

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
2020-2021

Guide to Practicum Training 2020-21

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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) <https://www.njconsumeraffairs.gov/psy/>

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 Clinical 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. The two-semester sequence of pre-practicum training consists of intensive classroom skill development along with clinical rotations in integrated care at a medical center. Each semester-long rotation requires spending 7 hours per week 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 16 hours per week. At the completion of the six 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 classroom and their on-site supervisor evaluations before an off-campus practicum placement is approved.

Students should expect to enroll in:

Fall first year - CPSY9774: Theories and Techniques of Counseling and Psychotherapy in Counseling Psychology

Spring first year - CPSY8563: Practicum in Counseling Psychology I and its associated lab

Fall second year - CPSY8564: Practicum in Counseling Psychology II

Spring second year - CPSY8565: Practicum in Counseling Psychology III

Fall third year - CPSY8566: Practicum in Counseling Psychology IV

Spring third year - CPSY8568: Practicum in Counseling Psychology V

Although 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. In their fourth year, students often choose to complete an additional year of practicum training in preparation for internship. During that year, they must register for CPSY 8003 (1 credit) each semester. **If students are on practicum sites that require them to start in the summer, they will have to register for a 1-credit practicum supervision class during the summer.**

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 (<https://www.apa.org/pi/>) 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 2017.

Appropriate Practicum Placements

Appropriate practicum placements are discussed with students at their annual portfolio reviews. In addition, students must obtain approval from the Clinical 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 Clinical Coordinator. The Clinical 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.

Students should research potential sites via NYNJADOT/PSYDNYS (<https://nynjadot.apa.org/>) sites. The Clinical Coordinator will assist students in their search by providing students information based on feedback from prior students who have been at various sites. 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 B and Appendix C).

Required Practicum Hours

Note: Students are encouraged to begin to search for predoctoral 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 APPIC Directory can be accessed at APPIC's website at www.appic.org. The Counseling Psychology Program cannot 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 **16 hours per week**, per semester, at an approved site. Commencement and termination of externship placements will depend on the site. Students should have at least **1200 hours** (600 hours per year) of on-site practicum experience prior to application for predoctoral internship. According to the consortium rules, students cannot complete more than 16 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. Second- and third-year practicum students should document, per semester (300 hours):

- 175 direct clinical hours
- At least 35 hours of supervision (18 hours must be individual supervision)
- 90 hours should involve case conferences, report writing, in-service hours and other activities that support the clinical service delivery.

Summer externship start: While the academic calendar is 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 during the summer unless they are *enrolled in an independent study* with a licensed program faculty member. 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 Clinical 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. SHU's Counseling Psychology Ph.D. program requires second year students to be placed in college counseling settings; whereas, third year students are encouraged to be placed in healthcare settings. **If difficulties arise during the placement, the instructor of the practicum class and the Clinical Coordinator should be made aware of the situation immediately, with mediation to follow accordingly. If the grievance cannot 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 Aim 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 Aim 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, 2016), *Guidelines for Psychological Practice in Health Care Delivery Systems* (APA, 2013, *American Psychologist*, 68, 1-6), including up-to-date guidelines and resolutions on Americans with disabilities and cultural and individual differences (refer to <http://www.apa.org/practice/guidelines/index.aspx>), the *Multicultural Guidelines* (APA, 2017, <http://www.apa.org/about/policy/multicultural-guidelines.aspx>). 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 lifestyle of clients is essential.

Assessing outcomes for aim A2 in practicum: Aim A2 will be assessed in the practicum sequence by the student achieving a grade of B- or above in all practicum courses. In addition, the On-Site Supervisor's Evaluation of Practicum Trainee (Appendix D) 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 E) 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.

Assessing outcomes for aim A2 in practicum: Aim A2 will be assessed in the practicum sequence by the student achieving a grade of B- or above in all practicum courses. In addition, the On-Site Supervisor's Evaluation of Practicum Trainee (Appendix D) 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 E) 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 Aim B1: Demonstrate the ability to critically and substantially independently evaluate current research findings as published in scientific journals, to formulate research questions and incorporate such findings into the practice of counseling psychology, to work both independently and collaboratively with peers in conducting research, and to communicate, through both publication and presentation, independent research conducted in the field.

Practicum and aim 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 Aim 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 aim 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 are expected at various ages across the life span.

Counseling Psychology Program Aim 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 aim 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 Aim 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 aim 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 aims B1-B4 in practicum: Aims B1-B4 are assessed in the practicum sequence in three ways: 1) the student achieving a grade of B- or above 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 (see Appendix D).

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.

A grade in each practicum cannot 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 (see Appendix D). By the end of the placement, students' supervisor evaluations must average at least 4 and must not include any ratings of 1 or 2 on items Q8-Q24. If these minimum standards are not met, students may receive a grade of incomplete in their practicum and may be placed on remediation at the discretion of the faculty. A satisfactory course grade may be awarded when the on-site supervisor's evaluation indicates that the student's performance no longer meets these criteria. Depending on the severity of the concerns, evidence of improvement may be demonstrated by a supplemental evaluation in the following semester, or it may be necessary for the student to complete an additional placement.

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 aims B1-B4 sufficiently to continue to the next phase of doctoral work.

Assessment & Intervention Work Sample #1: As part of CPSY8565: Practicum in Counseling Psychology III, students are evaluated on their ability to do an assessment and intervention, and to evaluate the effectiveness of the intervention. The work sample should include 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 CPSY8568: Practicum in Counseling Psychology V, students are evaluated on their ability to do an assessment and intervention, and to evaluate the effectiveness of the intervention. The work sample should include both an assessment and intervention component, on an individual, couple, family, or group. 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 as part of the portfolio review at the end of the year. *Time2Track* should be used to report the type and amount of psychology service performed and supervision received at the practicum site. 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>).

Ethical Considerations

All aspects of practicum work must be completed in full compliance with the *Ethical Principles of Psychologists and Code of Conduct* (APA, 2016). 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 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 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 \$2,000,000/\$4,000,000 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 through the American Professional Agency, Inc., 95 Broadway, Amityville, NY 11701 or the Trust Risk Management Services, Inc., 1791 Paysphere Circle, Chicago, IL 60674.

<https://www.americanprofessional.com/covered-professions/student/>

<https://www.trustinsurance.com/products-services/student-liability>

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 F contains a copy of the Student Evaluation of Practicum Placement form. Additionally, the Clinical Coordinator will arrange an on-site visit each year with the on-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 Clinical Coordinator on an individual basis and with the Program faculty at the time of the yearly portfolio review.
2. Practicum registration schedule:

	Fall semester	Spring semester	Credits
First year	CPSY9774: Theories & Techniques of Counseling & Psychotherapy in Counseling Psychology	CPSY8563: Practicum in Counseling Psychology I	6
Second year	CPSY8564: Practicum in Counseling Psychology II	CPSY8565: Practicum in Counseling Psychology III	6
Third year	CPSY8566: Practicum in Counseling Psychology IV	CPSY8568: Practicum in Counseling Psychology V	6
Fourth year (additional)	CPSY 8003: Practicum Independent study	CPSY 8003: Practicum Independent study	2

3. In consultation with the Clinical Coordinator, obtain practicum placement by March 31st for a Fall start date. Students are encouraged to participate in the Match to obtain practicum placements.
4. Obtain student malpractice insurance. Once obtained, evidence of coverage (cover sheet to policy) must be given to the Training Director so it can be placed in the student's file.
5. Prior to each practicum placement, collect the signed contract and field site agreement in consultation with the Clinical Coordinator and field supervisor. Appendices B and C contain a copy of the Practicum Contract (affiliation agreement) and Supervision Agreement form. File a copy of this contract with the Clinical Coordinator and the field supervisor. Student should be aware that some sites may have additional contract that must be executed prior to beginning placement. In such cases the student is responsible for obtaining all needed signatures.
6. Ensure 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.

Direct Observation

Practicum students are required to be observed directly at least once per evaluation period as part of the practicum experience. Direct observation can be in the form of reviewing audio/video-recorded sessions or live observation. See Appendix G for the Permission to Record form.

Responsibilities

The Program requires that practicum students are supervised by a licensed psychologist or equivalent at the field placement. If the immediate supervisor on site is not a licensed psychologist, they 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 direct observation of the student at least once per evaluation period.
6. Provide written feedback to the on-campus Clinical 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.
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. Obtain additional health screenings and/or criminal background checks prior to starting at their placement, if required 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 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, 2016). Refer to the section titled *Ethical Considerations* for details on the handling of questions related to misconduct. Students encountering ethical dilemmas at the training site are to review the situation with the Clinical Coordinator

**Appendix A:
NYNJADOT- PSYDNYS EXTERNSHIP GUIDELINES FOR 2021-2022**

REGISTRATION FOR THE NYNJADOT/PSYDNYS EXTERNSHIP PROCESS IS OPEN ONLY TO DOCTORAL STUDENTS IN NYNJADOT-MEMBER DOCTORAL PROGRAMS, and OTHER APA-ACCREDITED PROGRAMS. STUDENTS ENROLLED IN NON-APA ACCREDITED PROGRAMS ARE NOT PERMITTED TO PARTICIPATE IN THIS PROCESS.

All Externship sites are expected to adhere to these minimally acceptable standards for externship:

- a. 16 hrs/ week – in no more than two days (if modified, permission of Program Director/DCT required).
- b. Direct observation at least once during each semester (**APA’s Implementing Regulation C-14-D (IR C-14-D)**).
- c. Live supervision in the form of at least one hour of face to face, **individual** one-on-one dyadic supervision and another hour of “other” types of supervision. This may be offered virtually, as needed, due to safety or health reasons.
- d. Externship must have a stated didactic component to the training – specifics are not mandated.
- e. Sites should update their information on the portal prior to December 1, 2020. Any sites that will not be offering externship slots for 2021-2022 must suspend their listing by November 16, 2020. Sites not be able to update their listing by December 1, 2020 that still plan to offer externship slots for the 2021-22 match must clearly state that the information on the portal will be updated as soon as possible and place this at the top of their listing. This includes whether sites will be offering only in-person services, only tele-health services, or will be offering services through a hybrid model. Sites should include number of positions that are offered by the placement and number of hours required. **The URL for the APA Portal is: nynjadot.apa.org. This is also the URL for first time registrants**
- f. Students’ documents will be uploaded into one PDF file. Consequently, sites must specify the type of documents they want students to upload. It may be helpful if the site also specifies the order in which the documents are to be uploaded. For example: eligibility letter, cover letter, CV, assessment report or case summary, letters of recommendation, unofficial transcript, etc.

GENERAL INFORMATION:

1. The Portal will open on January 11, 2021. Not all sites will use the Portal. If a site does not use the Portal, they should stipulate the process for receiving student materials.
2. Students can upload their materials from January 11, 2021 through January 19, 2021. **All student materials should be uploaded into one PDF – each site will determine the specific materials required.**
3. Students will receive feedback **FROM THE PORTAL** that all their materials have been uploaded to the portal.
4. **OFFERS FOR INTERVIEWS CAN BEGIN TO BE SCHEDULED ON JANUARY 20, 2021. HOWEVER, THE EARLIEST DATE ON WHICH INTERVIEWS CAN OCCUR IS JANUARY 25, 2021. INTERVIEWS WILL OCCUR BETWEEN JANUARY 25, 2021 AND FEBRUARY 26, 2021.**

5. In concert with APPIC guidelines for the 2021-2022 internship match, all interviews will occur remotely.
6. Students can upload additional applications, with their DCT's approval, on or after February 10, 2021. By this date students will have a fair sense of the number of interviews that will be offered to them.
7. The Match will occur on Monday, March 8, 2021. (See below for details).
8. Students should check the Portal for information about openings during the MATCH DAY. Sites will be able to "suspend" their site when they have filled all of their positions. The "suspension" will **temporarily** remove the site from the Directory, so as to inform the remaining applicants that they are no longer being considered.
9. Phase 2: New applications can be sent at 9 am on March 10, 2021.
10. **PLEASE USE THE FOLLOWING EMAIL ADDRESS TO CONTACT THE COORDINATORS OF THE EXTERNSHIP PROCESS AND MATCH: nynjadot@gmail.com**

STUDENTS:

Students will be permitted to Register and search the Externship Directory at any time with the understanding that many sites may not yet have updated their information. However, students will be NOT be permitted to upload any documents prior to 9am on January 11, 2021. Students who upload their materials prior to that date will be acting in an unprofessional manner and will be treated as such by their programs.

Students who registered for the 2020-2021 externship process do not need to re-register; but need to upload required documents.

1. Students should insert their DCT's name, email address and phone numbers on their CVs. **It is advisable for students to indicate the days of the week that they are available for externship and the day/s that they are not able to attend.**
2. Students must confirm receipt of any interview offer by emailing the Externship Coordinator at the site and their DCT.
3. Once a student accepts an externship offer, on March 8 or after, he/she should inform their DCTs of their decision, and then withdraw from all sites *where they were granted interviews*.
4. Students should check their SPAM folders to ascertain if any interview or acceptance offer has been directed to SPAM.
5. Students should ask for letters of recommendation from their faculty or others as early as possible in the semester.
6. No Thank You Notes: Students are not to send "Thank you" notes to their interviewers or to other professionals at the externship site.
7. As of February 10, applicants can contact sites (via email) and inquire if they are still being considered for an interview. Students should consult their DCTs before they send the email.

8. Students applying for PRE-DOCTORAL INTERNSHIP (through the APPIC Match or otherwise) **MUST ATTEST**, on their externship application, that they are applying for internship concurrent with the application for externship. These students must receive their DCT's approval to apply for externship concurrent with internship. Externship sites should state their position about such applications on their website and the portal site.

EXTERNSHIP COORDINATORS:

All interview offers must be made via email. All offers for externship positions must be made via email.

9. Each site should determine how it wants to receive letters of recommendation (through portal, separate email from recommender or otherwise). Some recommenders will not permit students to see their letters of recommendation. In such cases please specify if site prefers to receive the letters via regular mail or email. In which case, please provide address, contact person's name and email address.
10. **Every site MUST designate at least one person who will serve as the contact person for the site. Insert an email address for the contact person, on the site's web pages.**
11. It is recommended that Externship Coordinators provide information on their Directory page as to whether attending the externship will reduce, increase, or have no impact on the students' chances of attending that site's internship. For example, some sites may accept students for internship who have externed at their site and others do not. Some will accept a student if there is a one-year gap between the externship and internship experiences; some will accept without a gap year. It is recommended that the externship site make their policy transparent.
12. Externship Coordinators should state, on their webpage and Directory site, whether the site is willing to interview students who are concurrently applying for internship.
13. Externship Coordinators need to cc (via email only) DCTs on all interview offers, acceptances, and rejections.
14. Externship Coordinators are strongly encouraged to post their interviewing time frame.
15. **On February 10th, it is recommended that Externship Coordinators indicate whether they are accepting additional applications from those students who have permission from their DCTs to submit additional applications.** This information must be posted on the site's Portal page. Of course, you will be able to change the date as is warranted.

DCTs:

1. DCTs should affirm their students' rankings prior to Match day.
2. Eligibility letters should state if the student is applying for both externship and internship during the current cycle.

3. **DCTs will provide Letters of Eligibility that specify the number of hours and number of days/week that students can attend externship.**
4. Number of hours that students are permitted to complete on externship:
Students who are applying for their first or second externship are permitted to complete no more than 16 hours per week on two days of externship. Students who are applying for their third or fourth externships are permitted to complete no more than 20 hours per week on externship.
5. DCTs will oversee their students' compliance with all the guidelines – and specifically, adherence to the policies concerning acceptance and rejection of offers.
6. **Limiting the number of student applications:**
 - a. DCTs are to place **limits on the number of applications** that students can initially submit (**from January 11- January 19**). Students applying for a clinical externship for the first time are permitted to apply to no more than ten sites. Students applying for their 2nd clinical externship can apply to no more than eight sites; students applying for their 3rd externship are permitted to apply to no more than eight sites.
 - b. **After February 10, 2021**, DCTs will discuss the usefulness of additional submissions with their students (second wave of applications)

THE MATCH:

The Match will begin at 9:00 on March 8, 2021. All offers must be made by e-mail.

If an offer is made on Monday, March 8 between 9 am and 4 pm, the student must make a decision about the offer within 3 hours of receiving it. They must either accept or decline the offer within three hours.

If the offer is received after 4pm the student has until 9 am on Tuesday morning to accept or decline the offer.

A student may only hold on to one offer at a time. A decision about a second offer must be made immediately upon receiving it.

The rules will be suspended after 9 am on Tuesday, March 9. New offers can be made until 5pm on any day.

SITES will be able to “suspend“ their site when they have filled all of their positions. The “suspension” will temporarily remove the site from the Directory, so as to inform the remaining applicants that they are no longer being considered.

Appendix B: Practicum in Counseling Psychology II-V Contract Affiliation Agreement

Seton Hall University

and

AGREEMENT made this _____ day of _____, 2020 between _____, located at _____ (hereinafter the "Site") and Seton Hall University, through its College of Education and Human Services, Department of Professional Psychology and Family Therapy, located at 400 South Orange Avenue, South Orange, New Jersey 07079 (hereinafter the "University").

WHEREAS, the University offers graduate programs in counseling, psychology, and marriage and family therapy and seeks to enter into an affiliation with the Site for purposes of providing clinical experiences for University students in these degree programs; and

WHEREAS, the Site operates a facility at the above address and seeks to enter into an affiliation with the University in order to provide the University's students an opportunity to obtain clinical experience related to these programs (the "Practicum/Internship").

NOW THEREFORE, in consideration of the foregoing and the mutual promises and covenants set forth herein, the parties agree as follows:

I. SITE RESPONSIBILITIES

1. Administrative Services and Support

The Site shall provide the following:

- a. **Support.** Administrative support including, but not limited to, resources and specific budgetary resources for the Practicum/Internship 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. The Site 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 be responsible for providing a continuity of supervision of the University's students and providing supervised activities and experiences as described herein. If the supervisor is no longer able to supervise or terminates his/her relationship with the Site, the Site administration is responsible for securing, in a timely manner, a supervisor who holds the credentials, training and experience required by the Practicum/Internship.
- b. Expertise. The supervisor shall be a clearly designated licensed or license-eligible professional appropriate to the degree program.
- c. Client welfare. The supervisor shall ensure that the Site personnel provide clinical direction and supervision to the students participating in the Practicum/Internship. Site personnel are responsible for all client/patient contact and 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.
- d. Documentation. The supervisor shall monitor, verify or certify and approve 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 Clinical Coordinator of potential disciplinary issues in a timely manner. The Ethical and Professional Guidelines of the respective accrediting bodies and Site and University policies and procedures shall serve as the bases for such issues.
- f. Evaluation. The supervisor shall provide evaluation(s) of each student at intervals specified by the degree program in which the student is enrolled.

3. Supervised Activities and Experiences

The Site shall provide supervised 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 degree 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.
- g. Necessary to meet requirements established by state policy-making boards.
- h. No student shall be required to participate in any experience or activity that is contrary to the Catholic mission of the University.

4. Evaluation

- a. Each student will be evaluated according to clearly pre-defined criteria and a schedule as specified in a separate document provided by the University to the Site supervisor.
- b. Evaluations will be shared verbally with the student and provided in written form to the administration of the Site, the student and the Program Clinical Coordinator.

5. Data Security Requirements to Protect the Confidentiality of Student Education Records

- 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 (20 U.S.C. §1232g; 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 receive 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, including evaluations: 1) supplied by the University and/or the University's students to the Site or 2) created by the Site in connection with this Agreement between the parties.
- c. Acknowledgment of Access to CDI. The Site acknowledges that this 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 this 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 this 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 Data Security Section, the University, in its sole discretion, shall have the right to terminate this Agreement immediately if cure is not possible.
- h. **Reporting of Unauthorized Disclosures or Misuse of Covered Data and Information.** The Site shall, within one (1) 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 this 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 Data Security Section.

6. Insurance

- a. Throughout the term of this Agreement, the Site agrees to provide and maintain general liability insurance coverage in the minimum amounts of one million dollars (\$1,000,000.00) per occurrence and three million dollars (\$3,000,000.00) in the aggregate, per year, and licensed professional liability insurance coverage in the minimum amounts of one million dollars (\$1,000,000) per occurrence and one million dollars (\$1,000,000) in the aggregate, per year, for its own employees, staff and volunteers participating in the Program. The Site shall provide the University with evidence of such coverage upon request. The Site further agrees to include and list the University as an additional insured and shall not cancel said policies of insurance without providing the University thirty (30) days advance written notice thereof. The insurance coverage provided to the University as an additional insured shall be primary and non-contributory.
- b. The Site shall comply with any and all requirements under applicable workers compensation laws with respect to coverage for Site employees in connection with their activities under this Agreement.

7. Representation and Warranty

- a. The Site represents and warrants to the University that the Site and its members, directors, officers, employees, Site supervisors and agents (collectively "Personnel") (i) are not listed on the General Services Administration's Excluded Parties List System ("GSA List"), and (ii) are not suspended or excluded from participation in any federal health care programs, as defined under 42 U.S.C. § 1320a-7b(f), or any form of state Medicaid program (collectively, "Government Payor Programs"), and to the Site's knowledge, there are no pending or threatened governmental investigations that may lead to suspension or exclusion of Site or Personnel from Government Payor Programs or may be cause for listing on the GSA List.

- b. The Site shall inform the University if: (i) a claim or suit is brought against the Site supervisor for alleged malpractice or professional liability; (ii) the Site supervisor's license has been suspended, revoked or placed on probation by a licensing board, board of examiners or any other governmental entity that regulates their profession; or (iii) the Site supervisor is convicted of a misdemeanor or felony.
- c. The Site agrees to notify the University of any suspension or exclusion from Government Payor Programs under Section 7.a. above or any allegation or action in connection with the Site supervisor under Section 7.b. above, within three (3) business days of the Site's first learning of it. The University shall have the right to immediately terminate this Agreement upon learning of any such suspension or exclusion.

8. Complaint Procedure

- a. It is the responsibility of the Site to provide and maintain a safe environment for students and any University faculty at the Site and to establish procedures by which University students or University faculty at the Site may report inappropriate actions occurring at the Site, including but not limited to claims of discrimination, sexual harassment, sexual misconduct, retaliation and/or whistleblowing. The Site shall take prompt and effective steps to investigate, eliminate and prevent both recurrence of any inappropriate actions and any retaliation against anyone involved in the review of any such claims. The Site shall keep the University apprised of its investigation and findings so that University can evaluate the actions taken in order to determine the University's course of action.

II. UNIVERSITY RESPONSIBILITIES

1. Administrative services and support

The University shall provide the following:

- a. Support. Appropriate administrative support for the Practicum/Internship as described herein.
- b. Orientation. General orientation to the Site supervisor regarding the degree program, its requirements, objectives and the purpose and nature of the Practicum/Internship experience, including but not limited to policies, philosophy, procedures, protocols, rules and expectations.

2. Supervision

The designated Program Clinical Coordinator (hereinafter "Coordinator") shall provide the following:

- a. Continuity. The Coordinator shall monitor supervision and supervised experiences by communicating with the Site supervisor and other relevant Site personnel and serving as the liaison among the Site supervisor, the University, the student(s) and the course instructor of the Practicum/Internship (if different from the Coordinator).
- b. Expertise. The Coordinator shall be a licensed or license-eligible professional appropriate to the degree program.
- c. Client contact. The Coordinator may recommend to the Site supervisor, appropriate categories of client contact.

- d. Documentation. The Coordinator shall maintain records 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 raised by either party to this Agreement. The Ethical and Professional Guidelines of the respective accrediting bodies and Site and University policies and procedures shall serve as the bases for such issues as well as University and Program policies.
- f. It is understood by the parties that the University will not be required to provide any on-Site supervision.

3. Insurance

- a. Throughout the term of this Agreement, the University agrees to provide and maintain general liability insurance coverage in the minimum amounts of one million dollars (\$1,000,000.00) per occurrence and three million dollars (\$3,000,000.00) in the aggregate, per year, and licensed professional liability insurance coverage for each student and faculty member participating in the required curriculum activities of the Practicum/Internship at the Site in the minimum amounts of one million dollars (\$1,000,000.00) per occurrence and one million dollars (\$1,000,000.00) in the aggregate, per year. The University shall provide the Site with evidence of such coverage upon request.
- b. The University shall comply with any and all requirements under the Workers Compensation laws of the State of New Jersey with respect to coverage for University employees in connection with their activities under this Agreement.

III. INDEMNIFICATION

- 1. University agrees to defend, indemnify and hold harmless the Site, its directors, trustees, officers, employees and agents 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 regents, trustees, officers, employees, students or agents in connection with their responsibilities under this Agreement.
- 2. In addition to its indemnity responsibilities in connection with data security under Section I.5, the Site agrees to defend, indemnify and hold harmless the University, its regents, trustees, officers, employees, students and agents 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 directors, trustees, officers, employees or agents in connection with their responsibilities under this Agreement. If the University incurs any expenses, including but not limited to attorneys' fees, in connection with enforcing the Site's obligation to defend, indemnify and/or hold the University and/or its students harmless, the Site agrees to reimburse the University for any and all such expenses.
- 3. Each party agrees that it shall give the other party prompt written notice of any claim, threatened or made, or suit instituted against it which could result in a claim for indemnification above.

- 4. 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.

IV. 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. The parties shall be independent contractors with respect to each other.
- 2. This Agreement shall be governed, interpreted and construed in accordance with the laws of the State of New Jersey.
- 3. The parties shall not discriminate on the basis of race, creed, color, religion, veteran’s status, marital status, gender, pregnancy, age, national origin, ancestry, affectional or sexual orientation, disability, gender identity or expression, domestic partnership or civil union status, genetic information or membership in any other group protected by state or federal law.
- 4. All matters of material concern to the Site and University in connection with the Practicum/Internship and/or this Agreement shall be discussed by the parties as the need to do so arises.
- 5. All notices to the parties must be in writing, signed by the party giving it, and shall be deemed delivered when delivered in person or three (3) days after deposit in the United States mail, postage prepaid, addressed as follows:

University Representative
 Maureen Gillette, Ph.D.
 Dean, College of Education and Human Services
 468 Jubilee Hall
 Seton Hall University
 400 South Orange Avenue
 South Orange, NJ 07079

<u>Site Representative</u>	
Name & Title	Site
Address	
City, State, Zip	

- 6. The term of this Agreement shall be from _____ until 6/30/2024.
- 7. This Agreement may be terminated at any time by mutual consent of the parties or it may be terminated by either party upon thirty (30) days’ written notice to the other party at the address provided above. In the event of a nonconsensual termination of this Agreement by either party, such termination shall not become effective until the students then involved in the Practicum/Internship have an opportunity to complete the current semester.

In witness hereto, the parties affix their signatures.

SETON HALL UNIVERSITY

SITE

By: _____
Katia Passerini, Ph.D.
Provost and Executive Vice President

By: _____
Print Name: _____

Date: _____

Date: _____

Appendix C: Supervision Agreement

SETON HALL UNIVERSITY
College of Education and Human Services
Department of Professional Psychology and Human Services
Counseling Psychology PhD Program
Jubilee Hall, 400 South Orange Avenue
South Orange, New Jersey 07079

COUNSELING PSYCHOLOGY PH.D. PROGRAM SUPERVISION AGREEMENT

Site Name: _____

Site Address: _____

Site Supervisor: _____

Site Supervisor email: _____

Graduate Student: _____

SHU Course:

- ___ CPSY 8564 Practicum II (2nd year)
- ___ CPSY 8565 Practicum III (2nd year)
- ___ CPSY 8566 Practicum IV (3rd year)
- ___ CPSY 8567 Practicum V (3rd year)
- ___ CPSY 8003 Practicum – Independent study

Agreement Period: From: _____

To: _____

Total Hours Required During Contract Period: 600 hours, across two semesters, with at least 2 hours a week of supervision (1 hour of supervision for each 5 hours direct clinical service). One hour of supervision may be in group format.

Cost: None.

Insurance: Student will provide proof of student malpractice insurance in the amount of 2 million/ 4 million prior to the start of the placement.

Director of Training: Pamela Foley, Ph.D., A.B.P.P. pamela.foley@shu.edu

In witness thereof, the parties affix their signatures.

Graduate Student Signature / Print Name Date

SITE Administrator Signature / Print Name Date

Peggy Farrelly, Ph.D. Date
Practicum Coordinator, Counseling Psychology Program

Appendix D: On-Site Supervisor's Evaluation of Practicum Trainee

Seton Hall University -- Ph.D. Program in Counseling Psychology

Each supervisee will be rated on professionalism, reflective practice, relationships, individual and cultural diversity, ethical and legal standards, assessment, intervention, supervision, and other areas of competency. Supervisors will have the opportunity to rate and comment on each of these areas.

All areas will be rated utilizing the following scale:

- (1) Critically deficient
- (2) Falls well below expectations
- (3) Falls somewhat below expectations
- (4) Fully meets expectations for current level of practice
- (5) Somewhat exceeds expectations
- (6) Fall exceeds expectations
- (7) Demonstrates mastery

Please rate the professionalism of your supervisee in the following areas:

Displays awareness of normal growth and development of client strengths
Displays professional demeanor and language
Displays compassion and respect in interpersonal interactions
Demonstrates integrity by adhering to professional standards.
Shows appropriate respect for authority
Demonstrates effort to effectively resolve conflict
Completes case documentation accurately

Please rate the reflective practice, self-assessment, and care your supervisee in the following areas:

Reflects on practice and mindfully recognizes impact of self on others
Understands impact of therapy relationship on self
Understands own impact on client in therapy relationship
Maintains appropriate therapist-client boundaries
Is willing to admit mistakes with minimal defensiveness
Uses persons other than supervisor for skill development
Provides helpful feedback and critique to others
Is sensitive to the needs and strengths of peers
Is willing to be assertive with supervisor and peers
Demonstrates awareness of clinical competencies and identifies areas for growth
Critiques and analyzes own interview/ sessions accurately and appropriately
Recognizes own limitations in treating a particular client
Takes appropriate care of self and is aware of own needs

Please rate the relationships of your supervisee in the following areas:

Forms and maintains productive and respectful relationships with peers or colleagues
Forms and maintains productive and respectful relationships with supervisors or instructors
Demonstrates cooperative discourse (e.g. refrains from interrupting, does not dominate, contributes actively)
Conveys counseling atmosphere of trust and safety
Demonstrates acceptance of the client
Expresses warmth and caring with the client
Shows a non-judgmental orientation toward client
Exhibits appropriate verbal regulation of emotion (i.e. expression and containment)
Exhibits appropriate nonverbal regulation of emotion (i.e. expression and containment)
Communicates clearly using verbal skills
Nonverbal communication matches verbal content
Communicates clearly using written skills
Awareness of and sensitivity to clients' nonverbal behavior
Understands clients' feelings and communicates this understanding to the client

Please rate your supervisee in these areas of individual and cultural diversity.

Understands one's own cultural identity and personal attitudes toward diverse others
Recognizes the way culture shapes others' identity and behavior
Utilizes language that demonstrates sensitivity to culture, gender, and sexual orientation
Directly addresses issues of difference between therapist and clients along salient dimensions
Therapeutically processes issues of cultural difference and diversity
Asks questions or offers suggestions that help clients think about how contextual issues may impact presenting concerns

Please rate your supervisee in these areas of ethical and legal standards.

Demonstrates knowledge and awareness of appropriate ethical codes and state laws
Identifies potential ethical concerns and legal issues
Adapts behavior in accordance with ethical codes and state laws

Please rate your supervisee in these areas of assessment.

Selects appropriate assessment measures for cases at practice site.
Identifies areas of client functioning where further assessment is needed
Provides appropriate feedback to clients based on assessment measures
"Applies concepts of normal/ abnormal behavior to case formulation and diagnosis within a developmental context"
Applies concepts of normal/ abnormal behavior to case formulation and diagnosis within the context of diversity
Writes assessment reports and progress notes effectively
Ties together seemingly discrete and isolated components of client's behavior
Generates hypotheses concerning client behavior and dynamics
Provides rationale for conceptualization based on psychological theory and research
Provides rationale for conceptualization based on client data
Attends to systemic issues in case conceptualization

Please rate your supervisee in these areas of intervention.

Demonstrates knowledge of interventions and explanations for their use in practice based on evidence
Formulates and conceptualizes cases and plans interventions utilizing at least one consistent theoretical orientation
Evaluates treatment progress and modifies treatment planning as indicated
Is able to track client work
Acts purposefully and with intentionality
Uses appropriate and therapeutic open-ended questions
Can paraphrase and summarize content
Accurately reflects feeling
Encourages client to be specific and concrete
Does not talk over or interrupt clients inappropriately
Clarifies client content when appropriate
Handles silence and uses it effectively in treatment
Establishes appropriate goals
Explores resolution of similar problems
Able to separate process from content
Encourages client to accept responsibility in relationship
Demonstrates the ability to effectively implement therapeutic treatment interventions
Implements interventions one at a time and stays with interventions once initiated
Exercises therapeutic control in session
Works with depth of affect
Confronts appropriately and in the moment
Demonstrates appropriate use of self in session
Uses therapeutic process effectively
Recognizes client resistance
Handles client resistance appropriately and effectively
Is able to comfortably discuss sensitive issues with clients (e.g. sexuality, transference/ countertransference)
Provides crisis management interventions, as appropriate
Develops and tests hypotheses using systemic principles
Makes contact and attends to all family members
Helps family/ couple establish appropriate boundaries
Attends to covert family/ couple conflicts, alliances, and coalitions
Attends to systemic interactions in intervention

Please rate your supervisee in these areas of supervision.

Demonstrates knowledge of the supervision process including one's own roles and responsibilities as trainee
Uses supervision process to reflect on areas of strength and those needing improvement
Demonstrate willingness to admit errors and accept feedback
Willing to be observed and evaluated by supervisor
Integrates feedback from supervisor into performance

Please rate your supervisee in these other areas of competency.

"A. Scientific Knowledge and Methods: Values and applies scientific methods to professional practice"

"B1. Interdisciplinary Systems: Appreciates expertise and professional roles of others"

"B2. Interdisciplinary Systems: Makes appropriate referrals and works effectively with professionals from other specialties"

"C. Consultation: Able to provide consultation in the form of professional guidance"

"D. Teaching: Able to provide psychoeducation and outreach to support developmental or preventative efforts."

"E. Management-Administration: Functions effectively within professional settings by complying with policies and participating in management structure"

"F. Advocacy: Assists clients in development of self-advocacy plans"

Summary of Supervisee's Strengths, Growth Areas, and recommendations for activities or actions to address identified areas for growth.

In your opinion, has this student completed this practicum experience?

Yes

No

Note that APA accreditation standards require at least one direct observation of the student (live or videotaped) per evaluation period. Please indicate the forms of assessment that were used to inform this evaluation (check all that apply):

Live observation

Videotaped observation

Audiotape of session

Student report during supervision (group or individual)

Other [specify below]

If you selected other for the question above, please provide additional information in this section

Appendix E: Pre-Practicum Evaluation Form

Student Readiness for Practicum

Evaluation Counseling Psychology

Ph.D. Program Seton Hall University

Instructions: The purpose of this form is to evaluate students' readiness for practicum placement. The evaluator uses the following ratings to assess the students' performance on each item.

- (1) Critically Deficient
- (2) Falls well below peers/cohort
- (3) Falls somewhat below peers/cohort
- (4) Student's development is within the typical or average range
- (5) Student's development is somewhat above average relative to peers/cohort
- (6) Student's development is well above average relative to peers/cohort
- (7) Student demonstrates mastery
- (8) Not Applicable

Students must score 4 or above on each item in order to meet expectations and to demonstrate readiness for clinical placement in the community.

Student's Name: _____

Supervisor's Name: _____

READINESS FOR PRACTICUM EVALUATION

Please rate how well the student does the following, using the rating scale provided above:

1. ___ Displays professional demeanor and language
2. ___ Forms and displays productive and respectful relationships with colleagues and supervisors
3. ___ Demonstrates integrity by adhering to professional standards
4. ___ Demonstrates effort to effectively resolve conflict
5. ___ Reflects on practice and mindfully recognizes impact of self on others
6. ___ Is willing to admit mistakes with minimal defensiveness
7. ___ Demonstrates acceptance of the client
8. ___ Expresses warmth and caring with the client
9. ___ Demonstrates awareness of and sensitivity to clients' nonverbal behavior
10. ___ Understands clients' feelings and communicates this understanding to the client
11. ___ Recognizes the way culture shapes own and others' identities and behaviors
12. ___ Demonstrates the ability to effectively implement therapeutic interventions
15. ___ Describes simple cases from one or more theoretical orientations
13. ___ Provides appropriate consultation in an interdisciplinary setting
14. ___ Understands HIPAA restrictions and other principles of ethical practice

ADDITIONAL COMMENTS:

Appendix F: 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) 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:

10) 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):

11) 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 Clinical Coordinator at end of placement

Appendix G: Permission to Record Form

**SETON HALL UNIVERSITY
PROFESSIONAL PSYCHOLOGY AND FAMILY THERAPY DEPARTMENT
PRACTICUM IN COUNSELING PSYCHOLOGY**

PERMISSION TO TAPE

I _____ grant my permission for my counselor _____
_____ to audio/video (circle one or both) record my counseling sessions. I understand that my counselor is recording our sessions for the purposes of supervision and that my recordings will be shared only with the site supervisor and the Seton Hall University supervisor. I also understand that the recording will be secured in a locked storage area and destroyed at the end of the semester. Additionally, I understand that I can revoke my permission to tape at any time, with no repercussions.

Client Signature

Date

Parent Signature

Date

Counselor Signature

Date