



Holy Family
UNIVERSITY

SCHOOL OF
**ARTS &
SCIENCES**

**Master of Science
in Counseling Psychology
Student Handbook**

August 2023

School of Arts & Sciences

Master of Science in Counseling Psychology Student Handbook

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About Holy Family University

Holy Family University is a private Catholic institution located in Philadelphia, PA. Founded in 1954, the University's mission is informed by its core values of family, respect, integrity, service and responsibility, learning, and vision. The University embraces diversity and inclusion, ensuring a welcoming and accessible learning community for all. The University is composed of four schools: Arts & Sciences, Business & Professional Studies, Education, and Nursing & Health Sciences. Nestled in the heart of a historic residential neighborhood in the Northeast, the University is just minutes from the excitement of Center City. Holy Family enrolls more than 3100 students at the undergraduate, graduate, and doctoral levels at its Philadelphia and Newtown campus locations.

Holy Family University is a sponsored ministry of the Sisters of the Holy Family of Nazareth.

9F.1 Program Mission Statement

Consistent with Holy Family's tradition of Teneor Votis (I am bound by my responsibilities) counseling psychology students are inspired to advocate for social justice, shape public policy, and witness the dignity of each person and the human family. In this spirit, the mission of the Graduate Program in Counseling Psychology is to graduate well-rounded scholar-practitioners who can integrate theory, research, and practice.

In fulfillment of this mission the program promotes:

1. Ethical behavior
2. Professional competence
3. Respect for diversity and human dignity
4. Service to the community
5. Evidence-based practices

9F.2 Program Outcomes

The overarching goal of the program is to prepare students to become competent scholar-practitioners who are eligible for state licensure and/or certification in their particular specialty area. Graduates of the Master of Science in Counseling Psychology Program, regardless of concentration area, demonstrate skills and knowledge in the following areas:

1. Professionalism and ethical practice according to the American Counseling Association Code of Ethics and federal and state laws governing counseling practice
2. Bio-psychosocial models of human growth and development
3. Theoretical approaches to counseling and case conceptualization
4. Integrative approach to wellness and prevention
5. Helping relationships and counseling skills
6. Group counseling, process, and dynamics
7. Psycho-education
8. Career and vocational development
9. Multicultural, social justice, and advocacy in counseling and the profession
10. Appraisal and assessment
11. Research and program evaluation methods
12. Psychopathology and diagnostic systems

9F.3 Counseling Psychology Concentrations

All 5 concentrations in the Masters of Counseling Psychology program have been designed to meet the educational requirements for students to become Licensed Professional Counselors (LPC) in the state of Pennsylvania. Below is an overview of the 5 areas of concentration in the Masters of Counseling Psychology Program:

9F.3.1 Art Therapy

The Art Therapy concentration prepares master-level counselors in the clinical use of art in therapy. Art therapists are knowledgeable about human development, psychological theories, clinical practice, spiritual, multicultural and artistic traditions, and the healing potential of art in working with a variety of clients in hospitals, treatment programs, schools and private practice.

Graduates of the art therapy concentration are prepared to work in a variety of settings as LPCs. Students completing the Art Therapy concentration will, as part of their degree program, also complete all the educational requirements to be eligible to apply for the credential of Registered Art Therapist (ATR).

9F.3.1.1 Art Making

Prior to commencing the Art Therapy concentration, students' transcripts and related studio art-making experiences will be evaluated to determine if they are eligible to take the art specialty classes. As is required by the Art Therapy Credentials Board, art therapy students must document 18 semester hours (27 qtr. Hours) in studio art based courses, prior to beginning specialized art therapy coursework in the masters program. Below are the guidelines set forth by the Art Therapy Credentials Board that the counseling psychology art therapy concentration adheres to:

Studio Art Making Completion (18 semester hours total):

1. At least 12 semester hours (18 qtr.) must be completed prior to beginning art therapy specialty coursework.
2. An additional 6 hours (9 qtr.) must be completed within a year of beginning graduate art therapy specialty coursework.
3. May be done at the undergraduate or graduate level.
4. Must be done in a variety of 2D and 3D art media and processes.
5. May include up to 6 semester hours (9 qtr.) from a portfolio competency evaluation by FT or pro rata graduate art therapy faculty member (current ATR-BC/ATCS). Evaluator must submit letter affirming this competency.
6. May be fulfilled from training received outside of traditional classroom upon receipt of original letter (on official letterhead) certifying completion by the instructor. Fifteen contact hours are equivalent to one semester credit.
7. Credits used to fulfill art therapy curriculum content areas may not be used to fulfill the studio art requirements.

For more information regarding credentialing as a Registered Art Therapist(ATR), please contact: www.ATCB.org/New_Applicants -OR- (tel.) 336-482-2858

9F.3.2 Clinical Mental Health Counseling

The Clinical Mental Health Counseling concentration prepares master-level counselors to work with adolescents and adults in a community setting. This concentration is designed for students wishing to develop expertise in counseling adolescents and adults. Students also will gain the credentials to assume a supervisory position in community agency settings. Graduates of the clinical mental health counseling concentration meet the educational requirements to become LPCs.

9F.3.3 Correctional Counseling

The correctional counseling concentration prepares master-level counselors to work in a wide array of settings including, but not limited to federal and state prisons, court clinics, forensic psychiatric units, child advocacy centers, reintegration programs, and other community-based correctional programs that serve crime survivors. This concentration provides a basic foundation in counseling theory and skills with additional coursework in criminological theory, victimology, and correctional counseling practice. It also offers an opportunity for criminal

justice students to expand their passion to include rehabilitation services for offenders and their families. Graduates of the correctional counseling concentration meet the educational requirements to become a LPC.

9F.3.5 School Counseling

The school counseling concentration prepares master-level counselors to work as a school counselor in Pre K-12 settings. This Pennsylvania Department of Education-approved school counseling certification program allows students to pursue certification and licensure as a LPC.

9F.3.5.1 Pre-K-12 Pennsylvania Certification (Educational Specialist, Level I)

All school counselors who intend to practice in the public schools in Pennsylvania must hold a certificate granted from the Pennsylvania Board of Education, the governing body that sets the standards and regulations for certification. Students wishing to be school counselors in other states must check the credentialing requirements from that state. All candidates for initial certification in Pennsylvania (Educational Specialist, Level I) in Elementary and Secondary School Counselor PK-12 must have:

1. Earned a minimum of a master's degree;
2. Completed an approved educational program of School Counseling;
3. Passed the Professional School Counselor (5421) content test (Praxis II) and fulfilled other requirements as established by the Pennsylvania Department of Education.
4. Received the verification/recommendation of Holy Family University (see below)

9F.3.5.2 The School Counseling Certification Process

In order to receive a certificate from the State of Pennsylvania the school counseling graduate must:

1. Register and successfully complete the Praxis II (www.ets.org/praxis). Be sure to have ETS send test results to Holy Family University. This request may be made on the application under "Designated Score Recipient(s)". Test results will automatically be sent to the Pennsylvania Department of Education (PDE) if the test is completed in Pennsylvania. If the test is completed in another state, PDE must be designated as a score recipient on the test registration.
2. Apply for PA certification using the TIMS system at: (www.portal.state.pa.us/portal/server.pt/community/certifications/7199). Once the TIMS application has been submitted and the degree or program has been completed, the application will appear on the Holy Family's Certification Officer's TIMS dashboard for approval. Both PDE and the Holy Family Certification Officer also need

proof of the school counseling student passing the Praxis II to approve the certification application. Student copies of test scores cannot be used.

3. Log-in periodically to check the status of any TIMS application/credential file as certificates are no longer sent through the mail. The normal application process can take 3-6 weeks but during high-volume seasons, may take longer.

For additional information about the certification process contact:

Bureau of Teacher Certification and Preparation

Pennsylvania Department of Education

333 Market Street

Harrisburg, PA 17126-0333

Telephone 1-717-787-3356 -OR - Submit a Help Ticket @

<http://www.portal.state.pa.us/portal/server.pt/community/certifications/7199>.

9F.3.6 Postgraduate Programs

The counseling psychology program offers post-graduate programs for all 5 of its concentrations for those interested in obtaining their LPC or other concentration specific credentials. Each post-graduate plan of study is developed on a case-by-case basis. Post-grad plans are recommended by a counseling psychology advisor, but must ultimately be approved by the respective licensing or credentialing board.

9F.4 Comprehensive Examination (CPCE)

All students, regardless of concentration, are required to pass the Counselor Preparation Comprehensive Examination (CPCE), prior to graduation from the program. The CPCE is a highly valid and reliable way to make judgments about a student's progress toward mastery of the subject matter of professional counseling and to ensure minimal competence in the field. The CPCE is a nationally standardized exam that is researched, developed, and distributed by both the Research and Assessment Corporation for Counseling (RACC) and the Center for Credentialing and Education (CCE), two affiliate corporations of the National Board for Certified Counselors (NBCC). The CPCE covers 8 content areas, with a total of 160 multiple-choice items. Of the 20 items per content area, 17 will be scored; the remaining three will be pretest items that are not identified to the student. To be eligible to take the comprehensive examination, students must have completed all 9 core courses, which align with the comprehensive test content areas as outlined below:

| Exam Content Area | Core Course |
|---|---|
| Human Growth and Development: studies that provide an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts. | COUN 506: Human Development: A Life Span Approach |
| | |

| | |
|--|--|
| <p>Social and Cultural Foundations: studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural society</p> | <p>COUN 507: Counseling Multicultural and Diverse Populations</p> |
| <p>Helping Relationships: studies that provide an understanding of the counseling process in a multicultural society.</p> | <p>COUN 503: Introduction to Guidance and Counseling Theories -and- COUN 504: Introductory Counseling Skills</p> |
| <p>Group Work: studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills and other group approaches in a multicultural society.</p> | <p>COUN 505: Group Counseling -or- COUN 510: Group Counseling School Counselors -or- CART 550: Group Counseling for Art Therapists</p> |
| <p>Career and Lifestyle Development: studies that provide an understanding of career development and related life factors.</p> | <p>COUN 502: Career and Vocational Counseling</p> |
| <p>Appraisal: studies that provide an understanding of individual and group approaches to assessment and evaluation in a multicultural society.</p> | <p>COUN 545: Assessment: Principles and Applications in Counseling</p> |
| <p>Research and Program Evaluation: studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation.</p> | <p>COUN 520: Research Methods for the Behavioral Sciences</p> |
| <p>Professional Orientation and Ethics: Studies that provide an understanding of all aspects of professional functioning</p> | <p>COUN 515: Professional Orientation & Ethics for Clinical Mental Health -or- COUN 516: Professional Orientation & Ethics for Family and Marriage -or- COUN 517: Professional Orientation & Ethics for School Counselors -or-</p> |

9F.4.1 Comprehensive Exam Logistics and Registration

Students can take the comprehensive examination in either the fall, spring or summer semesters at any Pearson VUE Testing Center in the United States. To register for the Comprehensive Exam, students must first have their advisor verify that they have taken the 9 required courses. If students have taken these courses, their advisors will 'Approve' their taking the comprehensive examination in Student Planning/Web Advisor in the desired semester. Students **MUST** then register to take the exam, as they would register to take any class at Holy Family University. If a student does not actually register to take the exam in Student Planning/Web Advisor, they will not receive all the important registration information they need from both the Counseling Psychology program and the Pearson VUE Testing Center. It is solely the student's responsibility to ensure that they are registered for the exam in Student Planning/Web Advisor. Failure to do so may prevent the student from taking the exam in the desired semester.

Once students are registered with Holy Family to take the comprehensive exam, they will receive a Canvas message in their Holy Family email from the Counseling Psychology Program Director regarding next steps for registration with the Pearson VUE testing company. Please note that even though the testing company allows students up to 6 months to take the exam once registered, it is the Counseling Psychology Program's policy that students **CAN ONLY** take the exam once in the semester registered for with Holy Family. As well, each semester, the Counseling Psychology Program Director will set a cutoff date, by which, all students must take their comprehensive exam in the designated semester. If a student decides not to take the exam, and are already registered to do so, they **MUST** officially drop the exam from their semester schedule, as they would drop any class they are taking.

All testing fees are determined by the Pearson VUE testing company and the Holy Family University Counseling Psychology program has no input on these fees. If a student requires any special exam accommodations, this **MUST** be brought to the Counseling Psychology Program Director's attention in an official letter from the Holy Family Office of Accessibility Services. **BEFORE** the student pays for the exam. The Office of Accessibility Services is located in the Library, 1st floor. Contact the Office of Accessibility Services at 267-341-3388 for additional information.

In each semester, upon obtaining the results from the CPCE examination office, the program's Comprehensive Examination Committee establishes cut off scores for passing and failure. Currently, Holy Family University's Counseling Psychology Program has chosen a passing score of one Standard Deviation (SD) below the National Mean for Exit Exams for the total score. The Counseling Psychology Program receives the official scores directly from Pearson VUE. Even though the scores are sent from Pearson VUE, once students complete the exam, they **MUST** immediately print their score sheet and scan and send it to the Program. Students will receive notification of either passing or failing the exam from the Program Director. If students fail the exam, they are allowed to retake it in the next semester, or any semester thereafter. Again, students must have their advisors 'Approve' the exam in the desired semester in Student Planning/Web Advisor and must again register for the exam as they would any class in that semester. If students do not successfully pass the exam on the second try,

they must set up a meeting with the Program Director to discuss next steps. Each student

requesting to take the comprehensive examination for the third time will be considered on a case-by-case basis.

9F.5 Graduate Program in Counseling Psychology Impaired Student and Remediation Policy

This policy, in compliance with the 2014 American Counseling Association’s Code of Ethics, outlines the Graduate Counseling Program’s obligation to identify, address and assist in the remediation (if possible) of students who have impairments that interfere with their ability to be successful counselors. The specific 2014 ACA Code of Ethics sections that support this policy are Section C.2.g, “Impairment,” Section F8 “Student Responsibilities” and Section F9 “Evaluation and Remediation of Students.”

9F.5.1 Faculty Gatekeeping & Remediation Responsibilities

Professions engaged in protection of the public health and welfare charge its members with the responsibility of monitoring and gatekeeping potential new members. Therefore, the Graduate Program in Counseling Psychology Department at Holy Family University maintains that in order to protect their students, the profession, and the eventual consumers of services provided by graduates, it is necessary to monitor students' academic and professional development while in the program. This monitoring specifically focuses on both academic performance and professional conduct. As such, the department’s faculty is responsible for assuring that only those students who continue to meet academic and professional program standards are allowed to continue in any of the department’s academic programs. A student's admission into a Graduate Program in Counseling Psychology Department program does not guarantee that she or he is fit to remain in that program. Thus, members of the faculty will evaluate student performance and professional conduct on an ongoing-basis, semester by semester. The faculty will make judgments based on student professionalism, course performance, supervisors' evaluations of students' performance in the field, and students' adherence to any and all codes of ethics that have bearing upon the student’s training while in the program.

9F.5.2 Impaired Student Definition

An impaired student is someone who has significant physical, mental or emotional problems likely to harm a client and affect the student’s ability to participate within and graduate from the University with requisite knowledge, skills and temperament required to be a successful professional counselor. Some signs and symptoms of such impairment could include, but are not limited to, a pattern of the following:

1. Unusual or inappropriate behavior,
2. Negative changes in academic performance,
3. Frequent or unexplained absences and/or tardiness from academic responsibilities,
4. Frequent or unexplained illnesses or accidents,
5. Significant inability to contend with routine difficulties and act to overcome them,
6. Violations of the “Student Code of Conduct” as indicated in the [Graduate Catalog](#),

7. Violations of the good academic performance requirement as indicated in the [Graduate Catalog](#).

Identification of student impairment is an ongoing process. Student attitude and behavior on campus, inside the classroom and as a representative of the Holy Family Counseling Psychology program in the community are contexts for assessment of potential impairment. Course work, practica, and internships provide both students and faculty opportunities to identify personal barriers students may experience that interfere with their ability to be successful in the counseling profession. Any concerns regarding the student's progress or appropriateness for the counseling profession are brought directly to the student's academic advisor and the Program Director or designee if appropriate.

9F.5.3 Remediation

Remediation focuses on the behavior of the impaired student and not on any underlying medical or other condition or disability. If impairment is caused by a disability, it shall be the student's obligation to comply with University Policy as outlined in the [Graduate Catalog](#) with regard to disability accommodations. Remediation action for such impairment may include but is not limited to:

1. Scheduled monitoring meetings with the student's academic advisor
2. Additional remedial or professional training related to the impairment or deficit
3. Academic support (tutoring, additional class work with the course professor, etc.)
4. Counseling and other forms of mental health treatment
5. Self-structured behavioral change
6. Additional field experiences
7. Leaves of absence with return to program contingent on remediation of the student's impairment and consistent with university policy
8. Other actions as seen necessary by the Program Director and faculty

9F.5.4 Student Understanding of Remediation and Consent Agreement

Upon admission to the Graduate Program in Counseling Psychology, students will be given the opportunity to review the expectations for academic and professional development while in the program. The concepts of gatekeeping, student review, remediation and retention will be in outlined in writing. The process and forms used to evaluate and support student progress will be described to ensure a complete understanding. Students will then be asked to sign and date the Student Review, Remediation & Retention Policy and Consent Form to demonstrate their understanding and agreement before beginning any course or field experience. The original signed consent form will be kept in the student's file. Students may request a copy of their consent form for their records.

9F.5.5 Tier 1 Evaluation & Remediation Plan

Each semester, the student's Advisor, Program Committee and Program Director will use the Tier 1 Evaluation & Remediation Plan to assess each student in the program. If there is no cause for concern, the Tier 1 Evaluation & Remediation Plan will not be filled out. If it is evident that a student is making satisfactory progress in the program, both from an academic and professional development perspective, then no action will be taken. If, however, a student may need additional help to be successful in academic and/or clinical work, faculty may work with

this student on an informal basis to find support. If any faculty member, however, believes that informal means of support for a student will not entirely address a student's problems, he/she will discuss these problems at a Program Committee meeting, or with the Program Director, to solidify appropriate measures of remediation and establish a timeline for change. This will be construed as a Tier I Evaluation & Remediation Plan. In this Plan a student will be given one semester to demonstrate concrete, measurable change on any of the areas deemed 'Unsatisfactory' on the Tier 1 Remediation Plan. If after one semester, the student has not demonstrated concrete, measurable improvement on the categories noted as 'Unsatisfactory' on the Tier 1 Remediation Plan, the student remediation plan will then be moved to Tier 2.

9F.5.6 Tier 2 Evaluation & Remediation Plan

If after one semester, the student has NOT demonstrated concrete, measurable improvement on the categories on the Tier 1 Remediation Plan that were initially noted as 'Unsatisfactory', then the student's remediation plan will be moved ahead and outlined on the Tier 2 Student Remediation Plan. A designated faculty member(s) will hold a discussion with the student to clarify behavior(s) that need(s) to be changed, requirements for remediation, time limits for expected change, and consequences if remediation is unsuccessful. Lack of participation in the remediation plan or failure to fully meet the expectations of the remediation plan are grounds for program dismissal.

9F.5.7 Dismissal

Student dismissal will be based on the formal dismissal policies found in the [Graduate Catalog](#), failure to adhere to the remediation plan, or continued failure to remediate the barrier/s or the issue/s interfering with the student's ability to practice successfully as a professional counselor.

9F.5.8 Student Appeal Process

The student has the right to appeal the conclusions and/or decisions made. The purpose of this appeal process is to secure, at the lowest possible level, an equitable solution to the student's concerns. The appeal process follows the guidelines delineated in the [Graduate Catalog](#).

9F.5.9 Student Review, Remediation & Retention Policy Student Consent Form

Holy Family University Graduate Program in Counseling Psychology Student Review, Remediation & Retention Policy Student Consent Form

Faculty Gatekeeping & Remediation Responsibilities

Professions engaged in protection of the public health and welfare charge its members with the responsibility of monitoring and gatekeeping potential new members. Therefore, the Graduate Program in Counseling Psychology Department at Holy Family University maintains that in order to protect their students, the profession, and the eventual consumers of services provided by graduates, it is necessary to monitor students' academic and professional development while in the program. This monitoring specifically focuses on both academic performance and professional conduct. As such, the department's faculty is responsible for assuring that only those students who continue to meet academic and professional program standards are allowed to continue in any of the department's academic programs. A student's admission into a Graduate Program in Counseling Psychology Department program does not guarantee that she or he is fit to remain in that program. Thus, members of the faculty will evaluate student performance and professional conduct on an ongoing-basis, semester by semester. The faculty will make judgments based on student professionalism, course performance, supervisors' evaluations of students' performance in the field, and students' adherence to any and all codes of ethics that have bearing upon the student's training while in the program.

Student Understanding of Remediation and Consent Agreement

Upon admission to the Graduate Program in Counseling Psychology, students will be given the opportunity to review the expectations for academic and professional development while in the program. The concepts of gatekeeping, student review, remediation and retention will be in outlined in writing. The process and forms used to evaluate and support student progress will be described to ensure a complete understanding. Students will then be asked to sign and date the Student Review, Remediation & Retention Policy and Consent Form to demonstrate their understanding and agreement before beginning any course or field experience. The original signed consent form will be kept in the student's file. Students may request a copy of their consent form for their records.

Tier 1 Evaluation & Remediation Plan

Each semester, the student's Advisor, Program Committee and Program Director will use the Tier 1 Evaluation & Remediation Plan to assess each student in the program. If there is no cause for concern, the Tier 1 Evaluation & Remediation Plan will not be filled out. If it is evident that a student is making satisfactory progress in the program, both from an academic and professional development perspective, then no action will be taken. If, however, a student may need additional help to be successful in academic and/or clinical work, faculty may work with this student on an informal basis to find support. If any faculty member, however, believes that informal means of support a student will not entirely address a student's problems, he/she will discuss these problems at a Program Committee meeting, or with the Program Director, to solidify appropriate measures of remediation and establish a timeline for change. This will be construed as a Tier I Evaluation & Remediation Plan. In this Plan a student will be given one semester to demonstrate concrete, measurable change on any of the areas deemed 'Unsatisfactory' on the Tier 1 Remediation Plan. If after one semester, the student has not

demonstrated concrete, measurable improvement on the categories noted as 'Unsatisfactory' on the Tier 1 Remediation Plan, the student remediation plan will then be moved to Tier 2.

Tier 2 Evaluation & Remediation Plan

If after one semester, the student has NOT demonstrated concrete, measurable improvement on the categories on the Tier 1 Remediation Plan that were initially noted as 'Unsatisfactory', then the student's remediation plan will be moved ahead and outlined on the Tier 2 Student Remediation Plan. A designated faculty member(s) will hold a discussion with the student to clarify behavior(s) that need(s) to be changed, requirements for remediation, time limits for expected change, and consequences if remediation is unsuccessful. Lack of participation in the remediation plan or failure to fully meet the expectations of the remediation plan are grounds for program dismissal.

I have read the above remediation policy and agree to the terms therein:

Student Signature: _____

Date: _____

Student Printed Name: _____

Advisor's Signature: _____

Date _____

Revised: July 2017

9F.5.9.1 Student Review, Remediation & Retention Tier 1 Remediation Plan

**Holy Family University
Graduate Program in Counseling Psychology
Student Review, Remediation & Retention
Tier 1 Remediation Plan**

Student Name: _____
Semester: _____
Date Reviewed: _____

| | Satisfactory | Unsatisfactory |
|---------------------------------------|--------------|----------------|
| Academic Performance | _____ | _____ |
| Professional & Ethical Responsibility | _____ | _____ |
| Competence | _____ | _____ |
| Conduct | _____ | _____ |
| Integrity | _____ | _____ |
| Self-Care and Personal Wellness | _____ | _____ |

Comments:

* After one semester, a second rating of Unsatisfactory in any category will result in a Tier 2 Remediation Plan.

I have read and understand the above Student Review, Remediation and Retention Policy and agree to the terms therein.

Student Signature: _____ Date: _____

Faculty Advisor: _____ Date: _____

Program Director: _____ Date: _____

Revised: July 2017

9F.5.9.2 Student Review, Remediation & Retention Tier 2 Remediation Plan

Student Name: _____

Holy Family University Graduate Program in Counseling Psychology Student Review, Remediation & Retention Tier 2 Remediation Plan

Rating Scale

A '0' rating indicates 'Can't Observe.'

A '1' rating indicates 'Poor'.

A '2' rating indicates Fair.

A '3' rating indicates 'Good'.

A '4' rating indicates 'Excellent'.

The student commits to concretely improving upon the areas as outlined below within one semester:

| Academic Performance | 0 | 1 | 2 | 3 | 4 |
|--|----------|----------|----------|----------|----------|
| 1. To earn a minimum grade of "B" in all required Program of Study courses | | | | | |
| 2. To demonstrate clarity of expression in oral and written communications | | | | | |
| 3. To demonstrate self-reliance, resourcefulness, and academic integrity in preparation for classes, exams, and research | | | | | |
| 4. To demonstrate ability to conceptualize and synthesize course material | | | | | |
| 5. To demonstrate timeliness, attentiveness, and dependability in attendance, participation, and completion of all class meetings, assignments, and program activities | | | | | |
| Professional Responsibility | | | | | |
| 1. To relate to peers, faculty, supervisors, instructors, administrators, clients, and others in an appropriate professional manner | | | | | |
| 2. To demonstrate commitment to the profession | | | | | |
| 3. To demonstrate motivation and apply maximum effort to develop professionally | | | | | |
| 4. To demonstrate ethical awareness and conduct and to apply legal and ethical standards throughout all program areas | | | | | |
| Competence | | | | | |
| 1. To demonstrate mastery of clinical/applied skills commensurate with counselor developmental level | | | | | |
| 2. To take responsibility for compensating for her/his deficiencies | | | | | |
| 3. To provide only those services and apply only those techniques for which s/he is qualified by education, training, supervision, and/or experience | | | | | |
| 4. To demonstrate basic cognitive skills and appropriate affect in response to clients and peers | | | | | |
| 5. To utilize culturally relevant/effective interventions and to advocate appropriately for client needs | | | | | |
| 6. To take responsibility for her/his own behaviors and decisions | | | | | |
| Conduct | | | | | |

| | | | | | |
|--|--|--|--|--|--|
| 1. To demonstrate appropriate self-control (such as anger, impulse, withdrawal) with peers, faculty, supervisors, instructors, administrators, clients, and others | | | | | |
| 2. To demonstrate honesty and fairness both personally and professionally | | | | | |
| 3. To demonstrate awareness of his/her own belief systems, values, and limitations such that these do not negatively affect his/her professional work | | | | | |
| 4. To demonstrate timely and respectful communication with faculty, peers, supervisors, and others | | | | | |
| 5. To demonstrate the ability to collaborate with and to receive, integrate, and utilize feedback from peers, faculty, supervisors, instructors, administrators, clients, and others | | | | | |
| Integrity | | | | | |
| 1. To respect the fundamental rights, dignity, and worth of all people | | | | | |
| 2. To respect the rights of individuals to privacy, confidentiality, and choices regarding self-determination | | | | | |
| 3. To demonstrate awareness of her/his own cultural identity, and respect cultural, individual, and role differences (age, gender, race, ethnicity, national origin, religion, sexual orientation, physical ability, language, and socioeconomic status) in all professional relationships | | | | | |
| Self-Care and Personal Wellness | | | | | |
| 1. To dress appropriately and practice personal hygiene appropriate to the academic and professional setting | | | | | |
| 2. To engage in healthy behaviors and use appropriate resources for self-care | | | | | |
| 3. To monitor own well-being and effectiveness and demonstrate responsibility for her/his own personal wellness | | | | | |
| 4. To demonstrate the ability to function effectively in stressful situations | | | | | |
| 5. To demonstrate the ability to resolve conflicts appropriately | | | | | |

Comments:

I have read this evaluation and discussed it with my advisor. I agree to attend to the items specified in this remediation plan.

Student Signature: _____

Date: _____

Student Printed Name: _____

Faculty Advisor: _____

Date: _____

Program Director: _____

Date: _____

Revised: July 2017

9F.6 Field Placement Handbook

The Graduate Counseling Psychology program expects all students to be proactive regarding their own field experiences. This handbook provides the necessary information for completing the steps of the placement and the actual counseling experiences and associated course requirements. The Field Placement and Outreach Coordinator will be available to support the students' growth throughout the field placements. This handbook is also available on our Canvas Field Placement Application shell. Students are expected to take the initiative to complete all the requirements that are specified for their field experience. The process steps and the associated documentation are provided in this manual. Students are required to ensure that all preparatory paperwork, evaluations, logs and approvals are completed. A field experience is a great opportunity, but its value is very much dependent on the efforts expended by the students. Participants are strongly encouraged to take the initiative to get involved in diverse situations and work with diverse clients in diverse counseling modalities. Counseling careers can be shaped by these experiences.

The Counseling Psychology program's curriculum is designed to meet the Pennsylvania Licensed Professional Counselor (LPC) standards and educational requirements. Be advised, however, that licensure requirements vary widely from state to state, and may change at any time. Therefore, if you are or will be interested in counseling licensure in the future, you are strongly advised to access and check the requirements for any state(s) in which you plan to work and practice. It is the students' responsibility to know and understand the requirements for any type of future licensure.

9F.6.1 Field Experience Introduction

The field placement experience is an important and required component of graduate education in counseling psychology. The practicum and internship experience provides opportunities for the student to integrate and apply the fundamentals of the profession under the direction of qualified supervisors. This field training also forms the basis for the transition from a student role to one of a professional counselor. In so doing, students develop skills to work with particular client populations and shape their future employment opportunities.

Holy Family University requires that all counselors in training have the following opportunities through their field placements:

1. The ability to develop and maintain productive relationships with patients/clients, families, colleagues, supervisors, support staff, teams, and community professionals.
2. The development of skills to seek and apply theoretical and research knowledge relevant to counseling in the clinical setting, including accessing and applying scientific knowledge bases.
3. The understanding and application of theoretical and research knowledge related to diagnosis/assessment and intervention, diversity, supervision, and ethics.
4. The ability to formulate and conceptualize clinical cases and develop treatment plans for clients.
5. The ability to implement a wide range of developmental, multicultural, preventative, and trauma-informed interventions.
6. The application of the current American Counseling Association Ethical Code and Guidelines.

9F.6.1.1 Practicum

The Practicum is the student's first off-campus counseling experience. As such, it is likely to be the first time the counseling student meets with a client and applies the body of knowledge of the counseling profession to helping another person. During the Practicum, through intense supervision, provided both off campus by the site supervisor, and on-campus by faculty members in group settings in a weekly class, the new counselor is ushered through initial experiences of counseling. The goal is to reach a higher level of autonomy, confidence and counseling knowledge and skills. Students in all master's level programs are required to complete the practicum. Students are required to complete at least 100 total hours during practicum (40 direct care and 60 indirect care. Art therapy must complete 50 direct care and 50 indirect care) over the course of the semester.

9F.6.1.2 Internship

The Internship assumes that the goals of the Practicum have been successfully accomplished. During the Internship, the student is provided individual supervision by a qualified site supervisor and on campus by faculty members in group settings in a weekly class. The goal for the internship is for the student to become a confident, independent, and knowledgeable counselor, who can support clients across a variety of settings and integrate her/his own skills with input from other appropriate sources. Students are required to complete at least 300 total hours over each of the internship semesters (120 direct care and 180 indirect care. Art therapy requires 150 direct care and 150 indirect care) over the course of each of the semesters (intern 1=300 hours, intern =300 hours). Students have the option of completing the 600 internship hours over three semesters at 200 hours per semester. Students choosing to do so need permission from the Field Placement Coordinator and their advisor. Please note, students choosing this option are also required to be enrolled in an internship class all three semesters they are completing the 600 hours.

School Counseling Students: As a student in the school counseling concentration, you are required to do two different internships at two different sites (Practicum and Intern 1 at one site, Intern 2 at a second, different site). The Pennsylvania Department of Education requires that students do one internship in grades Pre-K through 6 and one internship in grades 7-12. Students in the school counseling concentration at Holy Family University must complete internships with students at the K-8 level and one with students at the 9-12 level. If you choose to not do so, Holy Family University will not certify your field placement.

9F.6.2 Field Experience Objectives

9F.6.2.1 Practicum:

1. Gain a greater understanding of the role of the counselor in therapeutic environments
2. Demonstrate ethical competence
3. Develop the capacity for working with all students/clients and groups, including persons with disabilities, special needs, and other issues of diversity
4. Development & Application of counseling skills
5. Document clinical work clearly in a variety of formats: progress notes, case reports, case presentations, team meeting, supervision, treatment summaries, etc.,

6. Develop an understanding of the organizational structure and daily operation of the setting
7. Develop the ability to use supervision as a training mode to maximize learning
8. Begin to integrate theoretical framework and develop an individual approach to counseling
9. Begin to make the transition, in professional identity and work performance, from student to counselor

9F.6.2.2 Internship:

1. Employ a personal style of counseling that is effective and reflects the counselor's temperament
2. Utilize ethical standards in real-world counselor-and-client interactions
3. Conduct individual and/or group counseling with an emphasis on establishing rapport, managing client issues, affecting change and appropriately terminating cases
4. Work professionally as a contributing part of a treatment team
5. Respect professional boundaries and utilize consultation with other disciplines as needed
6. Provide consultation in a variety of settings and with diverse client groups
7. Establish and maintain effective working relationships with staff, colleagues, supervisors and administrators
8. Use the supervisory component of field experience to grow and learn about themselves

9F.6.3 Field Placement & Outreach Coordinator Role

The Field Placement Coordinator is responsible for:

1. The development and maintenance of the ongoing field placement process across all Counseling Psychology Programs
2. Fostering strong working relationships with community agencies (both potential and established field placement sites)
3. Establishing captive sites for students on field placement
4. Coordinating the clinical supervision and consultation provided to students
5. Remaining up to date relative to all program field placement procedures and paperwork
6. Managing all field placement logistics
7. Maintaining the Field Placement and Site Canvas Shells to reflect ongoing field placement activities
8. Facilitating mandatory Field Placement information sessions and the application process for field placement
9. Ensuring all official field placement materials are current and in force

9F.6.4 Field Experience Readiness

Professions engaged in protection of the public health and welfare charge their members with the responsibility of monitoring and gate keeping potential new members. Therefore, the Graduate Studies in Counseling Psychology Department at Holy Family University maintains that in order to protect their students, the profession, and the eventual consumers of services provided by graduates, it is necessary to monitor students' academic and professional development while in the program. This monitoring specifically focuses on academic

performance and professional conduct which includes: professional & ethical responsibility, competence, conduct, integrity and self-care and personal wellness. Please refer to the Student Review, Remediation & Retention Policy found on pages 9-16 in the MS in Counseling Psychology Student Handbook.

As such, the department's faculty is responsible for assuring that only those students who continue to meet academic and professional program standards are allowed to continue in any of the department's academic programs and field placement. Members of the faculty evaluate student performance and professional conduct on an ongoing-basis, semester by semester. The faculty will make judgments based on student professionalism, course performance, supervisors' evaluations of students' performance in the field, and students' adherence to any and all codes of ethics that have bearing upon the student's training while in the program. If the MS in Counseling Psychology Program Director or the Field Placement Coordinator finds that a student has limitations (outlined above) that would impede field experience performance, the applicant will not be permitted to begin/continue field placement and a remediation process will commence. It is the MS in Counseling Psychology Program Director and the Field Placement Coordinator's determination that the conditions of the remediation plan have been met by the student and he/she is permitted to enter/continue field placement.

All Students must attend a mandatory field experience workshop (either virtual or in person).

9F.6.5 Field Placement Educational Requirements

9F.6.5.1 Licensed Professional Counselor requirements

As per PA Licensing Board (2016) successful completion of a planned program of 60 semester hours of graduate coursework in counseling or a field closely related to the practice of professional counseling, including a 48 semester hour master's degree in professional counseling or in a field closely related to the practice of professional counseling. Completion of coursework in 9 core areas including a supervised practicum (100 hours) and internship (600 hours). The supervised internship experience shall begin after completion of the supervised practicum experience.

Prior to enrolling in any field placement course, students will be required to have completed the following courses with a B average

1. COUN 503: Introduction to Counseling and Guidance Theory
2. COUN 504: Introductory Counseling Skills: Laboratory Level I
3. COUN 506: Human Development: A Life Span Approach
4. COUN 507: Counseling Multicultural and Diverse Populations
5. COUN 515/516/517: Professional Orientation and Ethics OR CART 503 Professional Orientation & Ethics for Art Therapies

The student is also expected to have completed COUN 505: Group Counseling, OR COUN 510: Group Counseling for School Guidance Counselors OR CART 550: Group Counseling for Art Therapists before or concurrently with COUN 509 and COUN 513: Counseling Practicum. Students entering a substance abuse facility for field placement must have completed COUN 501 Substance Abuse: An Introduction to Identification and Treatment course prior to fulfilling field placement hours at the site.

Students should speak with their faculty advisor to determine any additional coursework recommended or required by the advisor prior to field placement.

9F.6.5.2 Field Placement Application Process

Students are required to work autonomously and independently during the Field Application process. Students should begin to make preparations for field placement approximately two semesters prior to the semester in which they plan to enroll in practicum. School placements may require applications earlier than Holy Family University deadlines.

9F.6.5.3 Field Placement Mandatory Meetings

The Field Placement Application Canvas shell can be accessed by all students once they have attended the Mandatory Field Placement Meeting which occurs in August, October and January of each year. Students are expected to attend the Field Placement Meeting two semesters prior to the start of their field placement. Students must read and pass an on line quiz regarding the field placement handbook prior to being able to access Field Placement Application Materials.

9F.6.5.4 Field Placement Application Deadlines

The deadline to submit your resume to Canvas in order to start a spring field placement is September 15 with all supporting documents due Nov 1. The deadline to submit your resume to Canvas in order to start a summer field placement is December 15 with all supporting documents due Feb 1. The deadline to submit your resume to Canvas in order to start fall placement is March 15 with all supporting documents being due May 1. Any resume and/or supporting materials submitted after the due date will not be accepted and the student will have to wait until the following semester to start field placement.

Spring Semester Field Placement

Mandatory Meeting: August

Resume Due: September 15

Supporting Documents Due: November 1

Summer Semester Field Placement

Mandatory Meeting: October

Resume Due: December 15

Supporting Documents: February 1

Fall Semester Field Placement

Mandatory Meeting: January

Resume Due: March 15

Supporting Documents: May 1

9F.6.6 Field Experience Sites

Holy Family University has a working relationship with many different sites in the Pennsylvania and New Jersey area. These sites are selected via a qualification process that ensures that students are provided an adequate client load, a client base of sufficient diversity and site supervision that meets the requirements set forth by state and national licensure and accreditation boards. Students may select sites based on their own interests, time constraints and geographic proximity. Students may also recommend additional sites to be qualified by the University. Agreements between the University and the sites will be defined based on the specific needs of the site. The University appreciates the efforts of its training sites to support the students. It is expected that through the completion of all semesters of supervised field experiences, the students will develop the skills required for an entry-level professional counselor. The Field Placement & Outreach Coordinator will be available to support the sites and the Graduate Professional Counseling Department in providing the best possible academic and practical experience for the students. A comprehensive listing of all approved sites complete with description and contact information are located on the Canvas Field Placement Canvas shell. Students can access this information after attending a Mandatory Field Placement that occurs in August, October, or January of each year. Students are expected to attend the Mandatory Field Placement meeting two semesters prior to the start of their field placement.

9F.6.7 Field Placement Supervision

Supervision is a tutorial and mentoring form of instruction in which a supervisor monitors the student's activities in practicum and internship and facilitates the learning and skill development experiences associated with the field experience. The supervisor monitors and evaluates the clinical work of the student while monitoring the quality of services offered to clients.

It is preferable that students complete field experiences at sites where supervisors have received training and experience in counseling supervision. Students should not pay the site supervisor for supervision; and family and friends cannot serve as the site supervisor. The site supervisor should also not be someone with whom the student has worked with closely in the past.

Site supervisor expectations:

Credentials/Experience:

1. Have a minimum of a master's degree in counseling or a closely related profession with appropriate credentials (certifications, certificates, licenses, etc.) for the concentration and level of student they will be supervising
2. be certified or licensed in the state where the student is completing the field placement
3. (LPC, LCSW, or LMFT for CMH, Correctional and MFT students, School Counseling supervisors must be certified school counselors, Art Therapy supervisors must have an ATR or an ATR-BC)
4. have a minimum of 2 years of pertinent professional experience in the program area in which the student is completing clinical instruction

Responsibilities:

1. Shall oversee, direct, recommend and instruct the professional counseling activities of the supervisee
2. Shall provide emergency contact information for the supervisee and if temporarily unable to provide supervision shall designate another supervisor or substitute

3. Have knowledge of and be able to meet Holy Family University's expectations, requirements, and evaluation procedures for students
4. Expect initial phone call with course instructor within first two weeks of semester
5. Provide Orientation to Site: Site supervisors are expected to provide the student with an orientation to the site, review crisis protocol and provide an emergency contact number, and to orient the student to specific rules and regulations
6. Completion of Evaluations: The on-site supervisor is expected to provide formal feedback to the student by completing an electronic copy of the Final evaluation of the student and reviewing with the student during weekly supervision

Supervision Requirements:

1. Provide consistent and planned weekly individual supervision:
 - A. for a minimum of 2 hours for every 40 hours of supervised clinical experience, at least 1 of the 2 hours shall be with the supervisee individually and in person, and 1 of the 2 hours may be with the supervisee in a group setting and in person
2. Art Therapy students:
 - A. 1:1 supervision hours must be accrued at a ratio of one hour of supervision for every ten hours of practicum/internship
 - B. Group supervision (2+ supervisees per supervisor) must be accrued at a ratio of one and one-half hours of supervision for every ten hours of practicum/internship
 - C. Minimum of 70 individual or 105 group supervision hours is required
3. A supervisor shall supervise no more than 6 supervisees at the same time
4. A supervisor who wishes to terminate supervision during the training period shall give the supervisee 2 weeks written notice to enable the supervisee to obtain another qualified supervisor. A supervisor may not terminate supervision when termination would result in abandonment of the supervisee's client/patient.

9F.6.7.1 Requirements for Field Placement Supervision by Concentration

| Concentration | Requirements for Supervisor |
|-------------------|---|
| CMH | Appropriate licensed person (LPC, LCSW, LMFT,) Experience with clinical supervision At least 2 years of work in this capacity |
| School Counseling | Certified school counselor At least 2 years of work experience in this capacity State Licensure is not required but preferred |
| MFT | Appropriate licensed person (LPC, LCSW, LMFT); Licensed Marriage & Family Counselor is preferable Experience working with families Experience with clinical supervision At least 2 years of work in this capacity |
| Art | Registration or national certification in the field of Art Therapy by an accredited organization (ATR, ATR-BC) Experience with clinical supervision At least 2 years of work in this capacity |
| Correctional | Appropriate licensed person (LPC, LCSW, LMFT) Experience with clinical supervision At least two years' experience working with offenders |

9F.6.8 Field Placement Site Requirements

1. Provide the opportunity for students to become familiar with a variety of professional activities in addition to direct service (record keeping, supervision, information and referral, in-service and staff meetings)
2. Provide the opportunity for the student to gain supervised experience in the use of a variety of professional resources such as assessment instruments, technologies, print and non-print media, professional literature and research
3. Provide formal evaluations of the student's performance by site supervisor (Final Evaluation)
4. Provide clinical experiences for students to counsel clients who represent the ethnic and demographic diversity of their community

Students should seek out field experience sites that are consistent with the mission of Holy Family University (welcome diversity of race, ethnicity, sexual orientation, religion, ability, SES).

Sites must be able to provide:

1. Practicum students minimum of 100 hours over the course of the semester
2. Internship students minimum of 600 hours over the course of two or three semesters
3. 40% direct face to face time with clients either in individual or group therapy (Practicum students complete 40 direct care hours; Internship students complete 120 direct care hours for a 300-hour internship)
4. Hours that are completed evenly across the semester

Art Therapy sites must be able to provide:

1. Practicum students minimum of 100 hours over the course of the semester
2. Internship students minimum of 600 hours over the course of two to three semesters
3. Minimum of 350 hours of direct provision of art therapy services to individuals, groups, and/or families.
4. Remaining hours may include: supervision, case review, record keeping, preparation, staff meetings, and other administrative functions
5. Supervision hours must be overseen and documented as such:
 - A. 1:1 supervision hours must be accrued at a ratio of one hour of supervision for every ten hours of practicum/internship
 - B. Group supervision (2+ supervisees per supervisor) must be accrued at a ratio of one and one-half hours of supervision for every ten hours of practicum/internship
 - C. Minimum of 70 individual or 105 group supervision hours is required

9F.6.8.1 Coverage over breaks:

Students remaining in their field placement site over breaks will not have access to their practicum and internship professors in the case of an emergency. It is expected that the site will ensure that there is an emergency contact person available at all times but especially during that time period.

9F.6.8.2 Carrying over field placement hours (between semesters and over break):

Students on field placement may only accrue hours during the semester when the student is under supervision in a practicum or internship class. Most sites require students to continue placement over breaks and this is allowable recognizing that hours accrued during that period do not count towards the next semester and hours may not be carried over from one semester to another. Please be aware that the required hours are a minimum and are to be consistently engaged in over the course of the semester.

9F.6.9 Field Placement Application Process

All Field Application Materials can be found in the Canvas shell. The Field Placement Application Canvas shell can be accessed by all students once they have attended the Mandatory Field Placement Meeting which occurs in August, October and January of each year. Students are expected to attend this meeting two semesters prior to the start of their field placement. Students must read and pass an on line quiz regarding the field placement handbook prior to being able to access Field Application Materials.

9F.6.9.1 Application Materials

A completed Field Placement application includes the following documents:

1. Field Experience Agreement
2. Current Resume
3. PA Criminal History Check
4. PA Child Abuse Clearance Report
5. Federal Criminal History Report

6. Liability Insurance: liability limits of \$1,000,000 per occurrence and \$3,000,000 in the aggregate. Students must obtain professional liability insurance at the time their application materials are due. There must be a certificate of current liability insurance uploaded in Canvas at all times or the student will be immediately removed from site until insurance is current. Students must obtain their own malpractice insurance policy, even if they are covered by the site's insurance policy (Students will be notified by the Field Placement Coordinator when to purchase liability insurance. Please do not do so until you are notified via email by the Field Placement Coordinator.)
7. School Counselors Only: TB/PPD Test, Act 24

9F.6.9.2 Field Experience Application Process Checklist

Spring field placement: Resume due September 15, supporting documents due Nov 1

Summer field placement: Resume due December 15, supporting documents due Feb 1

Fall field placement: Resume due March 15, supporting documents due May 1.

| To Do/ Submit | Completed | Date | Notes |
|--|-----------|------|-------|
| Complete all required core courses with a 3.0 or better AND demonstrate an evidenced professional and clinical readiness | | | |
| Attended Mandatory Field Placement Meeting August, October & January | | | |
| Review Field Placement Handbook Successfully pass Field Placement Handbook Quiz with a 90% or better | | | |
| Review Field Experience and Field Placement Canvas Shells | | | |
| Resume | | | |
| Complete Field Experience Agreement | | | |
| PA Criminal History Check | | | |
| PA Child Abuse Clearance Report | | | |
| Federal Criminal History Report | | | |
| School counselors only: TB / PPD Test Act 24 (updated) | | | |
| Obtain Liability Insurance when prompted to do so by the FPC. | | | |
| | | | |

9F.6.9.3 Student Responsibilities for Field Placement:

Holy Family University provides lists and tools to support obtaining a placement which can be found in Canvas/ Applications/MS Field Placement and Canvas/MS Placement Sites. It is the student's responsibility to secure a field placement. It is imperative that students understand and follow the following protocol:

Once a student has attended the Mandatory Field Placement Orientation, they will be given access to the Field Placement shells. Please read the handbook in its entirety and complete the field placement handbook quiz. Students are then to start sending out resumes and cover letters to sites immediately. It is imperative that students do not wait to get started on this process. The field placement process is quite competitive, and students need to apply to multiple sites (7-8) and to do so early. Please note, if you are not placed by your due date, you will not be going out on field placement. Students should expect to get responses from sites within 2-3 weeks. If you do not hear back from sites where you have applied, students should follow up with a polite, professional phone call inquiring about field placement opportunities at those sites from which they have not received a response. Please be prepared to apply to 7-8 different sites if your first round of applications does not result in you securing interviews. Students needing assistance with resume/cover letter writing and interview skills are encouraged to reach out to the Career Development Office on Main Campus for further assistance. The FPC is here to support you during this process. Please alert the FPC if you are struggling with securing interviews. Students should prepare for field placement interviews as they would for a job interview. Research the site where you are interviewing and prepare several questions for your interviewer. It is important to remember to dress for success—look professional and bring additional copies of your resume with you to the interview. It is always recommended that you send a thank you note/email following your interview. Once you have secured a placement, have your proposed site supervisor complete the site agreement found on Canvas (students should complete the top) and give you an updated copy of their resume. Upload both documents to the Canvas file.

All paperwork but the proof of liability insurance must be uploaded to the Canvas file by 5:00pm EST. If your paperwork is not complete on that date, you will not be going out on practicum and a meeting with the FPC will be scheduled.

9F.6.9.4 Petition to Complete Field Experience Where Applicant Works

Students may petition for an exemption allowing completion of their field experience at their place of employment as long as they will be providing Master's level service. The student should realize that not many such petitions are approved. In order to petition for an exception, students will need to complete the following:

Complete an exception petition (Found in Canvas) electronically and submit to the Field Placement & Outreach Coordinator, at least 4 weeks prior to the field experience application deadlines to ensure approval by required deadlines. Be sure to provide both a current job description and the internship position job description. Application must also include letters from both the student's employer and the proposed site supervisor agreeing to the job descriptions and indicating their understanding of the requirements for this type of placement. Please submit all required documentation in one scanned file.

Please note that all documents must be received by the appropriate application deadline for the exemption to be considered.

Students offered a paid position in counseling can use the hours of that position toward the field placement hours provided that they are doing Masters-level work. Students must submit a job description to the Field Placement and Outreach Coordinator clearly outlining that the position is indeed Masters-level work for approval. Once verified, students can begin accruing hours during the semester that they start practicum. Students offered a paid position must meet all the requirements that are outlined in the Field Placement Handbook, most notably, students are able to count hours only during the semester (like other field placement students you cannot carry hours between semesters) at the same rate as all other students (100 for practicum, 300 for intern 1, 300 for intern 2).

9F.6.9.5 Student Site Request Form

If the student has interest in a site that is not listed in the Field Placement site shell the Student Site Request Form must be filled out in its entirety and e-mailed to the Field Placement and Outreach Coordinator for consideration. Be sure that the site will meet all the requirements outlined in the Field Placement Handbook. The FPC will reach out to your proposed site to make sure the site meets all HFU requirements. Please be aware that we do not allow our students to complete field placement within a private practice due to the limited scope of experience and potential lack of diversity in clients and experiences. Additionally, please remember that students should not pay the site supervisor for supervision; and family and friends cannot serve as the site supervisor. The site supervisor should also not be someone with whom the student has worked with closely in the past. Students are strongly encouraged to search for their own sites during the field placement application process as this will ensure that they are the sole HFU student interviewing at the proposed site.

9F.6.9.6 Removal from Field Placement Site

Students may be removed from their field experience placement at any time if their behavior is to be impaired as defined by the Student Review & Retention Policy. If removed from the site, remedial steps will be recommended and students will be required to pay all fees associated with that course. Please refer to the Graduate Counseling Psychology handbook for full details regarding the remediation process.

9F.6.9.7 Ethical Expectations

Each student is required to adhere to the ethical standards of the American Counseling Association (ACA) in addition to the concentration specific ethical code.

Students must abstain from giving a site a recommendation about another student applicant. Students may discuss their colleagues and classmates in a positive and professional manner only. Failure to abide by these ethical standards may result in disciplinary action up to and including removal from the program.

9F.6.9.8 Timesheets and Time2 Track

***For students starting practicum prior to January, 2020:**

Students are expected to keep weekly logs of hours spent in field experience activities. Students must use the required logs that are on the Canvas shell. Weekly logs should consist of daily notations indicating the date and amount of time allotted to each activity. These logs must be kept current and must be submitted to your clinical faculty instructor at least monthly for review. At the end of the semester each student is responsible for completing the Verification of Field Experience Hours and submitting it electronically with scanned signatures into the Canvas Field Placement shell. Students are strongly encouraged to keep copies for themselves. Many licensure boards require copies of this form to be submitted with applications.

***For students beginning Practicum in January, 2020 and thereafter:**

It is the student's responsibility to keep an accurate and current record of practicum and internship activities and hours. All student hours will be managed in the software system Time2Track (<http://www.mypsychtrack.com>.) Time2Track is a web-based tool to help you track, verify, and manage your field experiences. With Time2Track, you will be able to log all of your clinical activities, submit activities directly to your supervisor for approval, and also fill out forms and evaluations that the field placement program at Holy Family University requires. Time2Track is mobile-optimized, so you can log in from a smartphone and/or tablet as long as you have an internet connection. And you can access your activities in Time2Track indefinitely, even after you've completed your degree when you need this information for licensure or further study. You are required to purchase a subscription to Time2Track prior to starting your practicum hours.

Students will be given instructions to set up their personal account in Time2Track and these same instructions will be found in the MS: Field Placement Applications shell. All hours are to be submitted monthly to your site supervisor for approval and to your field placement course instructor for review.

9F.6.9.9 Field Experience Evaluations

Students will be formally evaluated at the end of each semester by the on-site supervisor. Forms can be found on the Canvas Field Placement Application shell. It is the student's responsibility to distribute the form electronically and submit the completed evaluation via Canvas. Handwritten evaluations or evaluations that are not completed in entirety with required signatures will not be accepted. Please note that the evaluations are taken into consideration when calculating student final grade at the discretion of the course instructor (please see specific faculty syllabi for percentage of grade). Field experience students will be asked to complete an evaluation of their experience and evaluation of on-site supervision which must also be submitted electronically.

For students using Time2Track (students beginning practicum after January, 2020 and thereafter) all evaluations and verification of hours' forms will be deployed by the FPC in Time2Track approximately 3 weeks prior to the end of the semester. It is the student's responsibility to make sure these forms are completed and submitted to their field placement course instructor by the due date determined by the instructor.

9F.6.9.10 Field Experience Course

Students must be enrolled in the appropriate field experience course while simultaneously fulfilling field experience hourly requirements. Students are expected to attend and actively participate in each class.

9F.6.10 FORMS

9F.6.10.1 Field Placement Application Checklist

| To Do/ Submit | Completed | Date | Notes |
|--|-----------|------|-------|
| Complete all required core courses with a 3.0 or better AND demonstrate an evidenced professional and clinical readiness | | | |
| Attended Mandatory Field Placement Meeting October, January, August | | | |
| Review Field Experience and Field Placement Canvas Shells | | | |
| Resume | | | |
| Complete Field Experience Agreement Site Requirement Summary Sheet: for site supervisors | | | |
| PA Criminal History Check | | | |
| PA Child Abuse Clearance Report | | | |
| Federal Criminal History Report | | | |
| School counselors only: TB / PPD Test Act 24 (updated) | | | |
| Obtain Liability Insurance when prompted to do so by the FPC | | | |

9F.6.10.2 Site Requirements Summary Sheet

Field Placement Supervision

Supervision is a tutorial and mentoring form of instruction in which a supervisor monitors the student's activities in practicum and internship and facilitates the learning and skill development experiences associated with the field experience. The supervisor monitors and evaluates the clinical work of the student while monitoring the quality of services offered to clients.

It is preferable that students complete field experiences at sites where supervisors have received training and experience in counseling supervision. Students should not pay the site supervisor for supervision; and family and friends cannot serve as the site supervisor. The site supervisor should also not be someone with whom the student has worked with closely in the past.

Site supervisor expectations:

Credentials/Experience:

1. Have a minimum of a master's degree in counseling or a closely related profession with appropriate credentials (certifications, certificates, licenses, etc.) for the concentration and level of student they will be supervising
2. Be certified or licensed in the state where the student is completing the field placement (LPC, LCSW, or LMFT for CMH, Correctional and MFT students, School Counseling supervisors must be certified school counselors, Art Therapy supervisors must have an ATR or an ATR-BC)
3. Have a minimum of 2 years of pertinent professional experience in the program area in which the student is completing clinical instruction

Responsibilities:

1. Shall oversee, direct, recommend and instruct the professional counseling activities of the supervisee
2. Shall provide emergency contact information for the supervisee and if temporarily unable to provide supervision shall designate another supervisor or substitute
3. Have knowledge of and be able to meet Holy Family University's expectations, requirements, and evaluation procedures for students
4. Expect initial phone call with course instructor within first two weeks of semester
5. Provide Orientation to Site: Site supervisors are expected to provide the student with an orientation to the site, review crisis protocol and provide an emergency contact number, and to orient the student to specific rules and regulations
6. Completion of Evaluation: The on-site supervisor is expected to provide formal feedback to the student by completing an electronic copy of a Final evaluation of the student and reviewing with student during weekly supervision

Supervision Requirements:

1. Provide consistent and planned weekly individual supervision:
 - A. for a minimum of 2 hours for every 40 hours of supervised clinical experience, at least 1 of the 2 hours shall be with the supervisee individually and in person, and 1 of the 2 hours may be with the supervisee in a group setting and in person
2. Art Therapy students:
 - A. 1:1 supervision hours must be accrued at a ratio of one hour of supervision for every ten hours of practicum/internship
 - B. Group supervision (2+ supervisees per supervisor) must be accrued at a ratio of one and one-half hours of supervision for every ten hours of practicum/internship
 - C. Minimum of 70 individual or 105 group supervision hours is required
3. A supervisor shall supervise no more than 6 supervisees at the same time
4. A supervisor who wishes to terminate supervision during the training period shall give the supervisee 2 weeks written notice to enable the supervisee to obtain another qualified supervisor. A supervisor may not terminate supervision when termination would result in abandonment of the supervisee's client/patient.

9F.6.10.3 Requirements for Field Placement Supervision by Concentration

| Concentration | Requirements for Supervisor |
|-------------------|---|
| CMH | Appropriate licensed person (LPC, LCSW, LMFT) Experience with clinical supervision At least 2 years of work in this capacity |
| School Counseling | Certified school counselor At least 2 years of work experience in this capacity State Licensure is not required but preferred |
| MFT | Appropriate licensed person (LPC, LCSW, LMFT); Licensed Marriage & Family Counselor is preferable Experience working with families Experience with clinical supervision At least 2 years of work in this capacity |
| Art | Registration or national certification in the field of Art Therapy by an accredited organization (ATR, ATR-BC) OR Appropriate licensed person in a related mental health field (creative arts therapy, counseling, psychology, social work) Experience with clinical supervision At least 2 years of work in this capacity |
| Correctional | Appropriate licensed person (LPC, LCSW, LMFT) Experience with clinical supervision At least two years' experience working with offenders |

Field Placement Site Requirements

Sites must be able to provide:

1. Practicum students minimum of 100 hours over the course of the semester
2. Internship students minimum of 600 hours over the course of two or three semesters
3. 40% direct face to face time with clients either in individual or group therapy Practicum students complete 40 direct care hours, Internship students complete 120 direct care hours for a 300-hour internship)
4. Hours that are completed evenly across the semester

Art Therapy sites must be able to provide:

1. Practicum students minimum of 100 hours over the course of the semester
2. Internship students minimum of 600 hours over the course of two to three semesters
3. Minimum of 350 hours of direct provision of art therapy services to individuals, groups, and/or families.
4. Remaining hours may include: supervision, case review, record keeping, preparation, staff meetings, and other administrative functions
5. Supervision hours must be overseen and documented as such:
 - A. 1:1 supervision hours must be accrued at a ratio of one hour of supervision for every ten hours of practicum/internship
 - B. Group supervision (2+ supervisees per supervisor) must be accrued at a ratio of one and one-half hours of supervision for every ten hours of practicum/internship
 - C. Minimum of 70 individual or 105 group supervision hours is required

Coverage over breaks:

Students remaining in their field placement site over breaks will not have access to their practicum and internship professors in the case of an emergency. It is expected that the site will ensure that there is an emergency contact person available at all times but especially during that time period.

Carrying over field placement hours (between semesters and over break):

Students on field placement may only accrue hours during the semester when the student is under supervision in a practicum or internship class. Most sites require students to continue placement over breaks and this is allowable recognizing that hours accrued during that period do not count towards the next semester and hours may not be carried over from one semester to another. Please be aware that the required hours are to be consistently engaged in over the course of the semester.

Contact Field Placement and Outreach Coordinator with questions.

- 40% direct face to face time with clients either in individual or group therapy
- Hours that are completed evenly across the semester

Art Therapy sites must be able to provide:

- Practicum students minimum of 100 hours over the course of the semester
- Internship students minimum of 600 hours over the course of two to three semesters
- Minimum of 350 hours of direct provision of art therapy services to individuals, groups, and/or families.
- Remaining hours may include: supervision, case review, record keeping, preparation, staff meetings, and other administrative functions
- Supervision hours must be overseen and documented as such:
 - 1:1 supervision hours must be accrued at a ratio of one hour of supervision for every ten hours of practicum/internship
 - Group supervision (2+ supervisees per supervisor) must be accrued at a ratio of one and one-half hours of supervision for every ten hours of practicum/internship
 - Minimum of 70 individual or 105 group supervision hours is required

Coverage over breaks:

Students remaining in their field placement site over breaks will not have access to their practicum and internship professors in the case of an emergency. It is expected that the site will ensure that there is an emergency contact person available at all times but especially during that time period.

Student Signature

Date

Site Supervisor Signature

Date

9F.6.10.5 Student Site Request Form

**Holy Family University
Graduate Program in Counseling Psychology
Student Site Request Form**

To be filled out by student electronically and submitted via e-mail to Field Placement and Outreach Coordinator:

Student Name: _____

Concentration: _____

Field Placement Site: _____

Type: (public, non-profit, etc.): _____

Describe: _____

Contact Person: _____ Title: _____

Phone: _____ E-Mail: _____

Address: _____

Supervisor: _____ Title/Credential: _____

To Be filled out by Faculty:

Supervisor is licensed: _____
Supervisor resume: _____
Reviewed Field Placement Handbook with Site: _____
Site is able to accommodate our requirements _____

General Site Information

| AREA | | Notes |
|--|--------|-------|
| Populations Served | | |
| Training Program | YES NO | |
| Dedicated office Space | YES NO | |
| Hours of Operation Evening Hours Weekend Hours | | |
| Number of Interns | | |

9F.6.10.6 Petition to Complete Field Experience at One's Place of Work

**Field Placement Petition
Completing Field Experience at One's Place of Work**

Please read the Field Placement Handbook about completing field placement at your place of employment, gather all necessary documentation and complete this form. Scan the entire packet and send electronically as one document to Field Placement and Outreach Coordinator.

Name: _____ Concentration: _____
Address: _____ Date: _____
Telephone: _____ Email: _____

Your Current Job Title: _____
Is your current job position a master level counseling position? Yes No
Your current job description must be attached and signed by supervisors.

Where are you proposing to complete the practicum?

Current Supervisor's Name: _____

Current Supervisor's Telephone: _____

Proposed Site Supervisor's Name: _____

Proposed Site Supervisor's Telephone: _____

Proposed Site Supervisor's Licenses/Credentials: _____

Where else have you looked for a field placement site that suits your needs? (please describe in detail the outcome of your search - be specific – dates – individuals you spoke to)

Have you investigated using vacation time, personal leave, class prep time, lunch time, etc. to complete your field experience at a site other than where you work? (please describe in detail all of the above actions you have investigated and why this is not feasible:

Please describe below in specific detail how you intend to complete your field experience at your work location (how you intend to complete your hours, the location you intend to do the field experience at (same or different from your work area), how you intend to avoid dual relationship issues, conflict of interest issues, how do you intend to deal with other ethical issues that may arise in this arrangement, who will supervise the field experience, etc.)

Has your employer and proposed site supervisor reviewed Holy Family University's Field Experience Handbook? yes no

Can your employer and your proposed site supervisor provide the services as outlined in Holy Family University's Field Experience Handbook? yes no

Describe in detail your rationale as to why the Counseling Field Experience Committee should allow you to complete your field experience at your work site?

Attach a realistic mock schedule detailing your daily hours and how you plan to complete all hours related to field experience and fulfill your current job responsibilities.

I have read Holy Family University's Field Experience Handbook and attest that we can provide the required field experience services for this student.

Signature: _____ Date: _____
(employer)

Signature: _____ Date: _____
(proposed site supervisor)

I request an exception to the non-work site field experience policy

Signature: _____ Date: _____
(student)

