



*California State University, Sacramento  
Department of Counselor Education*

*Field Study Handbook  
for  
Supervisors & Students*

*Fall 2011*

Note: Students are required to attend mandatory Advising Night each semester prior to enrollment in Field Study. Dates: a designated Friday in November for enrollment in Field study the following Spring semester, and a designated Friday in April for enrollment in Field Study the following Fall semester. Please see Department Website postings each semester for exact dates and times.

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## WHAT'S DUE AND WHEN?

Use the following table as a reference to keep track of what forms are due by what dates and to whom they are to be submitted.

Forms	Signatures	Deadlines for submitting to:		
		Advisor	University Supervisor	Department Chair
FORM 1: Petition to Enroll in Field Study*	Student	May 3, 2011 (School and Career Specializations) May 13, 2011 (MFT Specialization)	--	--
FORM 2: Petition for Specialization Site	Academic Advisor	May 3, 2011 (School and Career Specializations) May 13, 2011 (MFT Specialization)	3 <sup>rd</sup> week of the semester in which student is working at a specialization site	--
FORM 3: Specialization Site Agreement	On-Site Supervisor, Academic Advisor	--	3 <sup>rd</sup> week of the semester in which student is working at a specialization site	--
FORM 4: Field Study Time Sheet	On-Site Supervisor, Student, University Supervisor	--	Monday before Final Exam week.	--
FORM 4a: T.A. Time Sheet	Faculty Mentor, Student	--	Monday before Final Exam week.	--
FORM 5: Midterm Evaluation	On-Site Supervisor, Student	--	<b>Fall Semester: last Friday of October</b> <b>Spring Semester: last Friday of March</b>	--
FORM 6: Final Evaluation	On-Site Supervisor, Student, University Supervisor	--	Monday before Final Exam week.	--
FORM 7: Student Evaluation of Site	Student, University Supervisor	--	Monday before Final Exam week.	--
FORM 8: Verification of Completion / Grade	University Supervisor	--	Monday before Final Exam week.	--
FORM 10: Final Verification of Field Study	Department Chair	--	--	Friday before Final Exam week.

**\* NO LATE FIELD STUDY PETITIONS WILL BE ACCEPTED \***

**Failure to meet the above deadline will result in an inability to be registered for Field Study.**

- All students enrolled in EDC 480 must submit the endorsed *FORM 5: Midterm Evaluation* to the University Supervisor no later than the last Friday of October for fall semesters and the last Friday of March for spring semesters.
- All students must submit *FORMS 4 – 8* to their University Supervisor *prior to Final Exam week*.
- Graduating students must complete *FORM 10* and submit to the Department Chair for verification and signature by the Friday before Final Exam week in order to graduate.
- **University Supervisors (Seminar Instructors)** are responsible for filing all completed and signed *FORMS 4-8* in the students' clinical files by Final Exam week of each semester; please make sure all students receive a signed copy of their forms.

PLEASE MAKE SURE THAT **ALL FORMS ARE COMPLETE**, THAT APPROPRIATE **SIGNATURES ARE OBTAINED** BY SUPERVISORS AND STUDENTS, AND THAT STUDENTS RECEIVE A COPY OF ALL COMPLETED/SIGNED FORMS.

\*\*\***INSTRUCTORS ARE RESPONSIBLE FOR FILING ALL ORIGINALS** IN THE STUDENTS' CLINICAL FILES.\*\*\*

## **FIELD STUDY OVERVIEW**

## FIELD STUDY OVERVIEW

*EDC 480: Field Study in Counseling* is an advanced counseling course designed to provide students with a variety of practical, supervised experiences in the field of counseling; it is equivalent to a pre-graduation internship. In addition to accruing hours of experience in the field and receiving regular individual supervision at the site, students are required to participate in a weekly seminar class at the University where they receive group supervision. The weekly group supervision is led by a CSUS faculty member and provides students an opportunity to discuss cases, develop interventions and strategies, share resources, and further students' personal and professional development. The ultimate goal is to ensure the successful acquisition, integration, and application of critical skills needed to be effective professional counselors, consultants, and advocates in general and particularly, as applied to one's particular area of specialization.

Field Study is not available during the Summer session. Acceptable field experiences include, but are not limited to, providing individual, couple/family and group counseling services under supervision of field supervisors and university faculty. Additional activities will vary depending on the specialization. Clinical hours may only be accrued during the semester in which the student is enrolled in EDC 480 and under the direct supervision of Department faculty.

### Basic Requirements

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CACREP\* Standards (2009) require that all students complete supervised field experiences that total a minimum of 600 clock hours and that must include all of the following:

1. 240 hours of direct service with clients (40% of the 600 hours) that *must* including experience in individual counseling and group counseling and *may* also include couple/family counseling.
2. weekly interaction with an average of one (1) hour per week of individual supervision that occurs regularly during the course of Field Study by a licensed or credentialed On-Site Supervisor.
3. an average of two (2) hours per week of group supervision that is provided on a regular schedule over the course of the student's Field Study by a CSUS faculty supervisor.
4. evaluation of the student's performance throughout the field experience by both the CSUS faculty supervisor and the field supervisor. This evaluation process includes a formal midterm evaluation (*FORM 5: Midterm Evaluation*), and a final evaluation (*FORM 6: Final Evaluation*), that are both completed by the On-Site Supervisor.
5. the University Supervisor is responsible for verifying a student's completion of Field Study requirements for a given term.
6. the Department Clinical Coordinator will verify each student's completion of all Field Study requirements for graduation.

Students who do not satisfactorily complete all of the requirements of Field Study will not be permitted to graduate.

\*The Council for the Accreditation of Counseling and Related Educational Programs.

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### Prerequisite Coursework

Field Study is designed to build on learning and competencies acquired in all core counseling courses, as well as course requirements in the student's counseling specialization. **All counseling students must successfully complete EDC 475 (and all of its prerequisites) and receive a grade of "Credit" in order to enroll in EDC 480** (CACREP Standards, 2009). NO EXCEPTIONS.

## Whom to See for What

### Field Study Handbook

Always consult the Field Study Handbook first. Questions that cannot be answered by the handbook should be directed to the student's current University Supervisor (seminar instructor) or academic advisor.

### Academic Advisors

Academic advisors are the faculty members to whom students have been assigned for all academic advising, including guidance with field study. Advisors typically help with the following field study issues:

- Advising students regarding the applicability of various Field Study placements to the student's particular specialization and learning objectives;
- Approving specialization sites or any variances in the Field Study requirements;
- Signing the following forms: FORM 2: *Petition for Specialization Site* and FORM 3: *Specialization Site Agreement*;
- Addressing questions about policies and procedures and/or those that fall outside of the scope of the Field Study Handbook.

Academic Advisors by specialization are:

Career: Louis Downs: [l downs@csus.edu](mailto:l downs@csus.edu)  
Al Levin: [a Levin@csus.edu](mailto:a Levin@csus.edu)  
Rita Marinoble: [marinoble@csus.edu](mailto:marinoble@csus.edu) (*Fall Semester Only*)

MFT: Shannon Dickson: [dicksons@csus.edu](mailto:dicksons@csus.edu)  
Darryl Henderson: [henderson@csus.edu](mailto:henderson@csus.edu)  
Lynn Wilcox: [lwilcox@csus.edu](mailto:lwilcox@csus.edu)

School: Rose Borunda: [rborunda@csus.edu](mailto:rborunda@csus.edu)  
Marielle Brandt: [marielle@csus.edu](mailto:marielle@csus.edu)  
Elisabeth Liles: [eliles@csus.edu](mailto:eliles@csus.edu)

### Field Study Supervisors

Field Study supervisors are the primary point of contact for issues related to actual work at a site. (Please see section on Supervision for specific information regarding the roles and responsibilities of supervisors.)

### Department Administrative Staff

***Please do not address any advising questions to administrative staff!*** Staff will post notices about Field Study, important dates, and seminar information outside the Department Office, Eureka Room 414.

## **FIELD STUDY HOURS REQUIREMENTS**

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### **Hours Defined**

Direct Hours involve direct interaction with clients and include the application of counseling, consultation, or human development skills. Practicum students may only count face-to-face counseling or consultation done in a confidential setting as direct contact.

Supervision Hours include all interactions with supervisor that involve receiving a combination of the following: consultation, counseling, instruction and evaluation of clinical and administrative skills. *Students will receive 1 hour of individual supervision from the On-Site Supervisor and 2 hours of group supervision from the University seminar instructor for each week they see clients in Field Study.* (Please see *Supervision* section of this manual for important definitions related to the supervision of students.)

Miscellaneous Hours involve all other duties and experiences related to Field Study that do not fall into the “direct contact” or “supervision” categories, including administration. *Administration* involves scheduling, attending school/agency meetings, writing case notes, research/preparation for sessions, room set-up/clean-up, etc.

Total Hours are the sum total of all direct contact, supervision and miscellaneous experiences.

### **Minimum Hour Requirements**

The Field Study requirement for all students in the Department of Counselor Education is 600 clock hours with 40% (240 hours) of direct client contact. This is equivalent to 6 units of coursework (1 unit = 100 clock hours). Hours may be completed in either two or three semesters. The *Two Semester Plan* involves taking 3 units (300 hours) each semester over 2 semesters OR 4 units (400 hours) one semester and 2 units (200 hours) the other semester. The *Three Semester Plan* involves taking 2 units (200 hours) each semester over 3 semesters. No student may enroll in more than 400 clock hours (4 units) of fieldwork per semester.

Note: All students must complete the minimum hour requirements and receive a “Credit” grade for all semesters of EDC 480 in order to qualify for graduation with the M.S. in Counseling degree.

### **Additional School Counseling Requirements**

In addition to CACREP requirements, the school counseling program at CSUS must also adhere to the requirements of the California Commission on Teacher Credentialing (CCTC) for the Pupil Personnel Services (PPS) Credential. PPS Standards mirror CACREP standards for the most part, but have the following additional stipulations:

*“A minimum of six hundred (600) clock hours in public school settings at two of three school levels such as elementary, middle, high school with a minimum of two hundred (200) clock hours at each level. Two hundred (200) of the six hundred (600) clock hours may be completed in settings other than public schools. At least four hundred (400) clock hours must be completed and supervised in public school settings with k-12 pupils.”* (CCTC PPS Standards, p. 87)

### **Dual Option Requirements**

Dual option students will be required to perform at least 2 units (200 hours) of additional fieldwork for a

total of 8 units (800 hours). For the MFT Specialization, the requirement for a dual option is 3 units (300 hours) of additional fieldwork for a total of 9 units (900 hours).

FIELD STUDY	Hours		TOTAL Field Study HOURS
	Direct Contact	Supervision and Miscellaneous	
Single Specialization	240	360	600
Dual Specialization (Career and School)	320	480	800
Dual Specialization: (MFT and School OR MFT and Career)	360	540	900

### Hours Calculations

The student's field study hours will be accrued over a 15-week period in a given semester. As a guideline, weekly hours on-site will be calculated as follows:

- 4 units** = 24.7 hours onsite + 2 hours of University supervision → **26.7 total clock hours per week**
- 3 units** = 18 hours onsite + 2 hours of University supervision → **20 total clock hours per week**
- 2 units** = 11.3 hours onsite + 2 hours of University supervision → **13.3 total clock hours per week**

Client contact hours should account for a **minimum** of 40% of the total Field Study hours. Group supervision (by University seminar instructor) accounts for 2 hours per week and individual supervision (by On-Site Supervisor) accounts for 1 hour. Miscellaneous hours may include the following: attending orientations, writing clinical notes, conducting research regarding clients, preparing for clinical work or assessments, and attending workshops/trainings relevant to counseling. Field Study hours performed off site must be pre-approved by the supervisors.

#### Sample Case #1

The example below shows the typical one-week profile of a student enrolled in 3 units of field study (300 clock hour requirement) during a 15-week semester:

Total clock hours for semester      **300** (3 units × 100 hours per unit = 300)  
 Hours per week                              **20** (300 hours ÷ 15 weeks = 20)

#### Weekly Activity

Client contact per week                      8 hours minimum  
 Group supervision (seminar)                2 hours minimum  
 Individual supervision (onsite)              1 hour minimum  
 Miscellaneous hours                            9 hours (may be less if student exceeds requirements in other 3 areas)  
    **20 hours per week**

### Hours Deficiencies

Sometimes students fall short of the hours that they intended to complete in a given semester. Please see page 30 for instructions for students who are **SHORT 40 hours OR LESS total hours, OR 16 OR LESS client contact hours**. Students who are **SHORT MORE THAN 40 total hours OR MORE THAN 16 client contact hours** will be assigned a grade of Incomplete. Please see page 30 for incomplete grade assignment.

## **Banking Hours**

**MFT Specialization:** Students are not permitted to bank extra hours for field study. All hours must be earned within the CSUS semester.

**Career and School Specializations:** Sites sometimes require students to begin their fieldwork 2-3 weeks prior to the start of the CSUS semester, or to finish their fieldwork 2-3 weeks after the end of the CSUS semester. In these situations, **students are permitted to earn up to 40 hours** and apply those hours to the current semester in which they are enrolled in field study. Only **16** of these 40 hours may be **direct client contact hours**.

### **Sample Case #2**

Sophia enrolled in field study at U.C. Davis Career Center for the spring semester. In order to assist with new student activities, Sophia was required to begin her fieldwork the second week of January, even though the CSUS semester did not begin until the fourth week of January. During these two weeks, Sophia completed 47 hours of fieldwork (including 16 direct hours). Sophia will be permitted to bank 40 of those hours and apply them to the spring semester of field study. Sophia must list these hours on her field study timesheet, which must be initialed by her site supervisor each week.

## **T.A. Hour Requirements**

Students may receive up to 60 clock hours of field study credit while working as a Teaching Assistant (T.A.). Only students with strong clinical, academic and organizational abilities may be selected as T.A.s, and these students must be personally invited by Counselor Education faculty. T.A. duties may include any or all of the following: peer observation/feedback, small group facilitation, grading, and research. (Note: **T.A.s may not receive client contact credit for any of their duties.**) Each T.A. and his/her faculty mentor will meet regularly for guidance and supervision and will complete *Form 4a: T.A. Time Sheet* at the end of their work together. T.A. work may be performed prior to or concurrently with enrollment in Field Study. Students may serve as a T.A. for more than one instructor, but will need to complete separate time sheets for each instructor. Each completed time sheet will be submitted to the University Supervisor (seminar instructor) during the semester in which the student intends to apply their earned T.A. hours.

## **FIELD STUDY SITES**

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### Career Counseling Placements

#### Designated Centers

Career Counseling students must complete at least the first 50% of their total Field Study units at a *Designated Center*. This is a school or agency with which the Department of Counselor Education has established an ongoing collaborative partnership for the purpose of training CSUS counseling students. Current Designated Centers are listed by specialization on *FORM 1: Petition for Field Study, Part B*. These sites meet a number of important criteria established by the Department, including, but not limited to, having a population of clients who are at least 50% minorities, and guaranteeing that a licensed/credentialed supervisor is physically onsite each day the student is working at the site.

#### Specialization Sites

A specialization site is a site of the student's choice other than the Designated Centers. Students may petition to work at a specialization site once they have completed the first 50% of their Field Study hours at a Designated Center. When selecting a specialization site, students are responsible for contacting the site, securing appropriate supervision at the site, and making certain that all of their programmatic and academic needs will be met at the site. All specialization sites must be pre-approved by each student's academic advisor. (Note: this approval is in consultation with other specialization faculty.) Please see the following forms for specific criteria for qualified sites and instructions on completing the petition process: *FORM 2: Petition for Specialization Site* and *FORM 3: Specialization Site Agreement*.

### MFT Placements

MFT placements will occur once per year, each fall semester. Students will remain at their site placement for a minimum of one academic year unless there is an extenuating circumstance that prevents the student and/or site from fulfilling the training obligation.

#### Designated Centers

MFT students must complete at least the first 50% of their total Field Study units at a *Designated Center*. This is an agency or school with which the Department of Counselor Education has established an ongoing collaborative partnership for the purpose of training CSUS counseling students. These sites meet a number of important criteria established by the Department, including, but not limited to, having a population of clients who are at least 50% minorities, and guaranteeing that a licensed/credentialed supervisor is physically onsite each day the student is working at the site. See the MFT Coordinator for the current list of Designated Centers.

If placed at a school site, MFT students will provide counseling services to children and adolescents within the district, and they will be required to pass a **district screening process**. Most often, this entails being fingerprinted and taking a tuberculosis (T.B.) test. Some districts only accept fingerprints obtained through their own district office. T.B. tests may be performed elsewhere (including "free" testing at the CSUS Student Health Center), but the printed results must be submitted to the respective district. Students are required to have passed the screening prior to the start of the semester in which they are enrolled in the course. **STUDENTS MAY NOT WORK WITH CLIENTS UNTIL THEY HAVE PASSED THE DISTRICT SCREENING.**

## Specialization Sites

A specialization site is a site of the student's choice other than the Designated Centers. Students may petition to work at a specialization site once they have completed the first 50% of their Field Study hours at a Designated Center. When selecting a specialization site, students are responsible for contacting the site, securing appropriate supervision at the site, and making certain that all of their programmatic and academic needs will be met at the site. All specialization sites must be pre-approved by each student's academic advisor. (Note: this approval is in consultation with other specialization faculty.) Please see the following forms for specific criteria for qualified sites and instructions on completing the petition process: *FORM 2: Petition for Specialization Site* and *Form 3: Specialization Site Agreement*.

## School Counseling Placements

### Designated Centers

School Counseling students must complete at least the first 50% of their total Field Study units at a *Designated Center*. This is a school or agency in which the Department of Counselor Education has established an ongoing collaborative partnership for the purpose of training CSUS counseling students. Current Designated Centers are listed by specialization on *FORM 1: Petition for Field Study, Part B*. These sites meet a number of important criteria established by the Department, including, but not limited to, having a population of clients who are at least 50% minorities, and guaranteeing that a licensed/credentialed supervisor is physically onsite each day the student is working at the site.

School Counseling students will be assigned to a Designated Center within school districts that have established long-term collaborative partnerships with CSUS. Since these Field Study students will provide counseling services to children and personnel within the district, they will be required to pass a **district screening process**. Most often, this entails being fingerprinted and taking a tuberculosis (T.B.) test. Some districts only accept fingerprints obtained through their own district office. If you know you have dealt with the Commission on Teacher Credentialing in the past, please call 1-888-921-2682 to see if you need to be fingerprinted again. T.B. tests may be performed elsewhere (including "free" testing at the CSUS Student Health Center), but the printed results must be submitted to the respective district. Students are required to have passed the screening prior to the start of the semester in which they are enrolled in the course. **STUDENTS MAY NOT WORK WITH CLIENTS UNTIL THEY HAVE PASSED THE DISTRICT SCREENING.**

### Specialization Sites

A specialization site is a site of the student's choice other than the Designated Centers. Students may petition to work at a specialization site once they have completed the first 50% of their Field Study hours at a Designated Center. When selecting a specialization site, students are responsible for contacting the site, securing appropriate supervision at the site, and making certain that all of their programmatic and academic needs will be met at the site. All specialization sites must be pre-approved by each student's academic advisor. (Note: this approval is in consultation with other specialization faculty.) Please see the following forms for specific criteria for qualified sites and instructions on completing the petition process: *FORM 2: Petition for Specialization Site* and *FORM 3: Specialization Site Agreement*.

Additional Requirements. All specialization sites must also meet the requirements of specialization-specific standards (e.g., for school counseling → *CCTC Standards*). A maximum of 50% of the total Field Study hours may be completed in an agency in which a student is currently employed as a counselor. This is considered a specialization site and must be treated as such in the Field Study enrollment process.

### **State Certificates of Clearance for Working in Schools**

California state law requires every Pupil Personnel Services (PPS - School Counseling) credential candidate to obtain a Certificate of Clearance from the Commission on Teacher Credentialing prior to fieldwork placement. It takes four (4) months from the date one applies for the Clearance to be processed. All Certificates of Clearance are now processed online. Please see instructions, *How to Apply for a Certificate of Clearance in Two Easy Steps*, in the Appendix of this handbook.

### **Liability Insurance**

Each Field Study student is required to purchase professional liability insurance. The Field Study student is providing services to the public and, therefore, runs the risk of having lawsuits brought against him or her. Students may obtain liability insurance through a variety of organizations at a low student rate. Recommended providers include Healthcare Providers Service Organization (HPSO; [www.hpso.com](http://www.hpso.com); \$20), CPH & Associates ([www.cphins.com](http://www.cphins.com); \$25), and American Counseling Association Insurance Trust (ACAIT; [www.acait.com](http://www.acait.com); \$35). Students must present a copy of their Certificate of Insurance to their specialization coordinator prior to beginning field study.

## **SUPERVISION**

## **SUPERVISION**

**Supervision** is a tutorial and mentoring form of instruction in which a mental health professional, such as a professional counselor, monitors a counseling student's activities in practicum and internship and facilitates the learning and skill development experiences associated with practicum and internship. The supervisor monitors and evaluates the clinical work of the student while monitoring the quality of services offered to clients (CACREP, 2009).

### **Types of Supervision**

1. *Individual Supervision* – a tutorial and mentoring relationship between a supervisor and a student.
2. *Triadic Supervision* – a tutorial and mentoring relationship between a supervisor and two students.
3. *Group Supervision* – a tutorial and mentoring relationship between a supervisor and more than two students.

### **Supervision Requirements**

CACREP requires counseling programs to provide an average of 1 hour per week of individual supervision AND 1½ hours per week of group supervision with every supervisee during their field experience (e.g. EDC 480). The Department of Counselor Education at CSUS upholds the 1 hour per week of individual supervision as required by CACREP; however, the department surpasses the group standard by requiring a minimum of 2 hours of per week of group supervision for field students. The 1 hour per week of individual supervision is the responsibility of the On-Site Supervisor; the 2 hours per week of group supervision is provided by the University Supervisor in the weekly seminar.

*Additional MFT Specialization Supervision Requirements:* MFT students are required to be supervised by a licensed mental health clinician (LMFT, LCSW, Psychologist or Psychiatrist). If students are seeking to count their hours toward BBS licensure, additional standards are required to be met (see [www.bbs.ca.gov](http://www.bbs.ca.gov)<<http://www.bbs.ca.gov>>). Students may not be placed in a field study site in which the primary supervisor does not possess licensure in the state of California.

MFT students are required to be supervised for one hour of face-to-face individual supervision each week at their field study site. If students are seeking to count their hours toward BBS licensure, additional standards are required to be met (see [www.bbs.ca.gov](http://www.bbs.ca.gov)<<http://www.bbs.ca.gov>>).

### **Supervisor Qualifications**

The field experience is considered to be one of the most critical elements in a counseling student's course of study. All University and field supervisors must be clearly committed to preparing professional counselors and promoting the development of the student's *professional counselor identity*. According to CACREP (2009; Standard III.A.1–3), each supervisor who provides individual or group supervision to CSUS students must have:

1. A doctoral degree and/or appropriate counseling preparation, preferably from a CACREP-accredited counselor education program;
2. Relevant experience and appropriate credentials/licensure and/or demonstrated competence in counseling; and
3. Relevant supervision training and experience.

## Expectations of Supervisors

### University Supervision

Students must attend weekly group supervision (University seminar) each semester they are enrolled in field study. Group supervision is in addition to the weekly individual supervision they receive on-site with their field supervisor. The University Supervisor is also responsible for the following:

1. Facilitating two hours of group discussion and supervision of client cases;
2. Evaluating each student's contribution to group supervision;
3. Establishing contact with On-Site Supervisors (via phone or e-mail) by the 4<sup>th</sup> week of the semester and making self available for questions and/or concerns;
4. Maintaining communication with On-Site Supervisor, making site visits as appropriate, and collaborating on goals for each field student as appropriate;
5. Thoroughly documenting concerns regarding student progress and/or the quality of onsite supervision the student is receiving;
6. Consulting with program faculty as appropriate and informing program faculty of concerns that arise;
7. Verifying that the required work for Field Study has been completed for each student;
8. Collaborating with On-Site Supervisor to determine each student's appropriateness for receiving credit for field work;
9. **Making sure graduating students complete FORM 10** and submit to Department Chair for signature by the Friday before Final Exam week.
10. **Signing** and filing all field study forms, *FORMS 2 and 3 (if applicable), and 4, 4a, 5, 6, 7 and 8*, in the students' clinical files by Final Exam week of each semester; and
11. Submitting students' grades via *Casper Web*.

Grading. Field Study is graded on a *Credit / No Credit* basis. *Credit* will be granted for satisfactory completion of all field study requirements, including demonstration of professional conduct, ethical behavior, and mastery of appropriate counseling skills. The supervisor reserves the right to give a *No Credit* grade to students who, in the supervisor's judgment, did not meet the minimum standards for completing the course. All course grades are submitted online through the University's student management system, *Casper Web*.

### Field Supervision

Students must receive an average of one hour per week of individual supervision with their On-Site credentialed/licensed supervisor each semester they are enrolled in field study. There must be a licensed/credentialed supervisor physically onsite each day the student is working at the site. Individual supervision is in addition to the weekly group supervision they receive with their University Supervisor (seminar instructor). The On-Site Supervisor is responsible for all of the following:

1. Providing a thorough orientation to the student regarding the site's mission and service objectives;
2. Training the student to perform the necessary administrative duties of the site, including conducting intakes and scheduling;
3. Overseeing all of the student's clinical and administrative work, including but not limited to: client cases, assessments, treatment plans, consultation, and record keeping.
4. **Observing student counseling sessions** live and/or reviewing video/audiotapes of sessions.
5. Providing each student with an average of **one hour per week of individual supervision.**

6. Verifying student hours completed **each week during individual supervision by initialing next to the respective hours** listed on *FORM 4: Field Study Time Sheet*. (Note: DO NOT insert all initials at the end of the term – supervision of record keeping should be occurring on an ongoing basis.)
7. Maintaining communication with the University Supervisor and collaborating on goals for students;
8. Informing CSUS if you have not been contacted (via phone or e-mail) by a student’s University Supervisor by the 4<sup>th</sup> week of the semester;
9. Thoroughly documenting concerns regarding student progress (making sure documentation is very specific, including direct quotes as appropriate);
10. Consulting with program faculty and informing program faculty of concerns that arise;
11. Completing *FORM 5: Midterm Evaluation* for each student and reviewing the evaluation with the student during supervision, identifying strengths and goals for improvement; make copies for students and for your own records and submit original to University Supervisor.
12. Completing *FORM 6: Final Evaluation* for each student and reviewing the evaluation with the student during supervision, identifying strengths, assessing goal achievement and developing long-term goals; make copies for students and your records and submit original to University Supervisor.
13. Collaborating with University Supervisor to determine each student’s appropriateness for receiving credit for field work;
14. Verifying that the required work for Field Study has been completed for each student; and
15. **Signing** and submitting all field study forms, *FORMS 4, 5 and 6* to University Supervisor on or before the deadline. (See page 4 for deadline dates.)

*Note: Field supervisors who are interested in maintaining an ongoing partnership with CSUS will be expected to adhere to all of the above guidelines, to be responsive to communication from CSUS, and to attend supervisory meetings, trainings, and the Department’s annual **Supervisor Shindig**, a meeting/social for practicum and field study supervisors and University faculty that is held in the fall semester.*

### **Confidentiality**

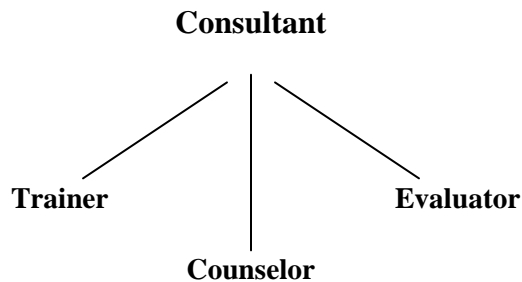
Every mental health professional has the obligation to abide by the ethical standards established by his or her profession. The *American Counseling Association’s Code of Ethics* states that professional counselors “respect their clients’ right to privacy and avoid illegal and unwarranted disclosures of confidential information” ([www.counseling.org/resources/codeofethics](http://www.counseling.org/resources/codeofethics)). Even though there are strong legal and ethical principles involved in the protection of client information, there are limits to confidentiality. First, professional counselors are ethically obligated to break confidentiality if the client presents a clear and present danger of harming either him/herself or harming others, or reports elder abuse or child abuse.

Supervisors are responsible for making sure students and clients are aware of limits to confidentiality. Field Study students should be instructed to notify their supervisor immediately if a client reveals the intent to harm self or others, or if there are reasons to suspect child abuse. Supervisors are responsible for assisting students in making necessary legal reports and/or reports to Child Protective Services (CPS). Next, students must be educated about of the nature of subpoenas. Although these situations are very unlikely, Field Study students and their clients need to be aware of the limits to confidentiality. Finally, Field Study students will be expected to discuss their counseling sessions with their supervisors and with fellow students during group supervision. Students need to be informed that when they hear about other students’ clients, the students are responsible for maintaining confidentiality.

### **Supervisory Roles**

Supervisors oversee the work of supervisees through a set of supervisory activities, which include consultation, counseling, teaching and evaluation, with consultation operating as the primary role

(Bradley, 1989). For the Field Study experience, supervisors will be asked to take seriously their role as an evaluator and use their best judgment to determine a student's readiness for future fieldwork or graduation and/or to assess their appropriateness for the profession of counseling.



### **Consultant (primary role)**

Consultation is characterized by a shared responsibility for learning, with maximal input from the counselor (supervisee) and minimal input from the supervisor. Consultation should be the predominant stance and activity of counselor supervisor. It is the most viable activity. Consultation in the context of counselor supervision should lead to objectives which are mutually agreed upon by supervisor and counselor. Objectives tend to fall into the four categories of:

- Personal problems interfering with the counselor's work.
- Concerns about professional development.
- Acquisition of new skills or improvement of existing competencies, and
- Program development, maintenance, and evaluation.

### **Counselor**

With few exceptions, the supervisor (a master counselor) is the most qualified person in the supervisee's professional environment to provide counseling. Furthermore, the supervisory relationship is by definition the right context for facilitating personal development. The issue is not whether to include counseling in the set of supervisory activities but **when** and **how** the supervisor should utilize counseling. When cues become apparent during a consulting activity indicating that the supervisee is struggling with a personal issue, the supervisor can follow the counselor's lead and naturally transition into the counselor role. Several supervisory sessions may be devoted to the concern, or, if extensive treatment is needed, the supervisor can make a referral to another counselor. Once the issue has been adequately addressed, the supervisor will naturally transition back into the role of consultant.

### **Trainer/Instructor**

The differentiating criterion between the consultative stance and that of active trainer is *supervisor input*. When the supervisor is functioning as an active trainer/instructor, the supervisor carries most of the responsibility, with the flow of information and direction being principally from supervisor to counselor, and with counselor input at a minimum. When engaged in consultation, the supervisor can digress to engage temporarily in active training and then return to consultation, just as was done with the counseling activity. (Beginning supervisors sometimes have difficulty finding a balance between training and consultation, staying 'stuck' in the training/instructing/evaluating roles and neglecting the primary role as consultant and the supplementary role as counselor.)

Training and instruction should vary according to the developmental level of the counselor/supervisee:

- **Inexperienced supervisees** prefer that the supervisor give them specific information about how to do counseling. Beginning counselors prefer that the supervisor *teach* approaches that emphasize direct (structured) instruction such as didactic presentations, direct observations of the supervisor demonstrating effective counseling, and written materials describing counseling interventions. Examples of training techniques: teaching basic helping skills, modeling and reinforcement, role-playing and simulation, video and audiotaping, direct observation, and case conceptualization. In addition to learning basic techniques, counselors value support encouragement, and understanding as well as honest, constructive feedback from their supervisors.
- **Experienced supervisees** want less emphasis on the mechanics and tasks of supervision and more emphasis on a collaborative sharing of ideas and thoughts. They prefer discussions of theoretical issues, more responsibility for case conceptualization and collaborative supervisory sessions than do inexperienced counselors. Thus, the trainer/instructor role of the supervisor is minimized and the consultant role is maximized.

### **Evaluator**

Evaluation is essential for accountable supervision and for accountable counseling in both administrative and clinical areas. Evaluation can and should be used in conjunction with supervisory consultation without raising the student's anxiety level enough to hamper supervision. *The debilitating fear associated with evaluation is the most pervasive roadblock.* To minimize this fear and optimize the evaluation process the following three conditions must be met:

1. Foremost condition: The targets for evaluation (knowledge, skills, disposition, professional conduct, etc.) are known to both supervisor and counselor, and the counselor has input into selection of these targets.
2. The counselor is aware of the evaluative procedures, and performs some of them (self-evaluation).
3. The goal of evaluation should be perceived as documentation of success in obtaining objectives and the identification of areas for improvement.

Evaluation is proactive and facilitative rather than being aimed at punishing supervisees whose work is not reaching objectives. The consulting supervisor should encourage counselor self-evaluation, generate cooperative evaluation wherever efficacious, and judiciously apply some evaluatory procedures on a unilateral basis (Bradley, 1989).

# ETHICAL GUIDELINES FOR COUNSELING SUPERVISORS

## ASSOCIATION FOR COUNSELOR EDUCATION AND SUPERVISION

Adopted by ACES Executive Counsel and Delegate Assembly

March, 1993

### Preamble:

The Association for Counselor Education and Supervision (ACES) is composed of people engaged in the professional preparation of counselors and people responsible for the ongoing supervision of counselors. ACES is a founding division of the American Counseling Association for (ACA) and as such adheres to [ACA's current ethical standards](#) and to general codes of competence adopted throughout the mental health community.

ACES believes that counselor educators and counseling supervisors in universities and in applied counseling settings, including the range of education and mental health delivery systems, carry responsibilities unique to their job roles. Such responsibilities may include administrative supervision, clinical supervision, or both. Administrative supervision refers to those supervisory activities which increase the efficiency of the delivery of counseling services; whereas, clinical supervision includes the supportive and educative activities of the supervisor designed to improve the application of counseling theory and technique directly to clients.

Counselor educators and counseling supervisors encounter situations which challenge the help given by general ethical standards of the profession at large. These situations require more specific guidelines that provide appropriate guidance in everyday practice.

The Ethical Guidelines for Counseling Supervisors are intended to assist professionals by helping them:

1. Observe ethical and legal protection of clients' and supervisee' rights;
2. Meet the training and professional development needs of supervisees in ways consistent with clients' welfare and programmatic requirements; and
3. Establish policies, procedures, and standards for implementing programs.

The specification of ethical guidelines enables ACES members to focus on and to clarify the ethical nature of responsibilities held in common. Such guidelines should be reviewed formally every five years, or more often if needed, to meet the needs of ACES members for guidance.

The Ethical Guidelines for Counselor Educators and Counseling Supervisors are meant to help ACES members in conducting supervision. ACES is not currently in a position to hear complaints about alleged non-compliance with these guidelines. Any complaints about the ethical behavior of any ACA member should be measured against the ACA Ethical Standards and a complaint lodged with ACA in accordance with its [procedures](#) for doing so.

One overriding assumption underlying this document is that supervision should be ongoing throughout a counselor's career and not stop when a particular level of education, certification, or membership in a professional organization is attained.

### DEFINITIONS OF TERMS:

**Applied Counseling Settings** - Public or private organizations of counselors such as community mental health centers, hospitals, schools, and group or individual private practice settings.

**Supervisees** - Counselors-in-training in university programs at any level who working with clients in applied settings as part of their university training program, and counselors who have completed their formal education and are employed in an applied counseling setting.

**Supervisors** - Counselors who have been designated within their university or agency to directly oversee the professional clinical work of counselors. Supervisors also may be persons who offer supervision to counselors seeking state licensure and so provide supervision outside of the administrative aegis of an applied counseling setting.

## **1. Client Welfare and Rights**

1.01 The Primary obligation of supervisors is to train counselors so that they respect the integrity and promote the welfare of their clients. Supervisors should have supervisees inform clients that they are being supervised and that observation and/or recordings of the session may be reviewed by the supervisor.

1.02 Supervisors who are licensed counselors and are conducting supervision to aid a supervisee to become licensed should instruct the supervisee not to communicate or in any way convey to the supervisee's clients or to other parties that the supervisee is himself/herself licensed.

1.03 Supervisors should make supervisees aware of clients' rights, including protecting clients' right to privacy and confidentiality in the counseling relationship and the information resulting from it. Clients also should be informed that their right to privacy and confidentiality will not be violated by the supervisory relationship.

1.04 Records of the counseling relationship, including interview notes, test data, correspondence, the electronic storage of these documents, and audio and videotape recordings, are considered to be confidential professional information. Supervisors should see that these materials are used in counseling, research, and training and supervision of counselors with the full knowledge of the clients and that permission to use these materials is granted by the applied counseling setting offering service to the client. This professional information is to be used for full protection of the client. Written consent from the client (or legal guardian, if a minor) should be secured prior to the use of such information for instructional, supervisory, and/or research purposes. Policies of the applied counseling setting regarding client records also should be followed.

1.05 Supervisors shall adhere to current professional and legal guidelines when conducting research with human participants such as Section D-1 of the ACA Ethical Standards.

1.06 Counseling supervisors are responsible for making every effort to monitor both the professional actions, and failures to take action, of their supervisees.

## **2. Supervisory Role**

Inherent and integral to the role of supervisor are responsibilities for:

- a. Monitoring client welfare;
- b. encouraging compliance with relevant legal, ethical, and professional standards for clinical practice;
- c. monitoring clinical performance and professional development of supervisees; and
- d. evaluating and certifying current performance and potential of supervisees for academic, screening, selection, placement, employment, and credentialing purposes.

2.01 Supervisors should have had training in supervision prior to initiating their role as supervisors.

2.02 Supervisors should pursue professional and personal continuing education activities such as advanced courses, seminars, and professional conferences on a regular and ongoing basis. These activities should include both counseling and supervision topics and skills.

2.03 Supervisors should make their supervisees aware of professional and ethical standards and legal responsibilities of the counseling profession.

- 2.04 Supervisors of post-degree counselors who are seeking state licensure should encourage these counselors to adhere to the standards for practice established by the state licensure board of the state in which they practice.
- 2.05 Procedures for contacting the supervisor, or an alternative supervisor, to assist in handling crisis situations should be established and communicated to supervisees.
- 2.06 Actual work samples via audio and/or video tape or live observation in addition to case notes should be reviewed by the supervisor as a regular part of the ongoing supervisory process.
- 2.07 Supervisors of counselors should meet regularly in face-to-face sessions with their supervisees.
- 2.08 Supervisors should provide supervisees with ongoing feedback on their performance. This feedback should take a variety of forms, both formal and informal, and should include verbal and written evaluations. It should be formative during the supervisory experience and summative at the conclusion of the experience.
- 2.09 Supervisors who have multiple roles (e.g., teacher, clinical supervisor, administrative supervisor, etc.) with supervisees should minimize potential conflicts. Where possible, the roles should be divided among several supervisors. Where this is not possible, careful explanation should be conveyed to the supervisee as to the expectations and responsibilities associated with each supervisory role.
- 2.10 Supervisors should not participate in any form of sexual contact with supervisees. Supervisors should not engage in any form of social contact or interaction which would compromise the supervisor-supervisee relationship. Dual relationships with supervisees that might impair the supervisor's objectivity and professional judgment should be avoided and/or the supervisory relationship terminated.
- 2.11 Supervisors should not establish a psychotherapeutic relationship as a substitute for supervision. Personal issues should be addressed in supervision only in terms of the impact of these issues on clients and on professional functioning.
- 2.12 Supervisors, through ongoing supervisee assessment and evaluation, should be aware of any personal or professional limitations of supervisees which are likely to impede future professional performance. Supervisors have the responsibility of recommending remedial assistance to the supervisee and of screening from the training program, applied counseling setting, or state licensure those supervisees who are unable to provide competent professional services. These recommendations should be clearly and professionally explained in writing to the supervisees who are so evaluated.
- 2.13 Supervisors should not endorse a supervisee for certification, licensure, completion of an academic training program, or continued employment if the supervisor believes the supervisee is impaired in any way that would interfere with the performance of counseling duties. The presence of any such impairment should begin a process of feedback and remediation wherever possible so that the supervisee understands the nature of the impairment and has the opportunity to remedy the problem and continue with his/her professional development.
- 2.14 Supervisors should incorporate the principles of informed consent and participation; clarity of requirements, expectations, roles and rules; and due process and appeal into the establishment of policies and procedures of their institutions, program, courses, and individual supervisory relationships. Mechanisms for due process appeal of individual supervisory actions should be established and made available to all supervisees.

### **3. Program Administration Role**

- 3.01 Supervisors should ensure that the programs conducted and experiences provided are in keeping with current guidelines and standards of ACA and its divisions.
- 3.02 Supervisors should teach courses and/or supervise clinical work only in areas where they are fully competent and experienced.

- 3.03 To achieve the highest quality of training and supervision, supervisors should be active participants in peer review and peer supervision procedures.
- 3.04 Supervisors should provide experiences that integrate theoretical knowledge and practical application. Supervisors also should provide opportunities in which supervisees are able to apply the knowledge they have learned and understand the rationale for the skills they have acquired. The knowledge and skills conveyed should reflect current practice, research findings, and available resources.
- 3.05 Professional competencies, specific courses, and/or required experiences expected of supervisees should be communicated to them in writing prior to admission to the training program or placement/employment by the applied counseling setting, and, in case of continued employment, in a timely manner.
- 3.06 Supervisors should accept only those persons as supervisees who meet identified entry level requirements for admission to a program of counselor training or for placement in an applied counseling setting. In the case of private supervision in search of state licensure, supervisees should have completed all necessary prerequisites as determined by the state licensure board.
- 3.07 Supervisors should inform supervisees of the goals, policies, theoretical orientations toward counseling, training, and supervision model or approach on which the supervision is based.
- 3.08 Supervisees should be encouraged and assisted to define their own theoretical orientation toward counseling, to establish supervision goals for themselves, and to monitor and evaluate their progress toward meeting these goals.
- 3.09 Supervisors should assess supervisees' skills and experience in order to establish standards for competent professional behavior. Supervisors should restrict supervisees' activities to those that are commensurate with their current level of skills and experiences.
- 3.10 Supervisors should obtain practicum and fieldwork sites that meet minimum standards for preparing student to become effective counselors. No practicum or fieldwork setting should be approved unless it truly replicates a counseling work setting.
- 3.11 Practicum and fieldwork classes would be limited in size according to established professional standards to ensure that each student has ample opportunity for individual supervision and feedback. Supervisors in applied counseling settings should have a limited number of supervisees.
- 3.12 Supervisors in university settings should establish and communicate specific policies and procedures regarding field placement of students. The respective roles of the student counselor, the University Supervisor, and the field supervisor should be clearly differentiated in areas such as evaluation, requirements, and confidentiality.
- 3.13 Supervisors in training programs should communicate regularly with supervisors in agencies used as practicum and/or fieldwork sites regarding current professional practices, expectations of students, and preferred models and modalities of supervision.
- 3.14 Supervisors at the university should establish clear lines of communication among themselves, the field supervisors, and the students/supervisees.
- 3.15 Supervisors should establish and communicate to supervisees and to field supervisors specific procedures regarding consultation, performance review, and evaluation of supervisees.
- 3.16 Evaluations of supervisee performance in universities and in applied counseling settings should be available to supervisees in ways consistent with the Family Rights and Privacy Act and the Buckley Amendment.

3.17 Forms of training that focus primarily on self understanding and problem resolution (e.g., personal growth groups or individual counseling) should be voluntary. Those who conduct these forms of training should not serve simultaneously as supervisors of the supervisees involved in the training.

3.18 A supervisor may recommend participation in activities such as personal growth groups or personal counseling when it has been determined that a supervisee has deficits in the areas of self understanding and problem resolution which impede his/her professional functioning. The supervisors should not be the direct provider of these activities for the supervisee.

3.19 When a training program conducts a personal growth or counseling experience involving relatively intimate self disclosure, care should be taken to eliminate or minimize potential role conflicts for faculty and/or agency supervisors who may conduct these experiences and who also serve as teachers, group leaders, and clinical directors.

3.20 Supervisors should use the following prioritized sequence in resolving conflicts among the needs of the client, the needs of the supervisee, and the needs of the program or agency. Insofar as the client must be protected, it should be understood that client welfare is usually subsumed in federal and state laws such that these statutes should be the first point of reference. Where laws and ethical standards are not present or are unclear, the good judgment of the supervisor should be guided by the following list.

- a. Relevant legal and ethical standards (e.g., duty to warn, state child abuse laws, etc.);
- b. Client welfare;
- c. Supervisee welfare;
- d. Supervisor welfare; and
- e. Program and/or agency service and administrative needs.

**DOCUMENTATION, EVALUATION AND GRADING**

# DOCUMENTATION, EVALUATION AND GRADING

## Documentation

### Progress Notes

Progress notes are to be written by each student and submitted to the University Supervisor who will provide written feedback regarding content, format, and presentation. A sample format is provided in the Appendix and serves as a guideline only. Supervisors may substitute their own style of progress notes. Students and supervisors should discuss desired format, supervisor expectations, and anticipated due dates early in the semester. Progress notes, as any other notes related to client information, should maintain the confidentiality of the clients involved.

The Department of Counselor Education prefers that all Field Study students experience writing about case material or Field Study experience, in addition to discussing it in group supervision. Ideally, University Supervisors will request a minimum of two submissions of progress notes and provide written feedback in a timely manner. (Note: Some University Supervisors do not require progress notes. Check with your individual instructor for his/her expectations.)

### Written Case Study

Each student is required to produce at least one written case study per semester. Sample formats are provided in the Appendix for each specialization. The case study is to be written by the student and submitted to the University Supervisor who will provide written feedback regarding content, format, and presentation.

Case Studies, as any other notes related to client information, should maintain the confidentiality of the clients involved.

### Additional MFT Documentation

The Board of Behavioral Sciences has specific forms to be completed and procedures for MFT students to follow in order to be credited MFT experience hours. These are separate from the paperwork required for CSUS Field Study documentation. MFT students should consult with their University Supervisor or Academic Advisor for information on documenting hours of experience as an MFT Trainee.

## Instructions for Evaluations and Forms

On-Site Supervisors are required to complete and submit a *Midterm Evaluation (FORM 5)* and a *Final Evaluation (FORM 6)* for each field study student at their site. These evaluations have both quantitative and qualitative components (which are identical) that assess a variety of skills demonstrated by the student. The evaluations are used as part of a comprehensive assessment of the student's clinical and professional skills as the student progresses through the program. Supervisors should review a copy of the evaluations with each student at the beginning of the semester to facilitate the identification of strengths and the establishment of learning objectives.

### FORM 4: Time Sheets

One copy of *FORM 4: Field Study Time Sheet* is provided in the Appendix for students to duplicate and use throughout the semester. These sheets are to be completed by the student and initialed weekly by the On-Site Supervisor during individual supervision. Students working at more than one site in a given semester should maintain a separate set of time sheets for each site. At the end of the term, the signed time sheets must be submitted to the University Supervisor for final tally and approval. **Students should submit the originals and one copy of all time sheets on the Monday BEFORE Final Exam week.** One copy will be returned to students to be maintained for submission, as required, to any applicable credentialing/licensing agency; the other copy will be maintained by the Department.

## **FORM 5: Midterm Evaluation**

The On-Site Supervisor will complete *FORM 5: Midterm Evaluation* at the midterm and review the evaluation face-to-face with each student during individual supervision. Some supervisors have students complete a self-evaluation using the same instrument and ‘compare notes’ during the review session. Evaluations should be shared in a *positive manner*, facilitating discussion and insight into *strengths*, identifying *goal achievement* and to further identify *areas of growth*. Once reviewed, the supervisor and student will both endorse the evaluation. The completed and signed form will be submitted to the University Supervisor for his/her final endorsement by the last class meeting of October for the Fall semester, and the last class meeting of March for the Spring semester. The University Supervisor will contact the student’s site supervisor and advisor if there are any identified problems or concerns and develop a plan for addressing those concerns. The University Supervisor will file this form in the student’s clinical file prior to the end of the term. The form will be filed in the student’s permanent clinical file. (Note: Students are urged to make a copy for their own records.) If the form is not completed in a timely fashion, the student will receive a “No Credit” grade for the semester. On-Site Supervisors and students should prioritize this important requirement and its associated deadline.

## **FORM 6: Final Evaluation**

The On-Site Supervisor will complete *FORM 6: Final Evaluation* at the end of the semester and review the evaluation face-to-face with each student during individual supervision. Some supervisors have students complete a self-evaluation using the same instrument and ‘compare notes’ during the review session. Evaluations should be shared in a *positive manner*, facilitating discussion and insight into *strengths*, identifying *goal achievement* and further identifying *areas of growth*. Once reviewed, the supervisor and student will both endorse the evaluation. The completed and signed form will be submitted to the University Supervisor for his/her endorsement the Monday BEFORE Final Exam week. The University Supervisor will file this form in the student’s clinical file by Final Exam week. (Note: Students are urged to make a copy for their own records.) If the form is not completed in a timely fashion, the student will receive a “No Credit” grade for the semester. On-Site Supervisors and students should prioritize this important requirement and its associated deadline.

## **FORM 7: Student’s Evaluation of Field Study Site**

Each student will complete *FORM 7: Student’s Evaluation of Field Study Site* at the end of the semester. Students may elect to share their responses to this form with their On-Site Supervisors. This form must be submitted to the University Supervisor (and may be completed anonymously) by the Monday BEFORE final exam week. All student evaluations are compiled in a confidential location and are used as part of a comprehensive process to determine the quality of site supervision and the appropriateness of field sites for the training of CSUS Counselor Education students.

## **FORM 8: Verification of Work Completed and Grade for Term**

Each student is responsible for completing *FORM 8: Verification of Work Completed and Grade for Term* (complete entire form EXCEPT the actual grade) and submitting it with other required forms to the University Supervisor. The University Supervisor, in consultation with the site supervisor, will determine the final grade. The University Supervisor will file this form in the student’s clinical file prior to the end of the term. If a student receives an Incomplete, this form will be submitted two times: The first time for the Incomplete grade and second time for the Credit grade once requirements have been met.

## **FORM 10: Final Verification of Field Study Completion**

Each student is responsible for completing and submitting FORM 10: Final Verification of Field Study Completion during their last semester of field work. The student should enter accurate information for every semester enrolled in field study. The Grand Total of all field study hours must be at least **600 clock hours** including at least **40% (or 240) direct client contact** hours. Dual option students must complete at least 200 additional clock hours (for a total of 800 hours) of field work. However, for the MFT

Specialization, the requirement for a dual option is 300 additional clock hours (for a total of 900 hours) of field work.

### **Grading**

University Supervisors are responsible for verifying all students' forms, assigning grades, and filing all forms in the students' clinical files. Students may receive one of the following grades for field study: Credit (CR), No Credit (NC) or Incomplete (INC).

Students will only be awarded a grade of Credit if the University Supervisor has received all of the required forms and evaluations, **completed and signed**, and in the following order (with FORM 8 on top):

FORM 8:	Verification of Work Completed and Grade for Term
FORM 4:	Field Study Time Sheets
FORM 4a:	T.A. Time Sheet (if applicable)
FORM 5:	On-Site Supervisor's Midterm Evaluation of Student
FORM 6:	On-Site Supervisor's End of Semester Evaluation of Student
FORM 7:	Student's Evaluation of Field Study Site

**NOTE:** Each student is responsible for submitting all signed time sheets and Forms 6 and 7 to the University Supervisor early in the week before final exam week. The University Supervisor needs to verify all forms received for each student and file in their clinical records by Final Exam week.

### **Handling Insufficient Minimum Hours**

Students who are SHORT 40 hours OR LESS total hours, OR 16 OR LESS client contact hours may submit to their University Supervisor the following documentation:

1. Time sheets that show "anticipated" hours and the dates the student expects to complete them;
2. A written and signed note from the student apprising the Department of his/her situation; and
3. A written and signed agreement from the onsite supervisor verifying his/her commitment to supervising the student for the remaining required hours.

The University Supervisor will carefully review all of the above forms of documentation and will determine whether a grade of Credit or Incomplete should be assigned.

Students who are SHORT MORE THAN 40 total hours OR MORE THAN 16 client contact hours will be assigned a grade of Incomplete. Students who fall into this category will submit a note to the University Supervisor describing their situation. This note will be attached to the students' respective time sheets.

The University Supervisor will assign a grade of Incomplete and record the number of hours completed to date. **The following semester**, in order to get the grade of Incomplete changed to a grade of Credit, the student must first attempt to **contact the University Supervisor who assigned the Incomplete grade** to verify completed hours and work. If that particular University Supervisor is not teaching in the Department during the semester in which the student completes his/her hours, the student may submit completed time sheets directly to his/her advisor, who will process a grade change form and will submit all final paperwork to the Clinical Coordinator for final verification.

**NOTE:** In order to receive a grade of Incomplete, a student must have a **valid reason** for being short hours. Being short hours is **not** reason enough to receive an Incomplete. Students who receive an Incomplete must obtain, complete, and sign a Petition for Incomplete and submit it to the University Supervisor. This form can only be obtained from the Department Office. **If no petition is received with the remainder of the student's paperwork, the student will receive a grade of No Credit (NC).**

## **APPENDIX**

## **SYLLABUS TEMPLATES**

University Supervisors (seminar instructors) must utilize the following Departmental templates for developing their own practicum syllabi. All course descriptions and course objectives (with their respective CACREP Standards) must be included in each syllabus verbatim. Instructors have permission to personalize certain parts of the syllabus, including some of the course requirements, but should consult with his/her specialization coordinator for specific guidelines.

## **Career Counseling Template**

**EDC 480: FIELD STUDY IN COUNSELING  
(Career Specialization)**

**Course Description**

EDC 480 is an advanced counseling course designed to provide students with practical, supervised experience in the field of counseling. In addition to accruing hours of experience in the field and receiving regular onsite supervision, students are required to participate in a weekly seminar class where they receive 2 hours of group supervision. The weekly seminar is led by a CSUS faculty member and provides students an opportunity to discuss cases, develop interventions and strategies, share resources, and further students' personal and professional development. The purpose of this course is to effectively respond to the needs of the students that arise from their diverse field experiences. Therefore, the specific content of the course will reflect the diversity of needs represented within the group, and the diversity of field study sites. The goal is to ensure the successful acquisition, integration, and application of the critical skills needed to be effective counselors, consultants, and advocates.

Prerequisites. This course is designed to build on the learning and competencies acquired in all core counseling courses, as well as all the course requirements in the career counseling specialization. At a minimum, students must have completed two-thirds of the core counseling courses including EDC 210 and EDC 214, as well as 262 and 475 in the career specialization.

**Course Objectives**

Upon completion of EDC 480, the advanced career counseling students will be proficient in demonstrating the knowledge, skills, and abilities to:

- 1) function as a counseling professional, assuming the key roles, functions, and relationships in performing as a highly ethical counselor, consultant, and advocate in diverse settings that serve diverse populations; II.K.1.b.f.g.h.; II.K.4.a.-i.; A,2.3.4.5.; B,3.
- 2) move toward becoming an active member of the counseling profession as a member of ACA, CACD, CCDA, or the local chapter of CCDA; II.K.1.d.e.
- 3) integrate into the roles and functions of a counselor/consultant/advocate an understanding of issues of diversity, such as culture, family, ethnicity, age, gender, mental and physical characteristics, education, religious and spiritual values, socioeconomic status, and other unique characteristics of individuals, families, ethnic groups and communities; II.K.2.a.c.d.; II.K.3.c.d.e.; II.K.4.d.; II.K.7.f.; A,6.
- 4) apply primary concepts of human growth and development and career development over the lifespan, as an integral part of individual and group assessments, and cases analyses; II.K.3.a.b.c.d.e.; II.K.4.a.d.g.h.; B,1.2.4.
- 5) develop and maintain effective helping relationships with individual clients, groups, and other service providers, businesses, and organizations to facilitate the life career development process; II.K.4.a.-i.; II.K.5.a.b.c.e.; A,6. B,1.-4.; C,1.b.c.d.; C,3.b.d.
- 6) plan, and facilitate effective presentations and workshops for diverse populations, demonstrating a sound knowledge of group process, counseling methods, and assessments, and an awareness of one's own leadership style; II.K.4.a.-i.; II.K.6.a.b.d.e.i.; B,2.3.; C,1.a.-e.; C,3.b.
- 7) select appropriate assessments and interventions for diverse clients and groups, and accurately administer and interpret results; II.K.4.b.f.g.h.i; II.K.7.b.-i.; A,6.; B,1.2.
- 8) plan, develop, and implement career development programs for diverse groups in diverse settings, using consultant, research and evaluation skills, and methods for disseminating program results; II.K.4.c.e.; II.K.8.d.e.; C,1.a.-e.; C.2.a.b.;
- 9) select and utilize visual, print media, and computer-based career information systems and resources, as well as the technology skills for effective research and evaluation. II.K.4.b.g.; C,3.c.
- 10) apply legal and ethical understandings throughout the delivery of all programs and services. (Ethical standards are incorporated into each objective above.)

**Course Text/Materials**

- *CSUS Field Study Handbook* – PDF document available on the Department website (current edition).

## Methods of Instruction

Instructional methods may include: individual case presentations, role-plays, demonstrations, discussion, field site visits, case studies, journal writing, case analyses (written), and/or summary and analysis of experience.

## Course Requirements and Assignments

1. Carefully read the Field Study Packet.
2. Complete timesheets on a weekly basis, and have the On-Site Supervisory sign them.
3. Develop a job description that delineates your job tasks and responsibilities at your site. Select one topic or competency area for conducting further research (book, article, informational interview, assessment tool, resources). Write a summary of the research, and be prepared to share with class.
4. Be an active participant in the seminar. Be willing to explore your skills and behaviors in relationship to the field experience; process feelings; identify operational beliefs; demonstrate a commitment to honest self-evaluation and growth; and utilize empathic listening and group process skills with group members.
5. Write a comprehensive case study on one client. The case will be presented in class and a written copy will be submitted to the instructor for evaluation and feedback. You will use the attached format.
6. Attendance is required.

**Deadline Alert!** It is recommended that you inform your On-Site Supervisors that all Final Evaluations and Forms are due to your instructor the week BEFORE Final Exam week. All evaluations and timesheets must be completed and filed by the instructor by Final Exam week.

## Evaluation

Field Study students are graded on a “credit”/“no credit” basis. Credit will be granted for satisfactory completion of the above requirements and satisfactory evaluations by On-Site Supervisor(s) and seminar instructor. The instructor reserves the right to assign a No Credit grade to students who, in the instructor’s judgment, have not satisfactorily demonstrated the attitudes, skills and disposition expected at this level of the student’s training.

## Additional Information

Students are required to complete 6 units (600 clock hours) of their Field Study experience in one or more career faculty approved sites in a variety of settings, including businesses, colleges, universities, community-based organizations, and schools in the k-12 system. Special partnerships have been developed with the San Juan Unified School District, the Elk Grove School District, the CSUS Career Center, the UCD Counseling Center, and the Citrus Heights One-Stop Career Center. On-Site Supervisors must have an M.S. degree in counseling, or equivalent experience. This course meets the requirements of CACREP for a 600-hour internship. Forty percent of these hours (240 hours) are to be direct service hours.

## **MFT Template**

**EDC 480: FIELD STUDY IN COUNSELING  
(MFT Specialization)**

**Course Description**

EDC 480 is an advanced course designed to provide students with practical, supervised experience in counseling/therapy. In addition to accruing hours of experience in the field and receiving regular onsite supervision, students are required to participate in a weekly seminar class where they receive 2 hours of group supervision. The weekly seminar is led by a CSUS faculty member and provides students an opportunity to discuss cases, develop interventions and strategies, share resources, and further students' personal and professional development. The ultimate goal is to ensure the successful acquisition, integration, and application of critical skills needed to be effective counselors, consultants, and advocates in general and particularly, as applied to *Marriage and Family Therapy*.

Prerequisites: The Field Study experience is designed to build on learning and competencies acquired in all core counseling courses, as well as course requirements that relate specifically to marriage and family therapy. All counseling students must successfully complete **EDC 475** (and all of its prerequisites) prior to enrolling in Field Work. Students who are specializing in *MFT* must have also completed **EDC 212, 219, 231, 234, and 476**.

**Course Objectives**

1. Professional Identity...
  - (a) provide an understanding of professional credentialing including certification and licensure (CACREP II.K.1.e).
  - (b) provide an understanding of ethical standards of the ACA and related entities, and applications of ethical and legal considerations in professional counseling (CACREP II.K.1.h).
2. Social & Cultural Diversity...
  - (a) provide an understanding of attitudes, beliefs, understandings, and acculturative experiences (CACREP II.K.2.b).
  - (b) provide an understanding of individual, couple, family, and community strategies for working with diverse populations and ethnic groups (CACREP II.K.2.c)
  - (c) provide an understanding of ethical considerations (CACREP II.K.2.f).
3. Human Growth & Development...
  - (a) provide an understanding of theories of individual and family development and transitions across the life-span (CACREP II.K.3.a).
  - (b) provide an understanding of human behavior including an understanding of developmental crises, disability, exceptional behavior, addictive behavior, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior (CACREP III. K.3.c).
  - (c) provide an understanding of strategies for facilitating optimum human development over the life span (CACREP II.K.3.d).
  - (d) provide an understanding of ethical and legal considerations (CACREP II.K.3.e).
4. Career Development...
  - (a) provide an understanding of interrelationships among and between work, family, and other life roles and factors including the role of diversity and gender in career development (CACREP II.K.4.d).
5. Helping Relationships...

- (a) provide an understanding of counselor and consultant characteristics and behaviors that influence helping processes including age, gender, and ethnic differences, verbal and nonverbal behaviors and personal characteristics, orientations, and skills (CACREP II.K.5.a).
- (b) provide an understanding of essential interviewing and counseling skills so that the student is able to develop a therapeutic relationship, establish appropriate counseling goals, design intervention strategies, evaluate client outcome and successfully terminate the counselor-client relationship (CACREP II.K.5.b)
- (c) facilitate student self-awareness so that the counselor-client relationship is therapeutic and the counselor maintains appropriate professional boundaries (CACREP II.K.5.b).
- (d) provide an understanding of counseling theories that provide the student with a consistent model(s) to conceptualize client presentation and select appropriate counseling interventions (CACREP II.K.5.c).
- (e) provide an understanding of ethical and legal considerations (CACREP II.K.5.G).

#### 6. Assessment...

- (a) provide an understanding of general principles and methods of case conceptualization, assessment, and/or diagnoses of mental and emotional status (CACREP II.K.7.h).
- (b) provide an understanding of ethical considerations in appraisal (CACREP II.K.7.i)

#### 7. Foundations of Marital, Couple, & Family Counseling

- (a) demonstrated knowledge and skill in ethical and legal issues specifically related to the practice of marital, couple, and family counseling therapy (CACREP MFCC. A.3).
- (b) demonstrated knowledge and skill in implications of professional issues unique to marital, couple and family counseling, including recognition, reimbursement and right to practice (CACREP MFCC. A.4).
- (c) demonstrated knowledge and skill in the role of marital, couple and family counselors in a variety of practice settings and in relation to other helping professionals (CACREP MFCC. A.5).
- (d) demonstrated knowledge and skill in the role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical and mental status, and equity issues in marital, couple and family counseling theory (CACREP MFCC. A.6).

#### 8. Contextual Dimensions: Marital, Couple and Family Counseling

- (a) demonstrated knowledge and skill in marital, couple, and family life-cycle dynamics, healthy family functioning, family structures, and development in a multicultural society, family of origin and intergenerational influences, cultural heritage, socioeconomic status, and belief system (CACREP MFCC. B.1)
- (b) demonstrated knowledge and skill in societal trends and related treatment issues related to working with diverse family systems (i.e., families in transition, dual-career couples, and blended families) (CACREP MFCC. B.3).

#### 9. Knowledge and Skill Requirements for Marital, Couple, and Family Counselors

- (a) demonstrated knowledge and skill in family systems theories and other relevant theories and their application in working with couples and families (e.g., legal, legislative, school and community systems) and with individuals (CACREP MFCC. C.1).
- (b) demonstrated knowledge and skill in interviewing, assessment and case management skills for working with individuals, couples, families, and other systems; and implementing appropriate skill in systemic interventions (CACREP MFCC. C.2).
- (c) demonstrated knowledge and skill in preventive approaches for working with individuals, couples, families, and other systems such as pre-marital counseling, parenting skills counseling, and relationship enhancement (CACREP MFCC C.3).

### Course Texts/Materials

#### Required Text

- Department of Counselor Education. *Field Study Handbook*. California State University, Sacramento.

#### Recommended Readings

- Lukas, S. *Where to Start and What to Ask*. (1993). New York: W.W. Norton & Co.

- Jongsona, A. and Peterson, L. (1999). *The Complete Adult Psychotherapy Treatment Planner*. New York: John Wiley & Sons, Inc.
- Dattilio, F. & Jongsma, A. (2000). *The Family Therapy Treatment Planner*. New York: John Wiley & Sons, Inc.
- Jongsma, A.; Peterson, L.; & McInnis, W. (2002). *The Child Psychotherapy Treatment Planner*. New York: John Wiley & Sons, Inc.
- Jongsma, A.; Peterson, L.; & McInnis, W. (2002). *The Adolescent Psychotherapy Treatment Planner*. New York: John Wiley & Sons, Inc.
- O'Leary, K.; Heyman, R.; & Jogsma, A. (1998). *The Couples Psychotherapy Treatment Planner*. New York: John Wiley & Sons, Inc.

### **Method of Instruction**

Involvement and learning in the course will be facilitated by means of: counseling clients, case consultation, feedback, discussion, demonstration, role-play, self-directed reading, and case study presentations.

### **Course Requirements and Assignments**

1. Class attendance: Attendance at seminar sessions is extremely important as you will be processing client cases. You will receive “No Credit” if more than two sessions are missed.
2. Application: Apply knowledge gained from feedback, discussions, readings, and experiential strategies to your work with clients as appropriate.
3. Counseling Theory: Be able to supply a rationale for what you are attempting to accomplish during any given counseling session with a client. Be able to assess the effectiveness of your approach and/or if you need to alter the way in which you are working with your client.
4. Experience. Be open to trying a variety of strategies in working with different clients. Sixty-five hours of experience are required for every one unit of credit.
5. Progress Notes: Keep progress notes as appropriate for your agency/school.
6. Oral Presentation and Case Study: Write a comprehensive case study on one client. The case will be presented in class and a written copy will be submitted to the instructor for evaluation and feedback. You will use the attached form for both written and oral portions. The oral presentation will also include an overview of your school/agency and population served.
7. Required Documentation: Refer to the *Field Study Handbook's* “What’s Due When” for due dates for all required forms.

### **\*\*\*Deadline Alert!\*\*\***

All forms are due to your instructor the week BEFORE Final Exam week. All evaluations and timesheets must be verified & filed by the instructor by Final Exam week.

### **Evaluation**

Field Study students are graded on a “credit”/“no credit” basis. Credit will be granted for satisfactory completion of requirements outlined in this syllabus and satisfactory evaluations by the on-site supervisor(s) and seminar instructor. The instructor reserves the right to assign a No Credit grade to students who, in the instructor’s judgment, have not satisfactorily demonstrated the attitudes, skills and disposition expected at this level of the student’s training.

## **School Counseling Template**

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**EDC 480: FIELD STUDY IN COUNSELING**  
**(School Specialization)**

**Course Description**

EDC 480 is an advanced counseling course designed to provide students with practical, supervised experience in the field of counseling. In addition to accruing hours of experience in the field and receiving regular onsite supervision, students are required to participate in a weekly seminar class where they receive 2 hours of group supervision. The weekly seminar is led by a CSUS faculty member and provides students an opportunity to discuss cases, develop interventions and strategies, share resources, and further students' personal and professional development. The ultimate goal is to ensure the successful acquisition, integration, and application of critical skills needed to be effective counselors, consultants, and advocates in general and particularly, as applied to one's particular area of specialization. (CACREP III.G, SCHOOL D; CCTC: III.31).

Prerequisites: The Field Study experience is designed to build on learning and competencies acquired in all core counseling courses, as well as course requirements in the student's counseling specialization. All counseling students must successfully complete EDC 475 prior to enrolling in this course. At a minimum, students who are specializing in *school counseling* must have also completed 210, 214, 219, 242, 270, and 272.

**Course Objectives**

Upon completion of EDC 480, the advanced counseling student will be proficient in demonstrating the knowledge, skills, and abilities to:

- Function as a counseling professional, assuming the key roles, functions, and relationships in performing as a highly ethical counselor, consultant, supervisor and advocate in diverse settings that serve diverse populations. (CACREP II.G.1.b,g-j; CCTC: 10, 16; II.B.22; C.25, 26, 27)
- Demonstrate mastery of basic counseling skills and interventions necessary for effective counseling: develop a therapeutic relationship, establish appropriate counseling goals, design intervention strategies, evaluate client outcome, and successfully terminate the counselor-client relationship. (CACREP II.G.5.c; CCTC: 14; II.A.21; II.C.25, 26)
- Observe and meaningfully interpret human dynamics inherent in the behavior of clients, and develop ability to conceptualize cases and the counseling process. (CACREP II.G.1.j; II.G.3.a-h, II.G.7.g; CCTC: 14; II.C.25, 26)
- Integrate into the roles and functions of a counselor/consultant/supervisor/advocate an understanding of issues of diversity, such as culture, family, ethnicity, gender, mental and physical characteristics, education, religious and spiritual values, socioeconomic status, and other unique characteristics of individuals, families, ethnic groups and communities. (CACREP II.G.1.j; II.G.2.a-b,d-f; II.G.3.c-h; II.G.5.b-c; II.G.7.f; CCTC: 7, 10, 16; II.C.25, 26, 27)
- Apply primary concepts of human growth and development as an integral part of individual and group assessments, and cases analyses. (CACREP II.G.3.a-h; CCTC: II.A.21; II.C.25, 26)
- Develop and maintain effective helping relationships with individual clients, groups, parents, school staff, and other service providers. (CACREP II.G.1.j; II.G.5.a-d,f-g; CCTC: 7, 10, 14; II.C.25, 26, 27)
- Demonstrate an understanding of interrelationships among and between work, family, and other life roles and factors including the role of diversity and gender in client development (CACREP II.G.4.d; CCTC: 7, 14).
- Plan and facilitate effective counseling and guidance activities for diverse populations, demonstrating a sound knowledge of group process, counseling methods, and assessments, and an awareness of one's own leadership style (CACREP II.G.6.a-b,d; CCTC: 4; II.A.21, II.B.22, II.C.26)
- Move toward becoming an active member of the counseling profession as a member of American Counseling Association, American School Counselor's Association, and relevant State/Regional divisions. (CACREP II.G.1.f)
- Demonstrate knowledge of and adherence to professional laws and ethics of the American Counseling Association (CACREP II.G.1.j) and the American School Counseling Association (SCHOOL A.2; CCTC: 6; I.18).

**Course Text/Materials**

- *CSUS Field Study Handbook* – PDF document available on the Department website.
- Ethical codes and standards of practice of ACA ([www.counseling.org](http://www.counseling.org)) and ASCA ([www.schoolcounselor.org](http://www.schoolcounselor.org))

## Method of Instruction

Individual/triadic and group supervision of counseling sessions and related field work. Evaluation and feedback of case presentation and case study.

## Course Requirements

Each student is expected to:

- Attend class regularly and on time. *More than 2 absences or recurrent tardiness will necessitate withdrawal from the course.* Class begins at 5:00pm.
- Fulfill all requirements as defined in *CSUS Field Study Handbook* and by On-Site Supervisors.
- Actively participant in discussions and exercises.
- Bring questions and concerns regarding clients to share with supervision group.
- Demonstrate openness to personal and professional growth as a counselor, and willingness to give and receive feedback (ideas, knowledge, and resources) regarding cases, counseling skill development and counseling process.
- Show willingness to process feelings, identify operational beliefs, demonstrate a commitment to honest self-evaluation and growth, and utilize empathic listening and group process skills with group members.
- Improve and fine-tune counseling skills over the course of the semester.
- Develop increased self-awareness and maintain appropriate self-care as a counselor.

## Course Assignments

- Field Study Handbook: Obtain, read and fully understand the contents of the handbook.
- Time Sheets: Complete timesheets on a weekly basis, and have the On-Site Supervisor review and endorse them.
- Site Summary\*: Write brief summary of your field site, your clientele, and all counseling tasks at the site.
- Case Summary\*: Write a comprehensive case study on one client. The case will be presented in class and a written copy will be submitted to the instructor. You will use the attached format.
- Mini-Presentation\*: Briefly (no more than 5 minutes) share one relevant topic of interest (individual or group intervention, guidance activity, important resources, workshop summary, etc.) with group. Make sure to provide copies of handouts and related presentation materials that you believe will be helpful to fellow group members.
- Forms/Evaluations: The semester seems to pass quickly. You should inform your On-Site Supervisors of the following important dates: **Supervisor Midterm Evaluation** is due to seminar instructor no later than **the last week of October** and **Final Evaluations/Forms** are due to seminar instructor no later than **the Monday before Final Exam week**.

## Evaluation

- Field Study students are graded on a “credit”/“no credit” basis. Credit will be granted for satisfactory completion of requirements outlined in this syllabus and satisfactory evaluations by On-Site Supervisor(s) and seminar instructor. The instructor reserves the right to assign a No Credit grade to students who, in the instructor’s judgment, have not satisfactorily demonstrated the attitudes, skills and disposition expected at this level of the student’s training.

California State University, Sacramento  
Department of Counselor Education

[Instructor Name]

[Semester/Year]

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**EDC 480: FIELD STUDY IN COUNSELING**

**SAMPLE Semester Agenda**

<b>Date</b>	<b>Activities</b>
Week 1	Introductions/Orientation to Class
Week 2	Submit Site Summaries/Group Supervision
Week 3	Group Supervision
Week 4	Group Supervision

Group supervision and discussion of cases will take place each week throughout the semester. Additionally, 2 students will present formal case presentations (20 minutes each) on current clients or give mini-presentations (5 minutes each) on topics related to counseling. Please sign-up to reserve a date for your case presentation and a date for your mini-presentation.

Week 5	Case Presentation 1 and 2 Group Supervision
Week 6	Case Presentation 3 and 4 Group Supervision
Week 7	Case Presentation 4 and 5 Group Supervision
Week 8	Case Presentations 5 and 6 Group Supervision
Week 9	Case Presentation 7 and 8 Group Supervision
Week 10	Case Presentations 9 and 10 Group Supervision
Week 11	Mini-presentations and Group Supervision
Week 12	Mini-presentations and Group Supervision
Week 13	Mini-presentations and Group Supervision
Week 14	Mini-presentations and Group Supervision
Week 15	Group Supervision / <b>Final Forms Due</b>

**Deadline Alert!** All forms are due to your instructor the week BEFORE Final Exam week. All evaluations and timesheets must be verified/filed by the instructor by Final Exam week.

In a large, sealed envelope submit the following:

- Originals and one copy of all time sheets (FORMS 4 and 4a). Make sure each page is signed by both you and your On-Site Supervisor so you can get credit for those hours!
- Remaining field study forms: Forms 5, 6, 7, 8 and 10. All forms must be **accurate and complete** to receive credit for field study. Make sure you and your On-Site Supervisor sign your evaluations.

**CONFIDENTIAL**  
**EDC 480: Field Study in Counseling**  
 [semester/year]

**CONTACT INFORMATION**

STUDENT NAME	Track	# Field Units Completed Already	# Field Units Currently Enrolled	Student Phone/E-Mail	NAME OF FIELD SITE	Supervisor Name	Supervisor Phone/E-mail

STUDENT NAME	NAME OF FIELD SITE	Supervisor Contacts: Dates, Times, Method		
		First Contact	Second Contact	Final Contact

## **CASE STUDY FORMATS**

- **Career Specialization**
- **MFT Specialization**
- **School Specialization**

## Case Study Format: Career Students Only

To gain practice in the development of case study documentation, each student will select one client who has been seen numerous times in counseling. Present the information in written format, **5 pages** minimum (typed, double spaced) and be prepared to discuss the case with peers in class.

### 1. Setting

Describe the setting in which the client was seen. Include socio-economic status and ethnic breakdown of population served, and include other relevant factors (i.e. school, college, career center, penal institution, mental hospital, open or locked facility, etc.)

### 2. Assessment/Diagnosis

A. Describe the client (appearance, age, gender, ethnicity, physical appearance, etc.)

**B. State the presenting problem, as the client described it**

C. Present any relevant history and/or additional information as needed

D. Note significant areas to consider:

1. Medical

2. Physical

3. Possible Legal and Ethical Issues

**4. Ethnic/cultural/religious or other considerations**

E. Client's Strengths

F. Assess and summarize major issues/problems from counselor perspective

**G. MFCC Students are also asked to present DSM IV-R diagnosis**

### 3. Framework/Theory (Briefly describe your theoretical framework)

### 4. Therapeutic Goals, Methods and Interventions

A. Indicate stated or probable client goals

**B. Indicate counselor goals**

C. Number and type of sessions

D. **Describe the methods, techniques and interventions that you used** (*This is important since this will indicate what you actually did in counseling*).

### 5. Consultation and/or Referrals

A. **With whom did you consult with about this case?**

**B. Did you refer the client for any type of services? If so, to whom or to what service?**

### 6. Summary of Outcomes

A. Disposition of Case

B. Evaluation of Case

C. Lessons Learned

• **What did you learn from this case?**

• **What, if anything, would you do differently next time?**

**Case Study Format:  
MFT Students Only**

To gain practice in the development of case study documentation, each student will select one client who has been seen numerous times in counseling. Present the information in written format and be prepared to discuss the case with peers in class.

**1. Setting**

Describe the setting in which the client was seen. Include socio-economic status and ethnic breakdown of population served, and include other relevant factors (i.e. school, college, career center, penal institution, mental hospital, open or locked facility, etc.)

**2. Framework/Theory (Briefly describe your theoretical framework)**

**3. Biopsychosocial Assessment and Treatment Plan Report\* (see outline below)**

\*as appropriate, genogram may be attached to end of case study

**4. Therapeutic Goals, Methods and Interventions**

- A. Describe the methods, techniques and interventions that you used (This is important since this will indicate what you actually did in counseling)
- B. Describe the Consultation and/or Referrals recommended and utilized, with outcomes
- C. Number and type of sessions completed

**5. Summary of Outcomes**

- A. Therapeutic Outcomes
- B. Disposition of Case
- C. Evaluation of Case

**6. Legal/Ethical, cultural diversity and systemic issues or considerations addressed**

**7. Personal learning** (What did you learn from this case? What did you learn about yourself from this case? What, if anything, would you do differently next time? )

The following report is confidential in nature and is part of the clinical record of this client. It contains sensitive information that may be subject to misinterpretation by individuals untrained in interpreting assessment data. As a result, this report is only for professional use and should only be interpreted by a qualified professional. HIPAA regulations prohibit release of this information to most third parties without the written consent of guardian and/or client. The report is based on the data available to the evaluator at the time of the assessment and the findings were interpreted as they relate to specific referral questions and clinical concerns. Unauthorized use of this report in the present or at a future date will limit the validity of the report and is considered professionally unethical.

**Counseling Biopsychosocial Assessment and Treatment Plan Report**

*Confidential  
For Client Record Only*

<b>Client Name:</b>	<b>Client Date of Birth:</b>
<b>Address:</b>	<b>Telephone (#1)</b>
	<b>Telephone (#2)</b>
<b>Date of Intake:</b>	<b>Ethnicity/Culture:</b>
<b>Date of Report:</b>	<b>Vocation/Education:</b>

*Note: Client information is recoded for confidentiality*

*Note: Ethnic/Cultural/Spiritual/Religious factors should be integrated throughout each section*

Reason for referral

*Note: Reason for Referral gives concise overview of primary concern and current symptoms*

History of presenting problem

*Note: History of presenting problem gives timeline and progression of symptom development and severity*

Mental Status Exam and Safety Assessment

*Note: Mental Status Exam and Safety Assessment in narrative form (with or without supporting MSE form)*

*MSE includes all major domains of Mental Status assessment*

*Safety assessment includes supporting evidence for assessed level of safety including specific statements and signs*

Developmental Assessment and History (Child Client or Adult DD Client)

*Note: Developmental history covers all major life domains (if child/DD client)*

Psychosocial History

Family Assessment and History

*Note: Family assessment and history includes systemic assessment, family history of symptoms and disorders related to RFR, and any relevant family contextual information*

Social System Assessment

*Note: Social systems assessment includes social supports- identified and assessed re: quality, quantity and impact of symptoms on social functioning, social functioning in primary work setting, faith setting (if applicable), and any other major social setting*

Vocational/Educational Assessment and History

*Note: Vocational/Educational assessment includes current and previous functioning and impact of current presenting concern on vocational/educational functioning*

Legal History

*Note: Legal history includes current and previous involvement with legal system and role of involvement in current presenting concerns*

Medical and Mental Health and Substance Assessment and History

*Note: Medical and Mental Health and Substance assessment and history includes client, client family history current and past problems/diagnoses and substance use/abuse. Includes information relevant to current presenting concern*

Strengths and Resources

*Note: Strengths and resources are identified in terms on individual, family, community, and other systemic resources/strengths*

Case Conceptualization

*Note: Case conceptualization includes appropriate theoretical conceptualization within which the writer summarizes client presentation by including relevant information that is used in diagnosis. Major symptoms, length, severity, and context are all present. Irrelevant factual information is absent.*

DSM IV Diagnosis

Axis I

Axis II

Axis III

Axis IV

Axis V                      Current:                      Past Year:

*Note: Diagnosis: 5-axis all correctly documented, including code, name, specifiers, and current and past GAF/CGAS scores*

Diagnostic Summary

*Note: Diagnostic summary includes major rule outs-why they were ruled out- and explanation of how the current diagnosis is the accurate one- why ruled in.*

Treatment Plan

*Note: Treatment plan has clearly articulated goals, Treatment plan has concrete objectives, Treatment plan has specific, clinically appropriate interventions, Treatment plan has concrete, measurable outcomes*

\_\_\_\_\_  
Clinician Name, Credential  
Clinician Title

\_\_\_\_\_  
Date

\_\_\_\_\_  
Supervisor Name, Credential  
Supervisor Title

\_\_\_\_\_  
Date

*Note: Report is signed and dated, Writing is professional and concise, Writing is free from grammatical and spelling error*

## Case Study Format: School Specialization

(Required of ALL School students enrolled in EDC 475, 480, and 290)

Select one client whom you have seen in counseling for at least 4 sessions. Document all of the client's information in a written case study, using the outline below. Submit the case study to the instructor for feedback and present the case orally in class (EDC 475, 480, or 290). (Note: Thorough case studies will be at least 7 pages, typed and double-spaced.)

### I. Background Information

- Include name (initials or pseudonym only), age, gender, grade in school, ethnicity, family configuration, socioeconomic status, and any other relevant demographic information.

### II. Presenting Problem or Issue

- Summarize the presenting problem **as described by school personnel and/or guardian(s) of client.** (Use specific examples to describe behaviors, circumstances and/or feelings that are of concern.)
- Summarize the presenting problem **as described by the client.** (Use specific examples to describe behaviors, circumstances and/or feelings from the client's perspective.)
- Explain how the situation is reported to manifest itself in the client's life and how it affects the family, teachers, peers and/or others in the client's life.
- **Make at least two references to literature** describing this specific concern and/or the overall context of the concern.
- Include any legal or ethical considerations.

### III. Client Assessment

- Summarize information available from formal testing, school records, medical records and other written sources.
- As objectively as possible, summarize your own observations of the client: overall presentation and physical appearance, characteristic behaviors, attitudes, affect, etc.
- Identify and describe a **variety** of the client's **strengths** and/or internal resources.
- Identify and describe the client's needs in terms of ability, performance, social skills, community resources, etc.
- Identify and describe the client's needs in terms of cultural values, family values, neighborhood and/or community factors, etc.

### IV. Ecological Assessment

- Identify factors in the client's home and school environments that may either contribute to his/her well-being or may impede his/her progress.
- Describe the degree to which the client understands the relationship between himself/herself and his/her surroundings.

### V. Goals and Interventions

- Identify theories that influenced your goals and interventions.
- Clearly identify the short and long-term goals you established with/for the client.
- Thoroughly summarize the interventions you utilized with your client to achieve your goals:
  - 1) techniques, methods and materials, and
  - 2) contact with family, teachers, other school staff, community agencies, etc.
- **Reference at least one empirical study** related to your interventions.
- Describe changes that have been evidenced so far and specific goals that have been achieved.
- List any unmet and/or revised goals you hope to achieve by the time of termination, including potential referrals within the school and community.

## VI. Cultural Responsiveness

- Thoroughly summarize evidence of your cultural responsiveness to this client.
- Include areas of “difference” that came into play and how they were negotiated.
- List factors you considered when conceiving how the client might perceive these “differences” AND describe how you responded to these considerations.

## VII. Critique of School Site

- Provide a **critique of the school’s four domains**: Personal, Social, Career, and Academic. What efforts are demonstrated by the school in developing children’s growth in these four domains? To what degree does your client benefit from these efforts?
- Provide a **critical analysis of systems utilization**: developmental, prevention, intervention (remediation), and crisis.
- Identify **strengths and areas of improvement** for the school counseling program at your site. Specify how the areas of improvement could have better served the client.

## VIII. Self-Reflection

- Summarize your overall impression of your work with this client and, if applicable, share anything you wish you had done differently.
- List a variety of feelings that were evoked in you throughout the process.
- Describe some things you learned about yourself (both personally and professionally) as a result of your relationship with this client.

## **SAMPLE OF PROGRESS NOTES**

**SAMPLE PROGRESS NOTES FORMAT FOR FIELD STUDY STUDENTS**

Student name: \_\_\_\_\_  
Last First Client(s)

(initials or pseudonym)

Date of session \_\_\_\_\_ Session # \_\_\_\_\_

Any special circumstances between sessions affecting client(s)?

Notable observations (client(s) appearance and behavior):

Issues addressed during session:

Interventions used:

Analysis/Interpretation of session:

Treatment Plan (short and long-term goals):

Review of session - What could have been done differently?

Reviewed by: \_\_\_\_\_

Date: \_\_\_\_\_

**STATE CERTIFICATE OF CLEARANCE  
(PPS Credential)**



## **California State University, Sacramento** **Credentials Office**

### **HOW TO APPLY FOR A CERTIFICATE OF CLEARANCE IN TWO EASY STEPS.**

You must obtain a Certificate of Clearance issued by the California Commission on Teacher Credentialing (CCTC) in order to obtain a California credential.

#### **FIRST STEP:**

- ☞ Go To: [www.ctc.ca.gov](http://www.ctc.ca.gov)
- ☞ Click on the orange **“Quick Help”** tab on the top of the page  
Select **“How do I apply for a credential?”**  
Select **“Pupil Personnel Services Credential”**  
Click on **“Request for LiveScan Service Form”**  
Print out three copies of this form (Form 41-LS).
- ☞ Get LiveScanned at one agency, for example:
  - The Department of Justice (DOJ), 4949 Broadway, Sacramento, CA (916) 227-3310,  
Rolling Fee: \$10.00. First come, First serve basis: Hours:  
7:30am to 3:30pm
  - Sacramento State University Police Department, (916) 278-6851  
Rolling Fee: \$10.00. By appointment only.  
Or
  - Contact DOJ at (916) 227-3823 for a referral to a LiveScan service operator in your area.
- ☞ Pay Fees: \$32.00 DOJ + \$24.00 FBI + Rolling Fee\* payable by cashiers check or money order to the appropriate agency. The rolling fee is determined by the fingerprinting agency.  
\*Fees subject to change without notice.

#### **SECOND STEP:**

- ☞ Go To: <https://teachercred.ctc.ca.gov/teachers/index.jsp>
- ☞ On the left side, click on **“Direct Application (Non-Recommendation Only)”**
- ☞ Fill out all fields requested for the **“Credential Application Form”**
- ☞ Before continuing to the fee payment page, print the **“Summary, Oath & Affidavit”** page
- ☞ Pay Fee of \$29.50 online
- ☞ Print the confirmation page

#### **\*\*Both Steps Must Be Completed To Process Your Certificate of Clearance\*\***

- ☞ Please keep copies of all paperwork submitted for your personal records.

# FORMS

California State University, Sacramento  
 Department of Counselor Education  
 PETITION FOR FIELD STUDY (EDC 480):  
Advisor Approval

FORM 1  
 (Part A)

Students Must Complete all Parts (A,B,C) of this Document for Consideration

1. This form must be completed by the student and submitted to the assigned advisor on or before the appropriate deadline in order to be considered for enrollment in field work for the requested semester. \*\*\*For enrollment in the Fall 2011 semester, the deadline is Tuesday, May 3, 2011 for Career and School Specializations and Friday, May 13, 2011 for the MFT Specialization.\*\*\*
2. If you are petitioning to enroll in your FIRST SEMESTER of EDC 480, please note that you must successfully complete EDC 475 this semester. Total practicum hours must be at least 100 clock hours, including a minimum of 40 direct client contact hours. No student will be allowed to enroll in fieldwork until he/she has completed these practicum requirements and received a grade of "Credit".

Name of Student	Specialization(s)	Student ID # (not SSI)	
E-mail	Phone	Address	
Semester/Year/# Units in which you are petitioning to enroll in 480:		Semester/Year	# Units

Field Study Plan you are using: (Please check one)	Plan A: 3 semester plan (2 units each semester)	Plan B: 2 semester plan (3 units each semester)	Plan C: 2 semester plan (2 units in one /4 units in the other)

Note: The Field Study requirement is 600 Clock Hours (6 units). No student may enroll in more than 400 clock hours (4 units) of fieldwork per semester. Dual option students will be required to perform at least 200 clock hours (2 units) of additional fieldwork. For the MT Specialization, the requirement for a dual option is 300 clock hours (3 units) of additional fieldwork.

Completion of PRACTICUM Experience <sup>2</sup>						
Practicum Site(s)	Semester Completed	Units	Grade	University Supervisor	Direct Contact Hours	Total Hours
Totals:						

Completion of <u>Previous</u> FIELD STUDY Experiences						
Field Study Site(s)	Semester Completed	Units	Grade	University Supervisor	Direct Contact Hours	Total Hours
Totals:						

Signature of Advisor	Approval for Field Study Enrollment		Date
	Yes	No	

California State University, Sacramento  
 Department of Counselor Education  
 PETITION FOR FIELD STUDY (EDC 480):  
Choosing Designated Site (Part B)

FORM 1  
 (Part B)

Name of Student	Specialization(s)	Student ID # (not SSI)	
Semester/Year/# Units in which you are petitioning to enroll in 480:		Semester/Year	# Units

**Designated Field Study Sites (by Specialization)**

All specialization students must complete the first 50% of their field study hours (e.g. 300 hours) at a CSUS Designated Center. Please rank your preferences for the designated sites below: 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, and 4<sup>th</sup> choices. Faculty will determine appropriateness of your requested site.

Note: If the first 50% of your field study hours have already been completed, you may *petition* to complete the remainder of your hours at a Specialization Site (see FORM 2).

Please check here if you plan to file a Petition for Specialization Site (FORM 2) →

Career	
<ul style="list-style-type: none"> <li>___ American River College</li> <li>___ Burbank High School Career Center</li> <li>___ Citrus Heights One-Stop Career Center</li> <li>___ Cosumnes River College</li> <li>___ CSUS Career Center</li> <li>___ CSUS EOPS</li> <li>___ CSUS Academic Advising</li> </ul>	<ul style="list-style-type: none"> <li>___ Francis House</li> <li>___ Folsom Community College</li> <li>___ McClatchy High School Career Center</li> <li>___ Roseville One-Stop Career Center</li> <li>___ Sacramento City College</li> <li>___ UC Davis Career &amp; Internship Center</li> <li>___ University of the Pacific</li> </ul>

MFT	
See the MFT Coordinator for the list of Designated Centers.	Specify your placement if known: _____

**School: Check (✓) preferred district and underline and rank (1,2,3) preferred school sites.**

<ul style="list-style-type: none"> <li>___ Davis USD                             <ul style="list-style-type: none"> <li>• Emerson Middle</li> </ul> </li> <li>___ Elk Grove USD                             <ul style="list-style-type: none"> <li>• Prairie Elementary</li> <li>• Reese Elementary</li> <li>• Rutter Middle</li> <li>• Jackman Middle</li> <li>• Valley High</li> </ul> </li> <li>___ Gateway Community Charters                             <ul style="list-style-type: none"> <li>• California Aerospace Academy (7-11)</li> <li>• Community Collaborative (K-12)</li> <li>• Community Outreach Academy Elementary</li> <li>• Community Outreach Academy Middle</li> <li>• Futures High School</li> <li>• Higher Learning Academy (K-6)</li> <li>• Sacramento Academic &amp; Vocational Academy (7-12)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>___ Natomas USD                             <ul style="list-style-type: none"> <li>• American Lakes Elementary School</li> <li>• NP3 Middle</li> </ul> </li> <li>___ Placer Union High SD                             <ul style="list-style-type: none"> <li>• Del Oro High</li> </ul> </li> <li>___ Sac City USD                             <ul style="list-style-type: none"> <li>• McClatchy High</li> <li>• Rosemont High</li> <li>• Sacramento Charter High</li> </ul> </li> <li>___ San Juan USD                             <ul style="list-style-type: none"> <li>• Churchill Middle</li> <li>• Dyer-Kelly Elementary</li> <li>• Greer Elementary</li> <li>• Howe Elementary</li> <li>• New San Juan High</li> </ul> </li> <li>___ Twin Rivers USD                             <ul style="list-style-type: none"> <li>• Fairbanks Elementary</li> </ul> </li> </ul>
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California State University, Sacramento  
 Department of Counselor Education  
 PETITION FOR FIELD STUDY (EDC 480):  
Selection of Seminar (Part C)

FORM 1  
 (Part C)

Name of Student	Specialization(s)	Student ID # (not SSI)	
Semester/Year/# Units in which you are petitioning to enroll in 480:		Semester/Year	# Units

Field Study Seminar Schedule Spring 2011				
Please rank your preferences for the Field Study Seminars listed below: 1 <sup>st</sup> , 2 <sup>nd</sup> , and 3 <sup>rd</sup> choices. The department will make every effort to secure your first choice; however, the department will not be able to guarantee all first choices as some seminar sections may fill quickly. (Note: Be sure to select only sections from your assigned specialization.)				
Section	Specialization	Day/Time	Instructor	Select your 1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> Choices
1	CAREER	Tuesday 4:00-5:50 pm	<b>TBA</b>	
2	CAREER	Wednesday 4:00-5:50 pm	<b>TBA</b>	
3	MFT	Monday 4:00-5:50 pm	<b>TBA</b>	
4	MFT	Tuesday 4:00-5:50 pm	<b>TBA</b>	
5	MFT	Wednesday 7:00-8:50 pm	<b>TBA</b>	
6	MFT	Thursday 9:00-10:50 am	<b>TBA</b>	
7	SCHOOL	Tuesday 4:00-5:50 pm	<b>TBA</b>	
8	SCHOOL	Wednesday 5:00-6:50 pm	<b>TBA</b>	
9	SCHOOL	Thursday 5:00-6:50 pm	<b>TBA</b>	

California State University, Sacramento  
 Department of Counselor Education  
**PETITION FOR SPECIALIZATION SITE:**  
Advisor Approval

**Students Must Complete Both FORM 1 and FORM 2 for Consideration**

1. Complete this form and attach to FORM 1 only if you have already completed the first 50% of your Field Study at one of the Designated CSUS Sites and have made your own arrangements for a placement at a Specialization Site.
2. You must obtain a brochure or other literature that describes the proposed agency/school and its functions and attach it to FORM 1 and FORM 2.
3. Attach a written statement that addresses the following:
  - a. Clearly state your rationale for your request for a specialization site. How will you and your supervisor clearly distinguish and negotiate your student learning objectives? *If the specialization site you request is your place of work, how will you and supervisor clearly distinguish and negotiate your student learning objectives from your work responsibilities? How will you and your supervisor clearly distinguish your role as an employee versus your role as a student? How do you plan to manage a conflict between your job duties as an employee and your learning objectives as a student?* Is the requested site amenable to working under a "Memorandum of Understanding" (MOU) that is now being required by the CSU system?
4. CSUS faculty will determine appropriateness of your requested site.

Name of Student	Specialization(s)	Student ID # (not SSI)	
Semester/Year/# Units in which you are petitioning to work at a Specialization Site:		Semester/Year	# Units

Proposed Specialization Site	
Name of Field Site	
Address	
Type of Facility	
Proposed On-Site Supervisor: Name	
Title	
Position	
License/Credential and Number	
Phone/E-mail	

Indicate Which of the Following that Your Proposed Site and Supervisor Can/Will Provide	Yes	No
One hour of individual, face-to-face supervision per week with your on-site supervisor (per CACREP)		
(If MFT) One hour of individual or 2 hours of group for every 5 hours of client contact (per BBS)		
A guarantee that at least 40% of your total clock hours will consist of direct client contact		
Documentation of a multicultural client population (defined as 50% or more persons of color)		
A comprehensive orientation and in-service trainings		
Opportunities for active involvement in clinical staffing or team meetings		
Opportunities for you to administer client charts and/or other forms of relevant record-keeping		
Opportunities for active involvement in a variety of other counselor-related activities at the site		
Agreement that supervisor will attend CSUS supervisory meetings and supervision training		
For MFT students supervision is provided by a licensed clinical supervisor (LMFT, LCSW, Ph.D., M.D.)		

Signature of Advisor	Specialization Site Approved		Date
	Yes	No	

California State University, Sacramento  
 Department of Counselor Education  
**FIELD STUDY SITE AGREEMENT**  
Advisor and Site Approval

Proposed Specialization Site	
Name of Field Site	
Address	
Type of Facility	
Proposed On-Site Supervisor: Name	
Title	
Position	
License/Certification Held and #	
Phone/E-mail	

To Whom It May Concern:

The CSUS counseling student identified below has expressed an interest in working at your agency or school for his/her field experience. On the basis of preliminary information we received from the student, the student's placement has been approved. Please check the following information for accuracy, sign the form, and retain one copy for your files. The original signed form must be returned to the student's University Supervisor (Seminar Instructor) no later than the third week of the University's semester.

Name of Student	Specialization(s)	Student ID # (not SSI)
E-mail	Phone	Address

The student is enrolled in the following counseling specialization(s): (check appropriate boxes)

- Career       MFT       School

and requires supervision from someone qualified to provide the appropriate supervision.

Indicate Which of the Following that You/Your Site Will Be Able to Provide	Yes	No
One hour of individual, face-to-face supervision per week with your on-site supervisor (per CACREP)		
(If MFT) One hour of individual or 2 hours of group for every 5 hours of client contact (per BBS)		
Provided by a licensed clinical supervisor (LMFT, LCSW, Ph.D., M.D.)		
A guarantee that at least 40% of the student's total clock hours will consist of direct client contact		
Documentation of a multicultural client population (at least 50% persons of color) - attached		
Opportunities for counseling individuals		
Opportunities for counseling groups		
Opportunities for counseling couples		
Opportunities for counseling families		
A comprehensive orientation and in-service trainings		
Opportunities for active involvement in clinical staffing or team meetings		
Opportunities for to administer client charts and/or other forms of relevant record-keeping		
Opportunities for active involvement in a variety of other counselor-related activities at the site		
Agreement that supervisor will read the CSUS Counselor Education Field Study Handbook in full		
Agreement that supervisor will attend CSUS supervisory meetings and supervision training		

California State University Sacramento,  
Department of Counselor Education  
CONTRACT FOR SPECIALIZATION SITE:  
Advisor and Site Approval

FORM 3  
(Page 2 of 2)

Other significant experiences your site will provide:

The above-mentioned CSUS counseling student would like to perform  200 hours  300 hours of fieldwork (internship) during the following CSUS semester(s):

Fall 2011  Spring 2012  Fall 2012  Spring 2013

Specific dates would include: \_\_\_\_\_

I, \_\_\_\_\_ (On-Site Supervisor), have read the above information for accuracy. I understand that as the On-Site Supervisor I will be responsible for reading the entire CSUS Counselor Education **Field Study Handbook**\* and for completing both a **Mid-term Evaluation (FORM 5)** and **Final Evaluation (FORM 6)**, and for attending relevant meetings with CSUS Faculty. (Note: Both above-mentioned forms are located in the Appendix of the Field Study Handbook.)

On-Site Supervisor Approval: \_\_\_\_\_ Date: \_\_\_\_\_

Academic Advisor Approval: \_\_\_\_\_ Date: \_\_\_\_\_

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\* The Field Study Handbook may be downloaded from the department website: <http://edweb.csus.edu/edc/forms.html>.



<b>DEFINITIONS: DIRECT CONTACT and SUPERVISION</b>	
<b><u>Direct Contact Hours</u></b> Provide counseling/psychotherapy/consultation/guidance	
<b>Individual</b>	See INDIVIDUAL clients for face-to-face counseling/therapy (includes counseling by phone)
<b>Couple/Family</b>	See COUPLES or FAMILIES for face-to-face counseling/therapy
<b>Group</b>	See GROUPS: counseling/psychotherapy, psycho-educational, guidance
<b>Consultation*</b>	Provide consultation, guidance, facilitation to family members, teachers, etc. to achieve client goals
<b><u>Supervision Hours</u></b> Receive weekly clinical supervision from site supervisor and University seminar instructor	
<b>Individual Supervision</b>	An average of at least one hour of <i>individual</i> with site supervisor ( <u>required</u> ).
<b>University Group Supervision</b>	An average of at least one and one half hours of <i>group</i> with University seminar instructor ( <u>required</u> ).
<b>Site Group Supervision</b>	<i>Group</i> supervision that takes place at the field study site ( <u>optional</u> ).

(\*Note: Consultation does not count as direct contact for MFCC Specialization)

<b>CODES: Recording MISCELLANEOUS HOURS</b>	
<b>Category A: Additional Work On-Site</b>	
Preparation for Client Contact (e.g., brief telephone contacts, getting materials ready, writing letters, completing referral forms, impromptu discussions with on-site personnel or supervisors, answering agency phones)	
Write Clinical Notes (e.g., do charting, keep logs/progress notes)	
Meetings: Attend staff meetings, clinical team meetings, orientation meetings	
Work on Program Development/Conduct in-service training	
Student is present for a contact hour, but client does not show	
<b>Category B: Additional Work Off-Site</b>	
Do outside research and/or reading related directly to client issues	
Attend outside Workshops/Lectures/Conferences	



California State University, Sacramento  
 Department of Counselor Education  
**MIDTERM EVALUATION:**  
Completed by On-Site Supervisor  
 (EDC 480)

**Instructions:**

1. Thoughtfully complete this evaluation.
2. Meet face-to-face with the student to review and discuss the evaluation.
3. Sign and date the evaluation with the student present and make copies for the student and yourself.
4. Have the student submit the "original" evaluation to their University Supervisor (seminar instructor) by the deadline.

Name of Student	Specialization(s)	Dates of Placement	
		From:	To:

Field Study Site	
Name of Field Site	
Address	
Type of Facility	
On-Site Supervisor Information:	Name
	Title
	Position
License/Credential and Number	
Phone/E-mail	

Please evaluate the student's performance in the following competencies, identifying strengths and areas for improvement. Use the following rating scale and provide a rationale for your rating:

1	2	3	4	5	N/A
Poor	Below Average	Average	Good	Outstanding	Not Applicable

1. Counseling skills and techniques	Rating:
Comments:	

2. Professional conduct / Responsibility / Ethics	Rating:
Comments:	

3. Motivation / Independent initiative	Rating:
Comments:	

4. Ability to work with others (staff, peers, supervisors)	Rating:
Comments:	

MIDTERM EVALUATION  
(EDC 480)

FORM 5  
(Page 2)

<b>5. Administrative / Procedural skills</b>	Rating:
Comments:	
<b>6. Attendance / Punctuality / Time Management</b>	Rating:
Comments:	
<b>7. Case Management</b>	Rating:
Comments:	
<b>8. Overall performance</b>	Rating:
Please comment on the student's overall performance up to this point in the semester:	

Number of total hours to date: \_\_\_\_\_

Number of client contact hours to date: \_\_\_\_\_

Percentage of direct client contact hours: \_\_\_\_\_

Is the student at risk at this time of not satisfactorily completing his/her Field Study units at your site? Yes / No

If so, please explain here:

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Site Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

University Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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University Supervisor Comments:

California State University, Sacramento  
 Department of Counselor Education  
**FINAL EVALUATION:**  
Completed by On-Site Supervisor  
 (EDC 480)

**Instructions:**

1. Thoughtfully complete this evaluation.
2. Meet face-to-face with the student to review and discuss the evaluation.
3. Sign and date the evaluation with the student and make copies for the student and yourself.
4. Have the student submit the "original" evaluation to their University Supervisor (seminar instructor) by the deadline.

Name of Student	Specialization(s)	Dates of Placement	
		From:	To:

Field Study Site	
Name of Field Site	
Address	
Type of Facility	
On-Site Supervisor Information: Name	
Title	
Position	
License/Credential and Number	
Phone/E-mail	

Please evaluate the student's performance in the following competencies, identifying strengths and areas for improvement. Use the following rating scale and provide a rationale for your rating:

1	2	3	4	5	N/A
Poor	Below Average	Average	Good	Outstanding	Not Applicable

<b>1. Counseling skills and techniques</b>	<b>Rating:</b>
Comments:	

<b>2. Professional conduct / Responsibility / Ethics</b>	<b>Rating:</b>
Comments:	

<b>3. Motivation / Independent initiative</b>	<b>Rating:</b>
Comments:	

<b>4. Ability to work with others (staff, peers, supervisors)</b>	<b>Rating:</b>
Comments:	

FINAL EVALUATION  
(EDC 480)

FORM 6  
(Page 2)

<b>5. Administrative / Procedural skills</b>	Rating:
Comments:	

<b>6. Attendance / Punctuality / Time Management</b>	Rating:
Comments:	

<b>7. Case Management</b>	Rating:
Comments:	

<b>8. Overall performance</b>	Rating:
Please comment on the student's overall performance this semester:	

TOTAL number of hours completed at your site this term: \_\_\_\_\_

Total number of direct client contact hours: \_\_\_\_\_

Percentage of direct client contact hours (Direct Contact / TOTAL): \_\_\_\_\_

Is the student at risk at this time of not satisfactorily completing his/her Field Study units at your site? Yes / No

If so, please explain here:

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Site Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

University Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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University Supervisor Comments:

California State University, Sacramento  
 Department of Counselor Education  
**STUDENT EVALUATION OF FIELD STUDY SITE:**  
Completed by Student  
 (EDC 480)

Name of Student (optional)	Specialization	Semester	Year

Name of Site	Name of Site Supervisor	Lic./Cert. Held	Lic./Cert. #

**Instructions:**

Please evaluate the on-site supervision you received by checking the appropriate box and/or circling the appropriate number that best represents your experience.

1. Please check the item that best describes your Field Study site:

1. Community Counseling Agency	7. Psychiatric Hospital
2. Elementary or Secondary School	8. Other Inpatient Facility
3. College/University Counseling Center	9. Criminal Justice
4. College/University Career Center	10. Outpatient Clinic
5. Community/Junior College	11. WEAVE / DV Treatment Site
6. General Hospital	12. Other (please specify):

2. Please estimate the percentage of your weekly hours spent in each of the following activities and write in adjacent box:

1. Individual Counseling	8. Diagnosis / Assessment
2. Group Counseling	9. Administrative Duties
3. Supervision (Individual and Other)	10. Report Writing
4. Couples Counseling	11. School-Based Meetings
5. Family Counseling	12. Consultation
6. Career Counseling	13. Other (please specify):
7. School Counseling	

3. Listed below are major areas of Field Study training. Using the scale below, please **circle** the number that best represents your judgment of the training you received at your Field Study Site. ***(Circle N/A if the area of training is not relevant to your career/curriculum.)***

	Very Inadequate	Excellent
1. Individual Counseling	1 2 3 4 5 6 7	N/A
2. Group Counseling	1 2 3 4 5 6 7	N/A
3. Supervision	1 2 3 4 5 6 7	N/A
4. Couples Counseling	1 2 3 4 5 6 7	N/A
5. Family Counseling	1 2 3 4 5 6 7	N/A
6. Career Counseling	1 2 3 4 5 6 7	N/A
7. School Counseling	1 2 3 4 5 6 7	N/A
8. Diagnosis / Assessment	1 2 3 4 5 6 7	N/A
9. Administrative Duties / Paperwork	1 2 3 4 5 6 7	N/A
10. Understanding your role in the agency	1 2 3 4 5 6 7	N/A
11. Professional collaboration	1 2 3 4 5 6 7	N/A
12. Consultation	1 2 3 4 5 6 7	N/A

STUDENT EVALUATION OF FIELD STUDY SITE  
(EDC 480)

4. To what extent do you think that the skills you have learned at this site can be transferred to other settings?

1	2	3	4	5
Not at all transferable				Highly transferable

5. The population served at this site is culturally diverse:

1	2	3	4	5
Strongly disagree				Strongly agree

6. The quality of **ON-SITE** supervision is:

1	2	3	4	5
Completely inadequate				More than adequate

7. The quantity of **ON-SITE** supervision (in terms of licensure requirements and basic requirements) is:

1	2	3	4	5
Completely inadequate				More than adequate

8. Overall, this Field Study placement is evaluated in the following way:

1	2	3	4	5
Limited		Average		Excellent

9. Please use the space below to write general comments regarding this placement's strengths, weaknesses, areas needing improvement, etc.

---

University Supervisor Comments:

University Supervisor Signature: \_\_\_\_\_

Department of Counselor Education

VERIFICATION OF WORK COMPLETED AND GRADE FOR TERM

(EDC 480)

Completed by University Supervisor (Seminar Instructor)

1. Students will complete all domains except those in the Grade table.
2. Make sure students complete fully and submit ALL of the required forms before calculating grade and giving credit for the semester.
3. Organize all forms in the order listed below (FORMS 4-7) with this form on top. (Students who are graduating will also need to submit FORM 10. Please check FORM 10 for completion and include on top of forms 4-8).
4. Students who will fall short of their enrolled hour requirement must submit a *Petition for Incomplete* to the Department no later than two weeks before Final Exam Week, or they will receive no credit for the semester.
5. When an Incomplete is issued, submit this form along with copies of the incomplete time sheets (Form 4). When the Incomplete grade is being changed to a Credit grade, submit a new version of this form showing the Credit grade along with signed, completed time sheets.

Name of Student	Student ID # (not SSI)	Semester	Year

Grade Calculation			
Number of <u>Units Registered</u> for this Semester =			
Number of <u>Units Completed</u> this Semester =			
Number of Field Study <u>Seminars Attended</u> =			
Seminar Instructor CIRCLE ONE:			
GRADE:	CR (Credit)	NC (No Credit)	INC (Incomplete)

Field Study Site(s)			Hours Completed at Each Site	
Name of Field Site(s)	Address of Field Site(s)	Site Supervisor (s)	Direct Hours	Total Hours
Teaching Assistant Hours			Hours Completed as T.A.	
Name of Course(s)	Semester/Year Hours Earned	Name of Instructor	Direct Hours	Total Hours
			n/a	
			n/a	
Semester TOTAL HOURS				

University Supervisor Checklist				
Forms			Received	Attached
FORM 4: Field Study Time Sheets				
FORM 4a: T.A. Time Sheet (if applicable)				
FORM 5: On-Site Supervisor's Midterm Evaluation of Student				
FORM 6: On-Site Supervisor's End of Semester Evaluation of Student				
FORM 7: Student's Evaluation of Field Study Placement				

University Supervisor Approval: \_\_\_\_\_

Date: \_\_\_\_\_

California State University, Sacramento  
 Department of Counselor Education  
**FINAL VERIFICATION OF FIELD STUDY COMPLETION**  
 (EDC 480)

**Graduating Students**

1. This form is to be completed by students in their **last semester of the program**.
2. **Complete entire form with accurate information for all of Field Study semesters completed in the program.**
3. Submit the form to seminar instructor *the week prior to Final Exam week* with all other 480 forms for the semester.
4. Grand Total must equal at least **600 clock hours** including at least **40% (or 240) direct contact** hours. Dual option students must complete at least 200 additional clock hours (for a total of 800 hours) of fieldwork. For the MFT Specialization, the requirement for a dual option is 300 additional clock hours (for a total of 900 hours) of fieldwork.

**Seminar Instructors**

1. Seminar instructors please review to make sure students have completed all of the required fields before accepting these forms.
2. Students should not receive credit for the course unless this form is fully completed and submitted to you on time.
3. Submit to **Department Chair** no later than the **Friday before Final Exam week** for final endorsement of total hours.

Name of Student	Specialization(s)	Academic Advisor
E-mail	Phone	Address
Semester/Year of Graduation:		

Summary of Field Study Experience						
Semester/Year	Direct Contact Hours	Miscellaneous Hours	Supervision Hours	Total Hours for Semester	Units Enrolled	Grade Received
/						
/						
/						
/						
/						
<b>Subtotals:</b>		+	+	<b>= GRAND TOTAL HOURS</b>		

Student Verification: \_\_\_\_\_

Date: \_\_\_\_\_

For Office Use Only

Date Received from Student: \_\_\_\_\_

Comments:

I verify that this student has completed the minimum 240 client contact hours and 600 total hours of fieldwork required to graduate.

Department Chair Verification	Approval for Graduation		Date
	Yes	No	