to _____.

Position: _____

Duties (Briefly describe):

Supervisor: _____

License: Y N

(Use additional sheets if needed).

Appendix L: Permission to Tape Counseling Sessions
Ph.D. Program in Counseling Psychology
Seton Hall University

I fully understand that _____ is functioning in the capacity of a trainee/practicum student under the supervision of _____. I hereby give my permission for this student to audio tape my counseling sessions. I understand that I may ask that the recorder be turned off at any time and that the tape, or any portion of it, be erased. I also understand that the purpose of taping is for supervision and that after supervision the tape will be erased. These tapes MAY NOT be used for any other purposes without my explicit written permission.

Signature

Date

Signature of trainee

