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Volume IXF
Graduate Program in Counseling Psychology
Master of Science Policies and Student Handbook

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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:

- Ethical behavior
- Professional competence
- Respect for diversity and human dignity
- Service to the community
- 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):
• At least 12 semester hours (18 qtr.) must be completed prior to beginning art therapy specialty coursework.
• An additional 6 hours (9 qtr.) must be completed within a year of beginning graduate art therapy specialty coursework.
• May be done at the undergraduate or graduate level.
• Must be done in a variety of 2D and 3D art media and processes.
• 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.
• 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.
• 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.3.4 Marriage and Family Therapy

The marriage and family therapy concentration prepares master-level counselors to work with families, couples, and children. This concentration is designed for students interested in gaining expertise in counseling and working with families. Graduates of this concentration will be prepared to work in the human service profession either publicly or privately. Graduates of the marriage and family concentration meet the educational requirements to become LPCs.

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:

<table>
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<th>Exam Content Area</th>
<th>Core Course</th>
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<tr>
<td><strong>Human Growth and Development:</strong></td>
<td>COUN 506: Human Development: A Life Span Approach</td>
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<tr>
<td>studies that provide an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts.</td>
<td></td>
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<tr>
<td><strong>Social and Cultural Foundations:</strong></td>
<td>COUN 507: Counseling Multicultural and Diverse Populations</td>
</tr>
<tr>
<td>studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural society</td>
<td></td>
</tr>
<tr>
<td><strong>Helping Relationships:</strong></td>
<td>COUN 503: Introduction to Guidance and Counseling Theories -and- COUN 504: Introductory Counseling Skills</td>
</tr>
<tr>
<td>studies that provide an understanding of the counseling process in a multicultural society.</td>
<td></td>
</tr>
<tr>
<td><strong>Group Work:</strong></td>
<td>COUN 505: Group Counseling -or- COUN 510: Group Counseling School Counselors -or- CART 550: Group Counseling for Art Therapists</td>
</tr>
<tr>
<td>studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills and other group approaches in a multicultural society.</td>
<td></td>
</tr>
<tr>
<td>Career and Lifestyle Development: studies that provide an understanding of career development and related life factors.</td>
<td>COUN 502: Career and Vocational Counseling</td>
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<tr>
<td>Appraisal: studies that provide an understanding of individual and group approaches to assessment and evaluation in a multicultural society.</td>
<td>COUN 545: Assessment: Principles and Applications in Counseling</td>
</tr>
<tr>
<td>Research and Program Evaluation: studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation.</td>
<td>COUN 520: Research Methods for the Behavioral Sciences</td>
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<tr>
<td>Professional Orientation and Ethics: Studies that provide an understanding of all aspects of professional functioning</td>
<td>COUN 515: Professional Orientation &amp; Ethics for Clinical Mental Health -or- COUN 516: Professional Orientation &amp; Ethics for Family and Marriage -or- COUN 517: Professional Orientation &amp; Ethics for School Counselors -or- COUN 531: Legal and Ethical Issues in Counseling -or- CART 503: Professional Orientation and Ethics for Art Therapists</td>
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### 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 Disabilities **BEFORE** the student pays for the exam.

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:

- Unusual or inappropriate behavior,
- Negative changes in academic performance,
- Frequent or unexplained absences and/or tardiness from academic responsibilities,
- Frequent or unexplained illnesses or accidents,
- Significant inability to contend with routine difficulties and act to overcome them,
- Violations of the “Student Code of Conduct” as indicated in the Graduate Catalog,
- 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:

- Scheduled monitoring meetings with the student’s academic advisor
- Additional remedial or professional training related to the impairment or deficit
- Academic support (tutoring, additional class work with the course professor, etc.)
- Counseling and other forms of mental health treatment
- Self-structured behavioral change
- Additional field experiences
- Leaves of absence with return to program contingent on remediation of the student’s impairment and consistent with university policy
- 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 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 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 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    Holy Family University
Graduate Program in Counseling Psychology
Student Review, Remediation & Retention
Tier 1 Remediation Plan

Student Name: ________________________________________________________________

Semester:_____________________________________________________________________

Date Reviewed:_________________________________________________________________

<table>
<thead>
<tr>
<th></th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
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<tbody>
<tr>
<td>Academic Performance</td>
<td></td>
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<tr>
<td>Professional &amp; Ethical Responsibility</td>
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<td>Competence</td>
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<tr>
<td>Conduct</td>
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<td>Integrity</td>
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<td>Self-Care and Personal Wellness</td>
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Comments:
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* 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 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:

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

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
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______________________________________________________________________________
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

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 students are interested in a counseling license in the future, they are strongly advised to access and check the requirements for any state(s) in which they plan to work and practice. It is the student’s 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:

- The ability to develop and maintain productive relationships with patients/clients, families, colleagues, supervisors, support staff, teams, and community professionals.
- 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.
- The understanding and application of theoretical and research knowledge related to diagnosis/assessment and intervention, diversity, supervision, and ethics.
- The ability to formulate and conceptualize clinical cases and develop treatment plans for clients.
- The ability to implement a wide range of developmental, multicultural, preventative, and trauma-informed interventions.
- 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.

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 is able to support clients across a variety of settings and integrate her/his own skills with input from other appropriate sources.

**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. It is highly recommended that students do one internship with students in grades Pre-K through 8 and another internship with students in grades 9 through 12 to ensure that students have experience in the broadest span of grades to make themselves most prepared for a wide variety of school counseling opportunities after graduation.

**9F.6.2 Field Experience Objectives**

**9F.6.2.1 Practicum:**
- Gain a greater understanding of the role of the counselor in therapeutic environments
- Demonstrate ethical competence
- Develop the capacity for working with all students/clients and groups, including persons with disabilities, special needs, and other issues of diversity
- Development & application of counseling skills
- Document clinical work clearly in a variety of formats: progress notes, case reports, case presentations, team meeting, supervision, treatment summaries, etc.,
- Develop an understanding of the organizational structure and daily operation of the setting
- Develop the ability to use supervision as a training mode to maximize learning
- Begin to integrate theoretical framework and develop an individual approach to counseling
- Begin to make the transition, in professional identity and work performance, from student to counselor

**9F.6.2.2 Internship:**
- Employ a personal style of counseling that is effective and reflects the counselor’s temperament
- Utilize ethical standards in real-world counselor-and-client interactions
- Conduct individual and/or group counseling with an emphasis on establishing rapport, managing client issues, affecting change and appropriately terminating cases
- Work professionally as a contributing part of a treatment team
- Respect professional boundaries and utilize consultation with other disciplines as needed
- Provide consultation in a variety of settings and with diverse client groups
- Establish and maintain effective working relationships with staff, colleagues, supervisors and administrators
- Use the supervisory component of field experience to grow and learn about themselves
9F.6.3 Director of Clinical Training and Field Placement & Outreach Coordinator roles

The Director of Clinical training is responsible for:
- The development and maintenance of the ongoing field placement process across all Counseling Psychology Programs
- Fostering strong working relationships with community agencies (both potential and established field placement sites)
- Establishing captive sites for students on field placement
- Coordinating the clinical supervision and consultation provided to students

The Field Placement & Outreach Coordinator is responsible for:
- Remaining up to date relative to all program field placement procedures and paperwork
- Managing all field placement logistics
- Maintaining the Field Placement and Site Canvas Shells to reflect ongoing field placement activities
- Facilitating mandatory Field Placement information sessions and the application process for field placement
- Ensuring all official field placement materials are current and enforceable

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 DCT 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 DCT’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 have also attend a mandatory field experience workshop and a mandatory career services workshop at least two semesters prior to going out on field experience.

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

- COUN 503: Introduction to Counseling and Guidance Theory
- COUN 504: Introductory Counseling Skills: Laboratory Level I
- COUN 506: Human Development: A Life Span Approach
- COUN 507: Counseling Multicultural and Diverse Populations
- 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 and the Mandatory Career Services Meeting which occur in August, October and January of each year. Students are expected to attend both the Field Placement Meeting and the required Career Services Meeting two semesters prior to the start of their field placement. Students must read and pass an online 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 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.

9F.6.5.4.1 Spring Semester Field Placement
Mandatory Meeting: August
Resume Due: September 15
Supporting Documents Due: November 1

9F.6.5.4.2 Summer Semester Field Placement
Mandatory Meeting: October
Resume Due: December 15
Supporting Documents: February 1

9F.6.5.4.3 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 Director of Clinical Training and 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, contact information and peer evaluations are located on the Canvas Field Placement Canvas shell. Students are able to access this information after attending a Mandatory Field Placement meeting and a Mandatory Career Services meeting which occur in August, October, and January of each year. Students are expected to attend the Mandatory Field Placement meeting and the Mandatory Career Services 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. 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:**
- 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
- be certified or licensed in the state where the student is completing the field placement
- have a minimum of 2 years of pertinent professional experience in the program area in which the student is completing clinical instruction

**Responsibilities:**
- shall oversee, direct, recommend and instruct the professional counseling activities of the supervisee
- shall provide emergency contact information for the supervisee and if temporarily unable to provide supervision shall designate another supervisor or substitute
- have knowledge of and be able to meet Holy Family University’s expectations, requirements, and evaluation procedures for students
- Expect initial phone call with course instructor within first two weeks of semester
• 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.

• 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:

• Provide consistent and planned weekly individual supervision:
  ○ 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.

• Art Therapy students:
  ○ 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.

• A supervisor shall supervise no more than 6 supervisees at the same time.

• 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

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<thead>
<tr>
<th>Concentration</th>
<th>Requirements for Supervisor</th>
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<tbody>
<tr>
<td>CMH</td>
<td>Appropriate licensed person (LPC, licensed psychologist)</td>
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<tr>
<td></td>
<td>Experience with clinical supervision</td>
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<tr>
<td></td>
<td>At least 2 years of work in this capacity</td>
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<tr>
<td>School Counseling</td>
<td>Certified school counselor</td>
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<tr>
<td></td>
<td>At least 2 years of work experience in this capacity</td>
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<tr>
<td></td>
<td>State Licensure is not required but preferred</td>
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<tr>
<td>MFT</td>
<td>Appropriate licensed person (LPC, licensed psychologist);</td>
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<td></td>
<td>Licensed Marriage &amp; Family Counselor is preferable</td>
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<tr>
<td></td>
<td>Experience working with families</td>
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</tbody>
</table>
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
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, licensed psychologist) or correctional mental health
Experience with clinical supervision
At least two years’ experience working with offenders |

9F.6.8 Field Placement Site Requirements

- 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)
- 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
- Provide formal evaluations of the student’s performance by site supervisor (Final Evaluation)
- 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:
- Practicum students minimum of 100 hours over the course of the semester
- Internship students minimum of 600 hours over the course of two or three semesters
- 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:
  o 1:1 supervision hours must be accrued at a ratio of one hour of supervision for every ten hours of practicum/internship.
  o 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.
  o 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 and the Mandatory Career Services Meeting which occur in October, January and August of each year. Students are expected to attend these meetings 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:
• Field Experience Agreement
• Current Resume
• PA Criminal History Check
• PA Child Abuse Clearance Report
• Federal Criminal History Report
- 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.
- School Counselors Only: TB/PPD Test, Act 24

Students will receive a confirmation e-mail within two weeks of completed application to acknowledge receipt.

**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.

<table>
<thead>
<tr>
<th>To Do/Submit</th>
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<tr>
<td><strong>October, January &amp; August</strong></td>
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<td></td>
</tr>
<tr>
<td>Review Field Placement Handbook</td>
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<tr>
<td>Successfully pass Field Placement Handbook Quiz with a 90% or better</td>
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<tr>
<td>Review Field Experience and Field Placement Canvas Shells</td>
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<tr>
<td>Resume</td>
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<td>Complete Field Experience Agreement</td>
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<td></td>
<td></td>
</tr>
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<tr>
<td>PA Child Abuse Clearance Report</td>
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</tbody>
</table>
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:

- Students will apply initially to at least 7-8 sites, sending cover letter and resume to each site.

- Students will start applying for sites within one calendar week following the mandatory meeting.

- If the student does not receive replies within 3 weeks of making initial email contact, the student will do the following:
  - Call each site where they have applied and follow up with a polite message stating they are interested in interning with them.
  - Apply to at least 4-5 new sites, widening the geographic radius of my search.
  - Contact Donald Brom in Career Services (dbrom@holyfamily.edu) for a review of their resume and cover letter.
  - They will start researching possible sites that are not currently on the Holy Family list. They will apply to have these sites reviewed by Anne Murphy, Field Placement Coordinator by submitting the completed Student Sites Requests to her.

- If they are offered an interview but do not secure a placement they will:
  - Contact Donald Brom in Career Services (dbrom@holyfamily.edu) for assistance with mock interviewing to improve their interview skills.

- All paperwork is to be uploaded in Canvas/Application shell by 5 pm of its due date. **There will be no exceptions**
  - if materials are not received by the date/time due, the student will automatically be rescheduled for placement the following semester and a meeting with Anne Murphy will be scheduled.

- If the student is having difficulty obtaining a site placement they will let Anne Murphy and their advisor know at least 1 month prior to the paperwork submission deadline.
· If they do not secure a placement by the due date listed or decide to change the semester that they are completing my field experience, they will e-mail Anne Murphy to inform her.

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 note that all documents must be received by the appropriate application deadline in order 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 Anne Murphy (amurphy@holyfamily.edu) 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 of the requirements outlined in the Field Placement Handbook. 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.
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 Weekly Timesheets

Students are expected to keep weekly logs of hours spent in field experience activities. The method of maintaining hours is up to each student and weekly logs should consist of daily notations indicating the date and amount of time allotted to each activity. Weekly logs in excel spreadsheet format are available in Canvas for students to use. These logs must be kept current and it is at the discretion of the University faculty member as to how they will be reviewed as they are not required to be submitted. 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.

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.

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.6.10.1 Field Placement Application Checklist

<table>
<thead>
<tr>
<th>To Do/Submit</th>
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<td>Complete Field Experience Agreement</td>
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<tr>
<td>Site Requirement Summary Sheet: for site supervisors</td>
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<tr>
<td><em>School counselors only:</em></td>
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<tr>
<td>TB / PPD Test</td>
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<td>Act 24 (updated)</td>
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<tr>
<td>Obtain Liability Insurance</td>
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</table>
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:
- 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
- be certified or licensed in the state where the student is completing the field placement
- have a minimum of 2 years of pertinent professional experience in the program area in which the student is completing clinical instruction

Responsibilities:
- shall oversee, direct, recommend and instruct the professional counseling activities of the supervisee
- shall provide emergency contact information for the supervisee and if temporarily unable to provide supervision shall designate another supervisor or substitute
- have knowledge of and be able to meet Holy Family University’s expectations, requirements, and evaluation procedures for students
- Expect initial phone call with course instructor within first two weeks of semester
- 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
- 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:
- Provide consistent and planned weekly individual supervision:
  - 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
- Art Therapy students:
  - 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
- A supervisor shall supervise no more than 6 supervisees at the same time
- 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**

<table>
<thead>
<tr>
<th>Concentration</th>
<th>Requirements for Supervisor</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMH</td>
<td>Appropriate licensed person (LPC, licensed psychologist) Experience with clinical supervision At least 2 years of work in this capacity</td>
</tr>
<tr>
<td>School Counseling</td>
<td>Certified school counselor At least 2 years of work experience in this capacity State Licensure is not required but preferred</td>
</tr>
<tr>
<td>MFT</td>
<td>Appropriate licensed person (LPC, licensed psychologist); Licensed Marriage &amp; Family Counselor is preferable Experience working with families Experience with clinical supervision At least 2 years of work in this capacity</td>
</tr>
<tr>
<td>Art</td>
<td>Registration or national certification in the field of Art Therapy by an accredited organization 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</td>
</tr>
<tr>
<td>Correctional</td>
<td>Appropriate licensed person (LPC, licensed psychologist) or correctional mental health Experience with clinical supervision At least two years’ experience working with offenders</td>
</tr>
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Field Placement Site Requirements
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 or three semesters
- 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.

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.

Dr. Diane Menago
Licensed Psychologist
Director of Clinical Training
dmenago@holyfamily.edu
Site Requirements Summary Sheet
Art Therapy students

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.

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9F.6.10.5 HOLY FAMILY UNIVERSITY
GRADUATE PROGRAM IN COUNSELING PSYCHOLOGY
FIELD EXPERIENCE AGREEMENT

Please fill out and obtain appropriate signatures once you have a site agreement.

Name (student):
Concentration:
Circle all that apply:  Practicum     Internship 1     Internship 2     Internship 3
Total semesters with student: From ________ To: ____________
month/year     month/year

Amount of hours to be completed at this site:
Complete all that apply:
Practicum weekly hours:
Internship 1 weekly hours:      Internship 2 weekly hours:
Internship 3: hours per week:

Site Information
Site Name:
Site Address:
Site Supervisor’s Name & Title:
Site Supervisor’s e-mail address and phone number:
Site Supervisor’s Degree & Credentials:
Supervisor’s License Number:
Site Supervisor’s Phone:
Site Supervisor’s Email:

Please attach current copy of Supervisor resume
Please provide copy of Field Placement Site summary to supervisor

Please review and sign to indicate that HFU student and site supervisor understand and
are in agreement with the following:

Field Placement Site Requirements
• 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)
• 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,
• Provide a formal evaluation of the student’s performance by site supervisor (Final
Evaluation)
• Provide clinical experiences for students to counsel clients who represent the ethnic and
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___________________________________________  ____________
Student Signature        Date

___________________________________________  ____________
Site Supervisor Signature       Date
To be filled out by student electronically and submitted via e-mail to Anne Murphy, amurphy@holyfamily.edu:

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

<table>
<thead>
<tr>
<th>AREA</th>
<th>Notes</th>
</tr>
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<tbody>
<tr>
<td>Populations Served</td>
<td></td>
</tr>
<tr>
<td>Training Program</td>
<td>YES</td>
</tr>
<tr>
<td>Dedicated office Space</td>
<td>YES</td>
</tr>
<tr>
<td>Hours of Operation</td>
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<tr>
<td>Evening Hours</td>
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<tr>
<td>Weekend Hours</td>
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<tr>
<td>Number of Interns</td>
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</table>
## FIELD PLACEMENT PETITION
### COMPLETING FIELD EXPERIENCE AT ONE’S PLACE OF WORK

To be filled out by student electronically and submitted via e-mail to Anne Murphy, amurphy@holyfamily.edu:

<table>
<thead>
<tr>
<th>Name</th>
<th>Concentration:</th>
<th>Address</th>
<th>Date:</th>
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</thead>
<tbody>
<tr>
<td>Telephone</td>
<td></td>
<td>Email</td>
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</tbody>
</table>

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)

____________________________________________________________________________

____________________________________________________________________________

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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)

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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?

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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)
Please read the following, sign and return to Anne Murphy, Field Placement and Outreach Coordinator at the conclusion of the field placement meeting.

I understand that:

- 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. I also understand that while these material can be helpful in obtaining a site, ultimately it is my responsibility to secure a field placement.
- I will apply initially to at least 7-8 sites, sending cover letter and resume to each site.
- I will start applying for sites within one calendar week following the mandatory meeting.
- If I do not receive replies within 3 weeks of making initial email contact, I will do the following:
  - Call each site where I have applied and follow up with a polite message stating I am interested in interning with them.
  - Apply to at least 4-5 new sites, widening the geographic radius of my search.
  - Contact Donald Brom in Career Services (dbrom@holyfamily.edu) for a review of my resume and cover letter.
  - I will start researching possible sites that are not currently on the Holy Family list. I will apply to have these sites reviewed by Anne Murphy, Field Placement Coordinator by submitting the completed Student Sites Request forms to her.
- If I am offered an interview but do not secure a placement I will:
  - Contact Donald Brom in Career Services (dbrom@holyfamily.edu) for assistance with mock interviewing to improve my interview skills.
- All paperwork is to be uploaded in Canvas/Application shell by 5pm of its due date. **There will be no exceptions.**
  - If materials are not received by the date/time due, the student will automatically be rescheduled for placement the following semester and a meeting with Anne Murphy will be scheduled.

**Spring Semester Field Placement**
Mandatory Meeting: August
Resume Due: September 15
Supporting Documents Due: November 1 by 5 pm

**Summer Semester Field Placement**
Mandatory Meeting: October
Resume Due: December 15
Supporting Documents: February 1 by 5 pm
Fall Semester Field Placement
Mandatory Meeting: January
Resume Due: March 15
Supporting Documents: May 1 by 5 pm

- If I am having difficulty obtaining a site placement I will let Anne Murphy and my advisor know at least 1 month prior to the paperwork submission deadline.
- If I do not secure a placement by the due date listed or decide to change the semester that I am completing my field experience, I will e-mail Anne Murphy to inform her.
- If I do not secure a placement by the due date listed a meeting with Dr. Diane Menago, Director of Clinical Training will be schedule to discuss a plan for field placement in the future. I will not be added to the placement list for the following semester until this meeting has taken place.
- I recognize that postponing my field placement may impact my course sequence and I need to let me advisor know immediately.

____________________________________________
Printed Name

____________________________________________  _____________________
Signature         Date