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Overview of the Counseling Psychology

Counseling psychology historically has also emphasized understanding individuals in their sociocultural context. Earlier in our history, educational and occupational contexts were emphasized, while more recently individual and cultural diversity have received a great deal of attention. Our program takes a biopsychosocial approach to understanding human behavior, and is based on the view that a comprehensive approach such as this results in the most complete understanding of human development and functioning. We believe that a sensitivity to biological, psychological, social, cultural, developmental, and environmental influences on behavior increases students' effectiveness both as practitioners and researchers, as well as the additional roles in which they are likely to engage (e.g., instructor, trainer, supervisor, consultant).

Our Counseling Psychology program at Marquette also exists within the context of the Jesuit educational tradition. This includes assisting students to develop a care and respect for self and others consistent with the Jesuit tradition of *cura personalis* (care for the whole person) and service to others. This tradition emphasizes a care for the whole person and the greater community, which we believe is also consistent with the history and emphasis of counseling psychology. This mission is also consistent with the basic orientation of the Marquette University College of Education, which emphasizes developing in students an interest in and care for knowledge, for one's profession, and for the persons one serves as a professional.

Our practitioner training is based upon a sequential-developmental model that, in-line with our overall training model, provides a program of cumulative learning experiences. Although the COPS Program does not subscribe to a particular model of supervision, the overarching approach is developmental in nature. That is, students progress from beginning stages of development (initial practica) through advanced practicum and into the pre-doctoral internship, gaining the corresponding requisite knowledge, skills, and dispositions.

Students are assessed throughout their early coursework in regard to "readiness to begin practicum." Once students are approved to enroll in practicum, they gain counseling experience in a variety of community-based sites including university counseling centers, community mental health centers, hospitals, correctional institutions, and schools. Upon completion of their practicum training, students are prepared to begin their predoctoral internship.

Prerequisite Courses/Evaluations for COPS 8965 Counseling Psychology Practicum

All students must complete a minimum of 100 hours of masters-level practicum and 600 hours of masters-level counseling internship (COUN 6965 and COUN 6986 or the equivalent for th8sg0 1 130.0000912 0 612 792 r

1. Evaluation of clinical writing, including psychosocial history, integrative psychological reports, treatment plans, progress notes, discharge summary, and case presentation. (Evaluated by the COPS DOT and placed in student's file at MU.)
2. Completion of "Readiness to Begin Doctoral Practicum" evaluation by the supervisor of the COUN 6986-equivalent course (may be either the university practicum instructor or site-supervisor; see Appendix C). Alternatively, if applicable, the "Readiness to Begin Doctoral Practicum" evaluation can be completed by a clinical supervisor or a center director.

Students must apply for practicum by February 1 for fall semester and by September 15th for spring and summer semesters.

Meet with your advisor to determine the type of practicum experience you wish to have (also consult with fellow students, Director of Training, etc.):

- further development in an area of prior experience or interest

- introductory exposure to a new area of interest

- exposure to an area where a deficiency exists

put forth in the clinical affiliation agreement, students should seriously consider Individual Professional Liability Insurance. This type of insurance can be obtained through APA student membership and is very reasonably priced.

(See Appendix G for definitions of practicum activities)

- Refers to face-to-face intervention and assessment experience. Students should only count the time spent in the presence of their client(s) in this category. This includes time spent in direct service (face to face) with clients while conducting individual/group/career/family/couples counseling sessions or assessments. Time spent scoring and/or report writing, *should not* be included in this category. These types of activities fall under "Support Activities" and should be recorded in their appropriate categories under this heading.

In order to complete their program Counseling Psychology Practicum requirements, students must complete a minimum of 8 integrated psychological assessment reports (such a report includes a history, an interview, and at least two tests from one or more of the following categories: personality assessments [objective and/or projective], intellectual assessment, cognitive assessment, and/or neuropsychological assessment; these are synthesized into a comprehensive report providing an overa57004C00(ropi(tua)46()-12(s)1)

about the client but not in the actual presence of the client (i.e., outside the counseling/therapy hour). Examples of such activities include: writing process/progress notes, reviewing charts, planning interventions, consulting with other professionals about a case, video/audiotape review etc.

This includes hours in formal consultation and primary

considered practicum. In addition, such students are prohibited from describing their provision of these mental health services as part of their required program activities.

Students must submit evaluations from their site supervisor at the mid- and endpoints of each semester to the COPS DOT. See Appendix F for the Mid-Semester evaluation and for the end of the semester evaluation, use the full supervisor evaluation in Appendix E.

If students encounter questions or concerns related to their clinical placement, they are to first consult wi

The initial site visit is used for orientation and verification/clarification of the supervisory agreement. This should be accomplished within two weeks of the beginning of practicum. At this visit, it must be verified that the site supervisor has been provided a copy of the course syllabus requirements, a copy of the practicum handbook, and evaluation forms to be completed at the end of each semester; the supervision agreement has been signed by all parties; and the Practicum Learning Agreement (PLA) has been reviewed and signed by all parties. In addition, it must be verified that the student has been provided a comprehensive orientation to the site, including but not limited to policies, philosophy, procedures, protocols, rules, and expectations.

The termination site visit is used as a forum for evaluation of the student, the practicum site, and the interface with the CECP Department.

Sites visits are not typically conducted during field placement experiences, unless the student requests such a visit by the Director of Training. Typically, these site visits would be conducted in these instances because of a concern with the experience. For further information, students should contact the Director of Training.

The university instructor, the COPS Director of Training, and Department Chair are available to both the student and site supervisor as needed. For example, students and supervisors may seek consultation for conflict resolution, concerns regarding inadequate performance, ethical dilemmas, and ways to improve training.

The practicum site may cancel, by notice in writing to the Department, the practicum or field placement of any student whose performance is unsatisfactory or whose personal characteristics prevent desirable relationships within the site. The site will provide the student and the CECP Department with written justification for the proposed cancellation of a placement. Prior to such cancellation, the site supervisor shall notify the COPS Director of Training and consult with the university supervisor about the proposed termination.

Supervision of the practicum student is the joint responsibility of the university and the professional staff of the practicum site.

Supervisor Qualifications: The primary site supervisor must be a licensed psychologist [a maximum 2 semesters of practicum (including masters-level practicum/internship) may be under the site supervision of a licensed mental health professional other than a licensed psychologist. All supervisors must be approved by the DOT]. The site supervisor has the primary responsibility for providing the practicum student with direct 1:1 supervision on a regularly scheduled, weekly basis.

Amount of Individual Supervision: A minimum of 30 minutes per week of 1:1 supervision per 10 hours/week of practicum is required. For example, a 20-hour per week practicum requires 60 minutes per week of 1:1 supervision.

Group Supervision: Includes the time spent in COPS 8965 class focusing on discussion of specific client cases. (Note: COPS 8965 class hours not considered group supervision should be counted as didactic or training hours.). Group supervision at the practicum site is desirable, but not required. Group supervision CANNOT be substituted for the 1:1 supervision requirements.

students are precluded from recording sessions due to CECP HIPAA Compliance Policy or the agency policy, then it is expected that the site supervisor will provide in-person observation of a minimum of two sessions per semester. Observation of sessions can count as 1:1 supervision.

New Direct Observation Requirement (APA Standards of Accreditation): APA has adopted new Standards of Accreditation to replace the Guidelines and Principles. Much of these Standards echo the earlier G & P, but there are a few important changes. One of these is that

What this translates to in actual practice is the following:

At least once per semester, site supervisors must directly observe our students' clinical work. If a student is at multiple different sites during the same semester, this direct observation must occur at each site.

The observation can be live or via video-recording; audiotape alone does not meet this requirement.

Until we hear otherwise, we are assuming that this requirement holds for our Practicum students (those who are completing the 4 required semesters of Practicum) and also for our Field Placement students (those who have completed the required 4 semesters but are still engaged in supervised clinical work).

We have altered the evaluation form that supervisors complete to document the direct observation of our students.

The PLA consists of the following elements and is composed by the student in consultation with the site supervisor:

A narrative description (~2-3 typed pages) of perceived professional strengths and growth areas, addressing both intra- and interpersonal components. Include, as well, a statement of your intended future professional goals/practice area 612i5323.87 117d TJETQq0.n

violations of its requirements (ranging from administrative actions to fines of up to \$250,000 and 10 years imprisonment). The University enforces compliance with HIPAA requirements for faculty and staff through its Human Resources policies. Student violations of HIPAA compliance requirements will be handled through the departmental policy on the Remediation and Dismissal of Students. Minor violations of these requirements will result in relatively minor disciplinary actions, while serious or multiple minor violations of these requirements can result in dismissal from the program.

Student's Name: _____

- a. Is knowledgeable and respectful of the roles and perspectives of other professions
- b.

DIRECTIONS: The supervisor completes this form at midterm for field placement. The completed form is to be submitted by the student to the Director of Training who will submit it to the CECF office to be filed in the student's practicum file. Please note, we have simplified this mid-semester form. Since the student has already completed four semesters of practicum, we consider this student to be an advanced and working on advanced clinical skills, and we want to ensure they are continuing to positively progress in their development. When students are completing field placement experiences, they are seeking to gain additional clinical experience to ready themselves for internship application and to ensure their competitiveness for placement.

Please provide feedback about the performance the supervisee's core competencies important to health service psychology as noted below. The responses are predominately narrative, and they do not require numerical ratings.

: The Standards of Accreditation by the American Psychological Association (APA) require that supervisors directly observe the supervisee's clinical performance at least once each semester of field placement, although more observations are encouraged. This observation must be performed by the supervisor completing this form, who is legally responsible for clinical cases and the supervision of the student. This form will become part of the student's record for

Supervisor's Signature/Printed Name: _____ Date: _____

Student's Signature**: _____ Date: _____

**Student's signature acknowledges that the student has reviewed the evaluation but does not necessarily indicate agreement with the evaluation.

I. Overview

The following guidelines and definitions are drawn from the Association of Postdoctoral and Internship Centers (APPIC) www.appic.org.

It is very important that all practicum hours are carefully documented. This is especially important for doctoral students, as they will need to provide detailed information concerning their hours when applying for internship. Masters students should also keep detailed practicum records as they may need these records for certification, licensure, or other professional reasons and in case they ever decide to go on to earn their doctoral degree. Hours accumulated while in a terminal master's program should be calculated separately. Ph.D. students admitted to the COPS program post-baccalaureate should document all of their practicum hours as doctoral level.

When calculating practicum hours, you should do your best to provide an *exact* number of hours accumulated and the number of clients seen, though there will be times when your "best estimate" will be called for.

Each activity should only be recorded in one section. You may have some experiences that could potentially fall under more than one category, but you must select the *one* category that you feel best captures the experience.

Keep a separate time sheet for each semester of practicum work. For the few individuals who

Class time is usually recorded as either group supervision, didactic training, or other support activities (such as how to record hours, program issues, etc.). For example, class time spent discussing a specific case should be recorded as Group Supervision, while time spent discussing how to formulate a generic treatment plan should be considered Didactic Training.

Time spent doing formal Career Counseling with a client, which may include using assessments such as the Strong Interest Inventory, etc. (Formal assessment time should be logged in the assessment categories). This category covers the range of processes and procedures involved in comprehensive career counseling, including education, career exploration, development, and guidance. Helping individuals increase understanding of their abilities, interests, values, and goals is a vital foundation of the career

- Actual hours of group focus on specific cases. Didactic portions should *not* be recorded as supervision (not on the 165(a) 2 support activity) since they are not taking place at your site, or *part* of practicum class, but didactic training should *not* be included in this category. The hours recorded in the group supervision category should be actual hours of group focus on specific cases. Many excellent practicum courses incorporate both didactic and experiential components. While the didactic portion is excellent training, it should not be recorded as a supervision activity; it should instead be included in Support Activities. This may necessitate breaking the hours spent in a practicum course into intervention, supervision, and didactic activities by actual course hours. For example, if you present on the "Psychosocial Issues of HIV Infection" using examples of cases, it is a didactic activity. Similarly, Grand Rounds that consist of in-service education on specific topics would *not* be considered supervision for the purposes of documenting practicum hours, but would be considered a support activity.

Includes a history, an interview, and at least two of the following: objective and/or projective personality assessments; intellectual, cognitive, and/or neuropsychological assessment. These are synthesized into a comprehensive report providing an overall picture of the client. As long as there are at least 2 assessment tools being integrated, it is an integrated report. The tools may or may not be in the same "category".

However, entities may require individuals to have insurance as a condition of employment, (When representing MU, we would provide the financial responsibility and "insurance".)

Professional liability insurance may need to be evaluated and purchased by the individual when the student is acting as a defined professional and not representing the University when providing services. This coverage can vary in terms of coverage, conditions, premium and claim management expertise and individuals should work with insurance professionals who can compare and contrast various plans. Not all insurance is equal, and the quality and financial position of the insurer, not just the cost of the premium should be considered. Professional liability coverage is specialty coverage and the expertise of the company in your specific profession and their longevity in this coverage line is important.

Marquette University
Department of Counselor Education and Counseling Psychology

Student Counselor Name: _____

Practicum/Internship Site: _____

Site Supervisor Name & Title: _____

Phone: _____

As a graduate student at Marquette University, I am required to be under the direct supervision of qualified clinical supervisors. Audio recordings and video recording the sessions are a significant component of counselor training. However, no recording is ever done unless the client has given permission to do so. Therefore, we use this consent form to obtain your permission to audiotape or video-recordings. Feel free to ask me any questions about the purpose of recordings and use of the recordings.

Your signature below confirms that this form has been explained to you, and that you understand the following:

1. The purpose of recordings is for use in training and supervision. This will allow the above referenced counselor-in-training to consult with his or her assigned supervisor(s) in an individual or group supervision format, who may listen to the tape alone or in the presence of other student counselors in a class or meeting.
2. I can request that the tape recorder or video recorder be turned off at any time and may request that the tape or any portion thereof be erased. I may terminate this permission to tape at any time.
3. The contents of these taped sessions are confidential and the information will not be shared outside the context of individual and group supervision.
4. The recordings will be stored in a secure location and will not be used for any other purpose without my explicit written permission.
5. I have the right to review my recording with my student counselor during a counseling session.
6. The recordings will only be kept until the end of the school term during which they are recorded, at which time they will be destroyed.

Client Signature (or Parent/Guardian if client is under 18 years of age): _____ Date: _____

Client Assent (if client is under 18 years of age): _____ Date: _____

