

# **FIELD EXPERIENCE MANUAL**

**(Practicum & Internship)**

**California State University, Fresno**

**Master of Science**

**in**

**Clinical Rehabilitation and Mental Health Counseling**

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# **THE CLINICAL REHABILITATION AND MENTAL HEALTH COUNSELING PROGRAM**

The Clinical Rehabilitation and Mental Health Counseling Program (CRMHC) Program is fully accredited by the Council on Rehabilitation Education (CORE), and is a 60-semester hour clinical program. The completion of the RMHC program involves mastery of core requirements, electives, a comprehensive examination, research requirements, and a clinical field experience and internship. It is expected that in addition to performing well academically, students will also demonstrate competency in counseling skills, appropriate judgment and maturity in his/her clinical work, abide by the Code of Ethics for Rehabilitation Counselors, and develop professional identity through affiliation and involvement with professional rehabilitation counseling organizations such as the American Rehabilitation Counseling Association (ARCA) or the National Rehabilitation Counseling Association (NRCA).

## **MISSION AND GOALS**

The overall mission of the Master of Science in Clinical Rehabilitation and Mental Health Counseling Program at California State University, Fresno is to serve people with disabilities by doing an outstanding job of training warm, empathic, trustworthy and competent Qualified Rehabilitation Professionals who will make a real difference in the lives of persons with disabilities and transform the practice of rehabilitation counseling in California and beyond.

Our overall mission is implemented with four goals in mind:

1. Prepare professional counselors with the knowledge to meet the needs of an increasingly diverse and changing society.
2. Prepare professional counselors to practice effectively in collaborative and interdisciplinary environments.
3. Prepare qualified counselors who are proficient in written and verbal communications.
4. Provide students a high-quality graduate educational program that combines classroom instruction and supervised clinical experiences aimed at the acquisition of skills, reflexive practice and the development of competencies related to the provision of services to people with disabilities.

## **FIELD EXPERIENCE STANDARDS AND REQUIREMENTS**

Clinical training is designed to enable Rehabilitation Counseling students to apply information, concepts, and skills they have learned in their academic courses. Courses that are prerequisite to beginning field experience are:

- *COUN 200: Seminar in Counseling Techniques*
- *REHAB 201: Seminar in Rehabilitation Counseling*
- *REHAB 204: Medical Aspects of Physical and Neurological Disabilities*
- *REHAB 205: Career Placement in Rehab Process*
- *REHAB 237: Case Practices in Rehabilitation Counseling (Pre-Field Experience)*

The purpose of field experience is to enable Rehabilitation Counseling students to practice the skills that they have learned in prerequisite courses in an applied, real world, clinical setting and to move to a more advanced level of counseling skill development. The focus of field experience is on the development of Rehabilitation Counseling skills and to give students the opportunity to advance those skills so that they are ready for more independent counseling functions after graduation.

Consequently, despite the number of hours spent at a field experience site, students must reach a level of competency in counseling and must have had sufficient counseling experience with clients who have worked within a continuing counseling relationship over time to enable the university supervisor to make a decision regarding the students' readiness for more independent functions in counseling.

Counselor Trainees who have successfully met two thirds of course requirements are able to qualify for an Incomplete (I). In the event that Counselor Trainees are deficient in counseling skills or personal/professional disposition, they will be subject to due process (e.g., clinical review, remediation plans, program dismissal).

## **ACCREDITATION REQUIREMENTS FOR FIELD EXPERIENCE**

### **CORE Standards**

According to Section D of the Council on Rehabilitation Education (**CORE**) Standards:

- D.1. Students shall have a minimum of 100 clock hours of supervised rehabilitation counseling field experience in practicum, which fosters personal growth and introduces students to counseling approaches and rehabilitation issues that affect service delivery.
  - D.1.1. The field experience shall include on-campus experiences (audio-video recordings and individual and group interaction) dealing with rehabilitation counseling concerns, and clinical experiences (on or off-campus) that facilitate the development of basic rehabilitation counseling skills.
  - D.1.2. Written expectations, procedures, and policies for field experience shall be available to students and include the policy that the field experience is a pre-requisite to the supervised rehabilitation counseling clinical internship experience.

According to Section D of the Council on Rehabilitation Education (**CORE**) Standards, internship activities should include the following:

D.2.1.a. Orientation to program components, policies and procedures, introduction to staff and their role and function, identification of the expectations for interns, confidentiality and due process procedures, risk assessment, and the Code of Professional Ethics for Rehabilitation Counselors;

D.2.1.b. Observation of all aspects of the delivery of rehabilitation counseling services, as practiced by the agency or organization, including diverse populations;

D.2.1.c. Work assignments, performing the tasks required of an employed rehabilitation counselor at the agency or organization; and

D.2.1.d. Reporting, including all required academic reports as well as logs, weekly progress reviews, and summaries of activities.

D.2.2 Written expectations, procedures, and policies for the internship activities shall be contained in a manual or other appropriate document(s) and distributed to students and supervisors.

D.2.3 For the internship, an on-site supervisor must be assigned to provide weekly supervision throughout the internship experience.

D.2.4 The internship shall include an evaluation of student performance, including self-evaluation by the student, the field site supervisor, and the faculty supervisor.

D.2.5 The RCE Program shall use internship experience sites that provide rehabilitation counseling services to individuals with disabilities appropriate to the mission of the program.

D.2.6 Internship students shall have experiences that increase their awareness and understanding of differences in values, beliefs and behaviors of persons who are different from themselves. Internship shall promote cultural competence, foster personal growth, and assist students in recognizing the myriad of counseling approaches and rehabilitation issues that affect service delivery.

D.3 Internship experiences shall include an average of one (1) hour per week of individual or 1½ hours per week of group (with no more than ten students/group) supervision by a program faculty member who is a Certified Rehabilitation Counselor (CRC) or qualified individual working in cooperation with a program faculty member who is a CRC.

## CACREP Standards

According to Section 3 of the Council for Accreditation of Counseling and Related Educational Programs (CACREP) Standards:

### ENTRY-LEVEL PROFESSIONAL PRACTICE

- A. Students are covered by individual professional counseling liability insurance policies while enrolled in practicum and internship.
- B. Supervision of practicum and internship students includes program-appropriate audio/video recordings and/or live supervision of students' interactions with clients.
- C. Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's practicum and internship.
- D. Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their practicum and internship.
- E. In addition to the development of individual counseling skills, during *either* the practicum or internship, students must lead or co-lead a counseling or psychoeducational group.

#### Practicum

- A. Students complete supervised counseling practicum experiences that total a minimum of 100 clock hours over a full academic term that is a minimum of 10 weeks.
- B. Practicum students complete at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.
- C. Practicum students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the practicum by (1) a counselor education program faculty member, (2) a student supervisor who is under the supervision of a counselor education program faculty member, or (3) a site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.
- D. Practicum students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the practicum. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.

#### Internship

- E. After successful completion of the practicum, students complete 600 clock hours of supervised counseling internship in roles and settings with clients relevant to their specialty area.
- F. Internship students complete at least 240 clock hours of direct service.
- G. Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship, provided by (1) the site supervisor, (2) counselor education program faculty, or (3) a student supervisor who is under the supervision of a counselor education program faculty member.
- H. Internship students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the internship. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.



## Supervisor Qualifications

- I. Counselor education program faculty members serving as individual/triadic or group practicum/internship supervisors for students in entry-level programs have (1) relevant experience, (2) professional credentials, and (3) counseling supervision training and experience.
- J. Students serving as individual/triadic or group practicum/internship supervisors for students in entry-level programs must (1) have completed CACREP entry-level counseling degree requirements, (2) have completed or are receiving preparation in counseling supervision, and (3) be under supervision from counselor education program faculty.
- K. Site supervisors have (1) a minimum of a master's degree, preferably in counseling, or a related profession; (2) relevant certifications and/or licenses; (3) a minimum of two years of pertinent professional experience in the specialty area in which the student is enrolled; (4) knowledge of the program's expectations, requirements, and evaluation procedures for students; and (5) relevant training in counseling supervision.
- L. Orientation, consultation, and professional development opportunities are provided by counselor education program faculty to site supervisors.
- M. Written supervision agreements define the roles and responsibilities of the faculty supervisor, site supervisor, and student during practicum and internship. When individual/triadic practicum supervision is conducted by a site supervisor in consultation with counselor education program faculty, the supervision agreement must detail the format and frequency of consultation to monitor student learning.

## Practicum And Internship Course Loads

- N. When individual/triadic supervision is provided by the counselor education program faculty or a student under supervision, practicum and internship courses should not exceed a 1:6 faculty: student ratio. This is equivalent to the teaching of one 3-semester credit hour or equivalent quarter credit hour course of a faculty member's teaching load assignment.
- O. When individual/triadic supervision is provided solely by a site supervisor, and the counselor education program faculty or student under supervision only provides group supervision, practicum and internship courses should not exceed a 1:12 faculty: student ratio. This is equivalent to the teaching of one 3-semester credit hour or equivalent quarter credit hour course of a faculty member's teaching load assignment.
- P. Group supervision of practicum and internship students should not exceed a 1:12 faculty: student ratio.
- Q. When counselor education program faculty provide supervision of students providing supervision, a 1:6 faculty: student ratio should not be exceeded. This is equivalent to the teaching of one 3-semester or equivalent quarter credit hours of a faculty member's teaching load assignment.

## LIABILITY INSURANCE

Professional liability insurance **is required** of all students, prior to registering for field experience. The University provides liability insurance but the University insurance is minimal, therefore **students will need to obtain their own liability insurance prior to enrolling in REHAB 238 and 239**. Counselor Trainees can obtain liability insurance through the Health Providers Service Organization (HPSO). Additionally, Counselor Trainees can obtain liability insurance relatively inexpensively through professional Rehabilitation Counseling organizations, such as the American Rehabilitation Counseling Association or National Rehabilitation Counseling Association.

## FIELD EXPERIENCE SITES

Field experience sites must offer the opportunity for students to be directly involved in counseling persons/clients with disabilities. All sites for Rehabilitation Counseling field experience must be pre-approved by the Rehabilitation Counseling faculty. In order to be eligible as a field experience site, the site must:

- A. Be a pre-approved site;
- B. Serve individuals with disabilities (e.g., mental health, substance abuse); and
- C. Must have a person at the site with a Master's Degree in Counseling (CRC preferred) or closely related field of counseling, who is willing to serve as the student's on-site supervisor.

### Selecting a Field Experience Site

1. See Faculty Advisor for approved field experience sites, if a site has not been identified. The Counselor Trainees should familiarize themselves with the various choices available prior to entering fieldwork. Sites and documents should be submitted four weeks prior to the first day of the semester. Any student submitting paperwork after the fourth week prior to the semester of fieldwork is subject to a full Rehabilitation Counseling program faculty review.
2. Students may be expected to interview at the potential field experience site. When interviewing at a site, students should gather the following information:
  - A. Population served at the site
  - B. Services provided
  - C. General agency philosophy
  - D. Specific requirements of site prior to beginning field experience (background check; drug screen; etc)
  - E. Requirements of site regarding orientation; length of orientation if required
  - F. Verify that audio or video taping of client interactions is permitted
  - G. Availability of site supervisor with Master's Degree or higher in Rehabilitation Counseling (preferably CRC) or closely related counseling field who is willing to serve as student's site supervisor
  - H. Time required by site from date of application for field experience until beginning field experience. (Sites that require FBI background checks, or other clearances will require longer times from application to entry.)
  - I. Does the site require both field experience and internship be conducted at the site?

3. The Rehabilitation Counseling faculty will meet after the deadline for field experience requests and consider all requests. Final placement of students at a field experience site is determined by the Rehabilitation Counseling faculty based on their judgment of the site, which will best meet the student's need.

### **Field Experience Sites & Placement Procedures**

- A. Students must express to the faculty fieldwork supervisor in writing, their intention to register for fieldwork by the fourth week of the preceding semester. Students who have an interest in a particular setting or organization for their placement should also express that interest at that time.
- B. Intern Information Meeting: A meeting will be held with prospective intern students the semester prior to placement either as a group or between the student and student's University Field Experience Supervisor.
- C. Student-Site Supervisor Meeting - Each student will call and arrange an appointment with the site supervisor during the semester prior to placement.
- D. If the placement is not mutually acceptable, the student will repeat the placement process with an alternate site assignment.
- E. For students wishing to conduct field experience where they are presently employed, see Conflict of Interest Policy provided with course syllabus.

### **HEALTH CARE WORKER BACKGROUND CHECK ACT**

The Health Care Worker Background Check Act {225 ILCS 46} was enacted to protect individuals from possible harm. This Act requires criminal background check of certain health care workers. Health care employers are prohibited from hiring or employing a person who has been convicted of committing or attempting to commit one of the following offenses: murder, homicide, manslaughter or concealment of homicidal death; kidnapping or child abduction; unlawful restraint or forcible detention; assault, battery or infliction of great bodily harm, sexual assault or sexual abuse; abuse of gross neglect of a long-term care facility resident; criminal neglect of an elderly or disabled person; theft, financial exploitation of an elderly or disabled person, robbery or burglary; criminal trespass, arson, unlawful use of weapons or aggravated discharge of a firearm; manufacture, delivery or trafficking of cannabis; manufacture, delivery or trafficking of controlled substances.

Individuals who have been convicted of any of the above listed offenses should be aware that such a conviction may preclude placement for Rehabilitation Counseling field experience or internship, both of which are clinical requirements for completion of the Rehabilitation Counselor Training Program. **THE REHABILITATION & MENTAL HEALTH COUNSELING PROGRAM IS NOT HELD RESPONSIBLE FOR FINDING FIELD EXPERIENCE SITES FOR INDIVIDUALS UNDER THESE CIRCUMSTANCES.** Individuals convicted of any of the above offenses may consider obtaining a waiver under the Health Care Worker Background Check Act. It should be noted, however, that a health care employer is not obligated to hire or retain a person convicted of the specified offenses even if that person is granted a waiver. Additional

information about the Health Care Worker Background Check Act or about obtaining a waiver may be obtained from the Office of Health Care Regulation in Fresno, California.

## **SUPERVISOR RESPONSIBILITIES**

### **University or Faculty Supervisor Qualifications & Responsibilities**

University of Faculty must meet the following qualifications and responsibility requirements:

- ♦ Full-time faculty member in the CSU Fresno, Rehabilitation Counseling program and is a CRC.
- ♦ Serve as a liaison between the program and the fieldwork site.
- ♦ Collaborate with the trainee and site supervisor to assist with the development and refinement of the fieldwork site contract experiences.
- ♦ Review progress of trainees' fieldwork progress on a regular basis.
- ♦ Provide direct and periodic communication throughout the semester with the site supervisor.
- ♦ Structure and facilitate weekly group supervision meetings (1½ hours).
- ♦ Support trainees' understanding and application of the Code of Professional Ethics for Rehabilitation Counselors and American Counseling Association Code of Ethics.
- ♦ Address concerns, in collaboration with the student and site supervisor, related to unsatisfactory performance.

### **Site Supervisor Qualifications & Responsibilities**

Supervisors must meet the following qualifications and responsibility requirements:

- ♦ Possess appropriate education, experience, and credentials. A minimum of a Master's degree in a helping profession is required. Preferably, the supervisor will possess a CRC credential. For students seeking to satisfy LPCC requirement, supervisors must be a Licensed Professional Clinical Counselor, Licensed Marriage and Family Therapist, Licensed Clinical Social Worker, Licensed Psychologist, or Psychiatrist for at least two (2) years in good standing.
- ♦ Supervisors cannot be a spouse or relative by blood or marriage or someone with whom the trainee/intern has a personal relationship, which would undermine the authority or effectiveness of the supervision.
- ♦ Provide regularly scheduled individual supervision for a minimum of 1 hour per week and also complete evaluations regarding the trainee's progress at the middle and end of the internship. For LPCC supervision, supervisors shall provide at least 1 hour of direct supervision to the trainee/intern per week. Counselor Trainees will receive 1 ½ hours per week of group supervision on a regular schedule throughout the field experience. For more information about supervision requirements, refer to the "Rules and Regulations" manual of the Board of Behavioral Science (BBS) and 2016 CACREP Standards.
- ♦ Provide trainees with an orientation to staff, procedures, agency structure, and required report writing within the internship site. It is also suggested that community field visits be available with referral resources and contacts.
- ♦ Provide meaningful experiences/tasks with individuals who have a broad range of disabilities, from referral through plan development to closure. Preferably the intern will interact with at least 8 - 10 clients at a time throughout the semester. Closed cases should be replaced with new referrals.
- ♦ Help obtain necessary permissions and releases for working with clients.
- ♦ Provide access to staff meetings and client staffing and other relevant conferences as required.

## **Intern/Trainee Qualifications & Responsibilities**

Interns/Trainees must meet the following qualifications and responsibility requirements:

- ✓ Satisfy all pre-requisites prior to engaging in the field experience
- ✓ Demonstrate appropriate progress based on clinical reviews
- ✓ Adhere to all agency policies, schedules, and dress codes
- ✓ Conform to ethical standards, especially in regard to confidentiality
- ✓ Conduct themselves with a professional attitude and professional discretion
- ✓ Submit applications for employment early in the internship while demonstrating an ethical obligation to complete the field experience
- ✓ Proactively communicate with university and site supervisors if a leave of absence is desired for personal/professional reasons
- ✓ Maintain a daily log of field experience learning activities on the form provided (see Appendix C)
- ✓ Engage in weekly site and university-based supervision as outlined

## **CREDIT AND CONTACT HOURS**

A total of 100 practicum site contact hours and 600 internship hour contact hours are required, in addition to the minimum of 1 hour of supervision per week by a Rehabilitation Counseling faculty member or person working under the faculty member's supervision. These contact and supervision hours are equivalent to four practicum credit hours and twelve internship contact hours. Students must be registered for (REHAB 238) or internship (REHAB 239) at the time they are involved with their field experience. They must be registered under the section number of the Rehabilitation Counseling faculty member who is responsible for supervising practicum and internship. Practicum is a total of four (4) contact hours during a semester. Internship is a total of 12 contact hours.

## **Grades**

The faculty and site supervisors jointly determine student fieldwork evaluations. The site supervisor will complete mid-term and final student evaluations. Other evaluations may be conducted at the request of any of these three parties.

The Practicum experience is graded with a letter grade. The internship experience is graded as credit or no credit (C/NC) based on completion of the required hours of supervised experience and satisfactory performance evaluations in addition to group supervision attendance and participation. If the requisite number of fieldwork hours and related requirements has not been recorded by the end of the semester, an incomplete (I) will be assigned and removed upon completion of all the course requirements.

## **INTRODUCTORY SESSION WITH THE CLIENT**

Clients entering into a counseling relationship have a right to know the professional background and preparation of the individual providing counseling services and the parameter of rehabilitation counseling. They also have the right to know the parameters of clinical supervision and the fact that audio/recording and/or observation of counseling sessions will occur (Practicum ONLY). For this reason, at the introductory session with the client the following issues must be discussed and the client's Informed Consent (Appendix B) signed prior to beginning the counseling session:

1. Introduce yourself. Explaining that you are a Master's degree student in the Rehabilitation & Mental Health Counseling Program at California State University, Fresno (Fresno State).
2. Explain that as a Rehabilitation Counseling student you are held to the Scope and Standards of Practice of Rehabilitation Counselors and Code of Ethics for Rehabilitation Counselors (also American Counseling Association Code of Ethics) as defined by the national accrediting body, the Council on Rehabilitation Education (CORE).
3. Let the client know how long you will be available to see them for counseling and related services (for the semester).
4. Explain to the client that as a student you are required to audio/video record all counseling sessions for Practicum ( REHAB 238). To aid in this process, Practicum (REHAB 238) sessions are monitored by faculty and/or clinical supervisor through review of audio/video recordings and/or actual observations of counseling sessions. Explain that information from the client's clinical case file may also be reviewed by the faculty supervisor or clinical supervisor.
5. Assure the client all information will remain confidential within the parameters of the Code of Ethics for Rehabilitation Counselors (also American Counseling Association Code of Ethics) and within the parameters of the agency in which the client is receiving the counseling services.
6. Describe the limits of confidentiality and matters concerning the following issues you are obligated to report these acts or intended acts to appropriate individuals:
  - a. suicide
  - b. harm or threat to harm another person
  - c. illegal activity resulting in a court order
  - d. physical/sexual abuse or neglect of minors, persons with disabilities, and the elderly
  - e. anything else required under the law
7. Assure the client that their participation in counseling is voluntary.
8. Have client sign the informed consent for counseling and consent for observation and audio/video recording.
9. Have the client sign the informed consent for rights and limits of confidentiality.
10. Copies of both signed consent forms should remain in the client's file at the agency and the department.

## **Recording Guidelines for Practicum REHAB 238**

1. Recordings should be of good quality and should be audible. Check to see that the session is being properly recorded and that what is being said can be heard.
2. Recordings should never be made without the prior permission of the client. All individuals should have a clear statement in advance of the uses of the recording. The recording should not be used for any other purpose. Consent to recording forms should be signed by clients and placed in the client's file (Appendix J).
3. The client should be aware of his/her right to stop the recording at any time.
4. Always protect the identity of the client. Assign each client a code to identify the client recording.
5. Cue recordings to the beginning of the session before review.
6. Make sure that the whole session is recorded.
7. Store recordings in a safe place where the client's confidentiality is assured. Do not place any marks on the recording through which the client could be identified.
8. Review the recordings privately – Note on the counter any segment of recording you would like to review with your university field experience supervisor. Write what you perceive to be your strengths and weaknesses in the session on the second sheet of the Consumer Counseling Plan (Appendix B). Also, complete the first sheet of the Consumer Counseling Plan. Both sheets of the consumer-counseling plan must be turned in with the recording to your university supervisor.
9. Do not discuss confidential information outside structured/class supervision time.
10. Erase recordings following the review session with the university supervisor.

## **Equipment/Supplies Needed**

1. Digital Recorders are required. (NO MINI MICRO RECORDERS OR CASSETTE TAPES)
2. Students are required to purchase recorders.
  - a. The RMHC program will not provide recorders for Counselor Trainees.
  - b. Audio recorder

## **Analysis of Recording Review**

To help you in reviewing your digital recording, try to identify:

1. The most productive part of your session.
2. The part of the session, which you are struggling with the most.
3. Specific content issues and recurring themes.
4. Specific areas where you felt you need help.

**Do not forget to:**

1. Use the counter on your recorder player to “mark” the above areas for discussion.
2. Take personal notes with areas “marked” for discussion with your supervisor.

### **Counselor Trainee Supervision Preparation**

One of the main reasons for recording counseling sessions is to permit you to listen to the recording at a later time and analyze your responses and your reactions to the client. No one can do an adequate job of counseling unless and until they understand themselves and their prejudices. The following is a list of suggested questions taken from Brammer's Therapeutic Counseling, which offers a guide to counselor self-criticism and recording analysis.

### **Examining Counselor Responses**

- Why did I make this particular response to this client's remark? What was behind it?
- What was I reacting to when I make this remark?
- What was I endeavoring to convey to this client?
- Why did I ask that question?
- Was the question really asked for purposes related to helping the client?
- Was I being merely curious?
- Why did I feel impelled at this point to give advice?
- Was it because I felt the client expected me to have all the answers?
- And did I respond being all-wise?
- Why did I become so emotionally involved with this client?
- Why did his feelings reflect my own feelings?
- Why did I want (or not want) to bring the parents or spouse into counseling?
- Did I over identify with the client?
- Why did I talk so much rather than let the client tell his story?
- Did I feel I had to impress this client with my knowledge so that the client would return?
- Why does it upset me when appointments are broken?
- Why am I so reluctant to let go when the counseling seems to have reached an appropriate termination point or when the client should be referred for a different kind of help?
- Am I using the client for my own needs or am I letting the client use me?
- Why did I shift topics at this point? Was I afraid of getting in over my head? Was I uncomfortable with the topic?
- Am I avoiding handling the client's real problems?

### **In Examining Client Responses, the Counselor Might Ask**

- Why did the client shift topics at this point? Was the material “too hot to handle”?
- Are signs of resistance are present? If so, to what is the client responding through his resistance?
- How does the client see him/herself in relation to the counselor?
- Is the client “with the counselor”?
- What is the client saying about him/herself at this point?
- Why did the client reject, clarify, or ignore the counselor's remark at this point?
- What is the client's characteristic mode of verbal interaction with the counselor?



## **DUE PROCESS AND APPEAL PROCEDURES**

### **RIGHTS AND RESPONSIBILITIES OF COUNSELOR TRAINEES**

Counselor Trainees are expected to learn counseling skills and the ethics of practice, as well as to do much self-examination, focusing on their intra- and interpersonal processes. At all stages of training, the RMHC faculty and supervisors are responsible for assessment and continual feedback to students in order to improve skills, remediate problem areas, and/or to prevent individuals, unsuited in either skills or interpersonal difficulties, from entering the field. University faculty/on-campus supervisors, then, are responsible for monitoring supervisee/student progress to benefit and protect the public and the profession, as well as the student.

The Counselor Trainees have access to clear statements of the standards and expectations by which they are evaluated at mid-semester and the end of the semester. Throughout the semester, students receive one hour of clinical supervision weekly when they will be given informal verbal feedback on their performance. They have the opportunity to ameliorate deficiencies or misconduct prior to the semester evaluation and/or special review, unless continuation of service delivery would be to the detriment of clients. Counselor Trainees are free to provide input and suggest changes and modifications regarding the RMHC field experience to their RMHC field experience supervisor.

Counselor Trainees have the right to activate an appeal when they believe that their rights have been infringed upon. When the evaluation process is completed mid-semester and at the end of the semester, students have the right to contest criticisms, to disagree with the supervisor's summary evaluation, and to request an appeal.

### **EXPECTATIONS OF COUNSELOR TRAINEES**

#### **Skills and Competencies**

In order to help students plan goals and structure training activities, information regarding expected tasks, anticipated competency levels and optional experiences are provided to them. Given the diversity and breadth of this information, individual supervisors will be responsible for sharing this information with the supervisee prior to or at the onset of training. Supervisees are expected to assess their own skill levels and training needs, and set specific goals in cooperation with their individual supervisors. Specific skills and competencies are clearly stated in the evaluation forms and throughout the field experience manual.

In that the CRMHC program is designed to produce competent Rehabilitation Counselors, counseling deficits, impairments, or inadequacies identified in field experience, that are unable to be resolved through remediation efforts may result in termination from the Rehabilitation & Mental Health Counseling Program.

#### **Professional Standards/Personal Functioning**

With regard to student behavior and performance during the field experience, the general expectations of the RMHC program are that the student will:

- Practice within the bounds of the CRC Code of Professional Ethics for Rehabilitation Counselors;
- Practice within the bounds of the RMHC field experience manual.
- Practice within the bounds of the laws and regulations of the state of California;

- Practice in a manner that conforms to the professional standards of the California State University, Fresno Counseling Center.
- Being punctual, accounting for absences, and meeting obligations to clients, the field experience site and university supervisors.

Functioning in a professional manner includes (but is not limited to):

- Balancing agency needs with personal needs;
- Managing personal stress and monitoring commitments;
- Making appropriate use of supervision; i.e., being on time and prepared to take full advantage of learning opportunities, as well as maintaining an openness to learning and being able to accept and use constructive feedback;
- Maintaining appropriate interaction with peers, colleagues, field experience site staff, university faculty/on-campus supervisors, and other Counselor Trainees;
- Being alert to personal adjustment problems or emotional responses that may interfere with professional functioning.

In addition, students are expected to exhibit ethical professional behavior, which includes adherence to the CRC Code of Professional Ethics for Rehabilitation Counselors.

Depending on the degree of the violation, and the amenability of the individual toward change, violations may be classified as either "problems" or "impairments" and subject to remediation according to due process procedures discussed in the next section.

## **EVALUATION PROCEDURES FOR COUNSELOR TRAINEES**

Evaluation is an ongoing formal and informal process. The field experience faculty instructor expects the site supervisor to provide ongoing feedback to students.

The Counselor Trainees' Evaluation form (Appendix C) is shared with Counselor Trainees by field experience faculty instructors. Students meet with a supervisor on a weekly basis and are given ongoing feedback about their performance at that time. At mid-semester, students are given a written and verbal evaluation of their performance by both the RMHC supervisors and the field experience site supervisors. The purpose of this is to identify any problem areas or areas in need of greater focus. By providing this feedback at mid-semester, the student is given time to make needed corrections. If problems of major concern exist, remedial plans can be devised. Remedial plans will be developed in conjunction with student, site supervisor and faculty supervisor input. It should be noted that in addition to remediation plans, counselor trainees might undergo Clinical Reviews (See Student Handbook). At the end of the semester, students are again provided with written and verbal evaluation of their performance by both the RMHC supervisors and the field experience site supervisors. Students provide ongoing verbal feedback to their supervisors regarding their experiences.

### **Definition of Inadequate or Impaired Performance**

For the purposes of procedural policy, inadequate or impaired student performance is defined broadly as interference in professional functioning which is reflected in one or more of the following ways: (a) an inability and/or unwillingness to acquire and integrate professional behaviors and ethical standards, (b) an inability to acquire the level of professional skills necessary to reach an acceptable level of competency, and (c) an inability to manage personal stress, psychological problems, and/or excessive emotional reactions which interfere with professional functioning. Criteria that link this definition to impairment to particular professional behaviors and attitudes are incorporated into the field experience evaluation procedures.

Problems typically identified as impairments are those that include one or more of the following characteristics:

1. The student does not acknowledge, understand, or address the problem when it is identified;
2. The problem is not merely a reflection of a skill deficit, which can be rectified by, further academic or didactic training;
3. The quality of the student's service delivery is negatively affected and may be considered to be destructive to clients;
4. The problem is not restricted to one area of professional functioning;
5. A disproportionate amount of attention by University faculty/on-campus supervisors is required, compared to other students in the field experience course; and/or
6. The student's behavior does not change as a function of feedback, remediation efforts, and/or time.

Ultimately, it becomes a matter of professional judgment as to when a student's behavior has reached a point of impairment rather than being simply inadequate or deficient.

### **GENERAL GUIDELINES FOR DUE PROCESS**

Due process insures that judgments or decisions made by the RMHC program about a student are not arbitrary or personally biased. The RMHC program has adopted specific evaluation procedures that are applied to all students. The appeals procedures presented below are available to the student so that he/she may challenge the program's actions.

General due process guidelines include:

1. presenting to students, in writing, the program's expectations in regards to professional functioning at the outset of training;
2. stipulating the procedures for evaluation, including when, how, and by whom evaluations will be conducted;
3. articulating the various procedures and actions involved in making decisions regarding impairment;
4. communicating, as deemed appropriate, with the student's field experience site about any difficulties with students;
5. instituting a remediation plan for identified inadequacies, including a time frame for expected remediation and consequences of not rectifying the inadequacies;
6. providing the student with a written statement of procedural policy describing how the student may appeal the program's actions or decisions which is included in the field experience manual.
7. insuring that students have a reasonable amount of time to respond to any

- action(s) taken by the program; and
8. documenting, in writing and to all relevant parties (e.g., the student's academic advisor, faculty/on-campus supervisor, on-site supervisor), the action(s) taken by the program and the rationale.

## PROCEDURES

The following procedures are followed in cases of inadequate or impaired student performance:

- I. A Problem is Recognized. A problem affecting student performance may be identified either through formal evaluation procedures or through the interactions of on-site and on-campus supervisors and other university faculty working with a student. Such problems can usually be categorized as issues of (1) competence/skill deficit, (2) professional/ethical behavior, and (3) psychological maladjustment.

The Problem is Brought to the Attention of the Field experience Faculty Instructor. If the field experience faculty instructor does not already have knowledge of the student's problematic behavior as a result of evaluation procedures, the supervisor (s) recognizing the problem will bring it to the attention of the field experience faculty instructor. At this time, the student will be notified that a problem has been identified which will be reviewed by the field experience faculty instructor, who may elect to consult with the on-site supervisor, the RMHC program coordinator, and/or other staff as appropriate. The field experience faculty instructor will meet with the student to receive any information or statements from the student related to the identified concern.

- II. The Problem is Defined and Reviewed by the Field experience Faculty Instructor. The field experience faculty instructor will work with the university supervisor to define the student's problem as concretely and behaviorally as possible. At this point, the field experience faculty instructor and on-campus supervisor will discuss the problem, decide on the severity, and assess the potential for remediation. Based upon this discussion, the field experience faculty instructor will either recommend termination of the student, place the student on probationary status with a remediation plan in mind, generate a remediation plan without probation, or determine that the problem is not severe enough to warrant remediation, in which case no further action is taken.
- III. The Recommendations are Reviewed by the RMHC Program Faculty and Coordinator. In the case of remediation, probation or termination the recommendations will be reviewed by the RMHC program faculty as a whole, including the program coordinator. Following the review the student will be notified in writing of the recommendations.

## Recommended Actions

Possible recommended courses of action from the field experience faculty instructor are as follows:

- I. Termination From RMHC Program Recommended. Termination at this point would be recommended only in extreme circumstances. Examples of such circumstances are acts of

physical aggression against an on-site staff member, a faculty member, or a client, or serious ethical misconduct. After the student is notified in writing of the field experience faculty instructor's recommendations, he/she may choose to appeal the decision.

- II. The Student is placed on Probation with a Remediation Plan. Probationary status is defined as a situation where the student is actively and systematically monitored by supervisors and the field experience faculty instructor for a specific length of time, in regard to the necessary and expected changes in the problematic behavior. The student is given a written statement notifying him/her of the probationary status and specifying:

- the behaviors which need to be changed,
- the recommendations for remediating the problem,
- the time period of the probation during which the problem is expected to be ameliorated, and
- the procedures designed to ascertain whether or not the problem has been appropriately rectified.

Following the student's notification of his/her probationary status, the University field experience faculty instructor will then meet with the student to review the probationary conditions. The student may then choose to accept the conditions of the probation or to challenge the action. (The procedures for appealing the action are presented in a subsequent section.) If the student does not challenge the action, the remediation plan (see below) is put into action.

III. Remediation Plan is Generated Without Probation. If termination or probation is not deemed appropriate, the field experience faculty instructor will generate an appropriate plan of remediation. Several possible, and perhaps concurrent, courses of action designed to remediate deficiencies or impairments may include (but are not limited to):

1. increasing supervision or changing primary supervisor;
2. changing the format, emphasis and/or focus of supervision;
3. recommending a change in field experience sites (which may extend field experience into a second semester);
4. recommending or requiring personal therapy, and clarifying to all parties involved whether or not the therapy contacts will be used in the student evaluation process, and if so, how they will be used;
5. reducing or limiting the type of direct client contact or other training responsibilities, which may require an extension of field experience into a second semester;
6. recommending, when appropriate, a leave of absence or a second field experience.

## **Implementation of Recommended Actions**

- I. Remediation Plan is put into Action. The student's supervisor(s) and the field experience faculty instructor work with the student to facilitate and monitor change. Those monitoring the student (on-site supervisors, on-site staff, University supervisor) should communicate frequently with the field experience faculty instructor and the on-campus supervisor throughout the probationary period.

A. Sufficient Positive Change. Both the monitors and the field experience faculty instructor are satisfied that sufficient positive change has taken place.

1. End of Probation. The student is formally notified, in writing, that satisfactory change has been accomplished and the probationary period is

ended.

- B. Insufficient Positive Change. At the end of the probationary period, the monitors and the field experience faculty instructor determine that insufficient positive change has taken place. The field experience faculty instructor then reviews the situation and may recommend one of the following:

1. Termination From the RMHC Program Is Recommended. The field experience faculty instructor, after reviewing the problem, concludes that it is both serious and resistant to change; on this basis, termination is recommended. The student is notified in writing of the decision. Again, at this point the student may choose to challenge the decision according to the appeal procedures outlined below.
2. New Plan Generated. The field experience faculty instructor does not feel that a recommendation of termination is appropriate at this time. A new plan for remediation is generated in another effort to promote change. This plan would likely include psychological/psychiatric treatment, careful screening of on-site clients, closer and more intense supervision, suspension of certain activities, etc.
3. Student Remains on Probation. The student remains on probation with a new time period specified. The student may challenge this recommendation or may accept the new remediation plan.

- II. New Remediation Plan is put into Action. The student's supervisors and the field experience faculty instructor work with the student to facilitate and monitor change. Communication by those monitoring the student to the field experience faculty instructor will be frequent and on a regular basis throughout the probationary time period specified.

- A. Sufficient Positive Change. Both the monitors and the field experience faculty instructor are satisfied that sufficient positive change has taken place.
- B. End of Probation. The student as well as the field experience site supervisors are formally notified, in writing, that satisfactory change has been accomplished and the probationary period is ended.
- C. Insufficient Positive Change. At the end of the probationary period, the monitors and the field experience faculty instructor determine that insufficient positive change has taken place. The RMHC faculty then reviews the situation and may recommend one of the following:
  1. communicating to the student and the field experience site supervisor that the field experience has not been successfully completed, and recommending a leave of absence or a second field experience at a later date;
  2. assigning the student an unsatisfactory grade for field experience
  3. recommending and helping to implement a career change for the student and/or
  4. terminating the student from the RMHC program.

All of the above actions need to be appropriately documented and implemented in a manner consistent with due process procedures. The student is notified of the final decision and, again, at this point may appeal the decision. If the student chooses to appeal, these individuals will be notified of the final decision at the conclusion of the appeal process.

## **Procedures for Appeal**

Students may appeal the decisions of the field experience faculty instructor, through contacting the RMHC program coordinator. The student may submit to the coordinator written statements he/she believes to be appropriate may request a personal interview and/or may request that the coordinator interview other individuals who might have relevant information. The supervisor involved will also be afforded the same privilege.

The RMHC program coordinator may choose to sustain any previous actions taken or may implement a new course of action as deemed necessary. Students wishing to appeal the decision of the program coordinator must appeal through contacting the Department Chair.

Students are referred to the Academic Grievance Policy/Procedure in the Graduate Catalog if they after they are not satisfied with the outcome of meeting with the Department Chair.

## **CREDENTIALING**

### **CERTIFICATION**

Students can pursue rehabilitation certification upon graduation from the program. Students are encouraged to pursue their CRC (Certified Rehabilitation Counselor). Students in a CORE accredited program are allowed to sit for the CRC examination following completion of 75% of their coursework. The program will assist students and graduates with the application process and complete paperwork certifying satisfactory completion of the educational curriculum. For information about the CRC contact:

Commission on Rehabilitation Counselor Certification  
300 N. Martingale Road, Suite 460  
Schaumburg, Illinois 60173  
847-944-1325 or [www.crc certification.com](http://www.crc certification.com)

### **LICENSURE**

Program endorsement for the Licensed Professional Clinical Counselor (LPCC) credential take place only upon full completion of the M.S. in Rehabilitation and Mental Health Counseling and the required coursework and related field experience hours. The program will assist students and graduates with the licensure application process and complete paperwork certifying satisfactory completion of the educational curriculum and field experience experiences required.

Students must comply with the requirements established by the Board of Behavioral Sciences (BBS) in order to qualify to take the licensing examinations. To receive a full description of BBS rules and regulations, request in writing a copy of the "Rules and Regulations Manual" along with a fee (call for current fees) and send the letter to:

Board of Behavioral Sciences  
400 "R" Street, Suite 3150  
Sacramento, CA 95814  
(916) 445-4933  
[www.bbs.ca.gov](http://www.bbs.ca.gov)

A brief summary of additional coursework for the LPCC at the pre-service level includes:

Advanced Theories (3 units)  
Addictions Counseling (3 units)  
Psychopharmacology (3 units)  
Crisis and Trauma Counseling (3 units)

All courses are available through California State University, Fresno.

#### INTERN REGISTRATION

After attainment of the Master's degree, candidates for the LPCC license must register as a Professional Clinical Counselor Intern (PCCI) to obtain hours to qualify for the licensing examinations. The application to register as an intern can be obtained, through request, from the BBS or downloaded from their website.

#### EXPERIENCE REQUIREMENTS

**Candidates seeking to qualify for the LPCC must complete 3,000 hours of supervised counseling experience over a period of not less than two (2) years. Hours obtained prior to graduation must be completed in a setting designated as providing clinical mental health services. All supervised hours must be completed post-degree.**



## PROFESSIONAL ASSOCIATIONS

Students are encouraged to join and become actively involved in the associations of the profession including but not limited to:

**American Counseling Association (ACA)**

5999 Stevenson Avenue  
Alexandria, VA 22304  
800-347-6647  
[www.counseling.org](http://www.counseling.org)

**American Rehabilitation Counseling Association (ARCA)**

5999 Stevenson Avenue  
Alexandria, VA 22304  
800-347-6647  
[www.arcaweb.org](http://www.arcaweb.org)

**National Rehabilitation Association (NRA)**

633 S. Washington Street  
Alexandria, VA 22314  
703-836-0850  
[www.nationalrehab.org](http://www.nationalrehab.org)

**National Rehabilitation Counseling Association (NRCA)**

P.O. Box 4480  
Manassas, VA  
20108 703-361-2077  
<http://nrca-net.org>

**National Council on Rehabilitation Education (NCRE)**

2012 W. Norwood Dr.  
Carbondale, IL 62901  
618-549-3267  
<http://www.rehabeducators.org/>

These organizations provide the student with updated information regarding rehabilitation and mental health counseling along with subscriptions to major journals and newsletters. Association involvement also provides opportunity for networking for the student's own interests as well as career plans.

## APPENDIX A

### Field Experience Information Sheet

## FIELD EXPERIENCE INFORMATION SHEET

The **Field Experience Information Sheet** is completed by the prospective Counselor Trainee and must be signed by the faculty coordinator to obtain authorization for placement.

Trainee Name: \_\_\_\_\_ Phone: \_\_\_\_\_

Address: \_\_\_\_\_ City: \_\_\_\_\_ Zip: \_\_\_\_\_

Trainee email address: \_\_\_\_\_

Agency Name: \_\_\_\_\_ Agency Phone: \_\_\_\_\_

Agency Address: \_\_\_\_\_

City: \_\_\_\_\_ Zip: \_\_\_\_\_ Agency Fax Number: \_\_\_\_\_

Site Supervisor Name: \_\_\_\_\_ Phone: \_\_\_\_\_

Supervisor Qualifications: \_\_\_ Masters \_\_\_ Doctorate

What major/ area: \_\_\_\_\_

Circle all certifications/licenses that apply. CRC CCM CVE LCSW LPCC LMFT

Other: \_\_\_\_\_

Certification/License Number(s): \_\_\_\_\_

Site supervisor's email address: \_\_\_\_\_

Field Experience Coordinator must sign this form:

Placement approval: \_\_\_\_\_ Yes \_\_\_\_\_ No Date: \_\_\_\_\_

Approved by: \_\_\_\_\_

**KEEP A SIGNED COPY OF THIS DOCUMENT FOR YOUR RECORDS**

## APPENDIX B

### Informed Consent Form(s)

(REHAB 238: Consent for Counseling & Recording for Practicum)

(REHAB 239: Consent for Counseling for Internship)

(RIGHTS AND LIMITS OF CONFIDENTIALITY)

# INFORMED CONSENT

## Rehab 238: Practicum

### Consent for Counseling and Observation and Audio/Video Recording

The purpose of this form is to provide you with information about my background and to give you the opportunity to give consent for counseling as well as consent for observation and audio/video recording of counseling sessions. I am a Master's Degree student in the Clinical Rehabilitation & Mental Health Counseling Program at California State University, Fresno. The national accrediting body, the Council on Rehabilitation Education (CORE) and the Council on Accreditation for Counseling and Related Educational Programs (CACREP), accredits the Clinical Rehabilitation & Mental Health Counseling Program. As a Rehabilitation Counseling student I am bound to the Scope and Standards of Practice for Rehabilitation Counseling and to the Code of Professional Ethics for Rehabilitation Counselors and the American Counseling Association.

In order to provide quality-counseling services, counselors in training are required to receive clinical supervision. To aid in this, a faculty supervisor and supervision group monitors counseling sessions through review of audio/video recordings and/or actual observations. The faculty supervisor may also review information from the client's clinical case file. Such information will be treated in accordance with the Code of Professional Ethics for Rehabilitation Counselors and the American Counseling Association. Recordings of individual counseling sessions will be erased after they have been reviewed with the faculty supervisor.

"I understand that I am not required to participate in the counseling program described above. I give my consent to the matters noted above as a free and voluntary act."

---

date

---

signature of client

---

date

---

signature of counselor

---

date

---

signature of a witness

# **INFORMED CONSENT**

Rehab 239: Internship

## **Consent for Counseling**

The purpose of this form is to provide you with information about my background and to give you the opportunity to give consent for counseling. I am a Master's Degree student in the Clinical Rehabilitation and Mental Health Counseling Program at California State University, Fresno. The national accrediting body, the Council on Rehabilitation Education (CORE) and the Council on Accreditation for Counseling and Related Educational Programs (CACREP), accredits the Clinical Rehabilitation and Mental Health Counseling Program. As a Rehabilitation Counseling student, I am bound to the Scope and Standards of Practice for Rehabilitation Counseling and to the Code Professional Ethics for Rehabilitation Counselors as described by CORE.

In order to provide quality-counseling services, counselors in training for the degree in the Clinical Rehabilitation and Mental Health Counseling Program are required to receive clinical supervision. To aid in this, a faculty supervisor and supervision group reviews counseling sessions during weekly supervision meetings. The faculty supervisor may also review information from the client's clinical case file. Such information will be treated in accordance with the Code of Professional Ethics for Rehabilitation Counselors and the American Counseling Association.

"I understand that I am not required to participate in the counseling program described above. I give my consent to the matters noted above as a free and voluntary act."

_____	_____
date	signature of client
_____	_____
date	signature of counselor
_____	_____
date	signature of a witness

## INFORMED CONSENT

### RIGHTS AND LIMITS OF CONFIDENTIALITY

The counseling services offered by counselors in training for the Master's Degree in the Clinical Rehabilitation & Mental Health Counseling Program at California State University, Fresno are confidential within the parameters of clinical supervision described in the "Informed Consent for Counseling" and in accordance with the guidelines of the agency/facility within which you are receiving services. Everything we discuss within the counseling session will be confidential except for matters pertaining to

- (1) suicide;
- (2) harm or threat to harm another person;
- (3) legal activity resulting in a court order;
- (4) physical/sexual abuse or neglect of minors, persons with disabilities, and the elderly;  
and
- (5) anything else as required by law.

Under those circumstances, I am obligated to report these acts or intended acts to appropriate others.

"I have read and understand my rights as well as the limits of confidentiality."

_____	_____
date	signature of client
_____	_____
date	signature of counselor
_____	_____
date	signature of a witness

APPENDIX C

WEEKLY LOG



# MS in Clinical Rehabilitation and Mental Health Counseling

## Weekly Log

**DIRECTIONS: PLACE A CHECK IN THE APPROPRIATE BOXES**

☐ Counseling Practicum (100 hours)    
 ☐ Internship I (300 hours)    
 ☐ Internship II (300 hours)    
 ☐ Combined Internship (600 hrs.)

**Student's Name:** \_\_\_\_\_

**Site:** \_\_\_\_\_

Date	Activity	Description of Activity (including type of supervision (live or recorded))	Indirect Hours	Direct Hours
<b>Total</b>				
<b>Cumulative Indirect Hours</b>		<b>Cumulative Direct Hours</b>		<b>Cumulative Total Hours</b>

Site Supervisor: \_\_\_\_\_    
 Date: \_\_\_\_\_    
 Signature of Student Intern: \_\_\_\_\_    
 Date: \_\_\_\_\_

## APPENDIX D

### Counselor Trainee Evaluation Form (Completed by Site Supervisor)

## COUNSELOR TRAINEE EVALUATION FORM

Kremen School of Education and Human Development  
Department of Counselor Education and Rehabilitation  
Clinical Rehabilitation and Mental Health Counseling Program  
5005 N Maple Ave M/S ED 3  
Fresno, CA 93740

The Site Supervisor completes this form at two points throughout the field experience, once at mid-semester and a second time towards the end of the semester to evaluate the Counselor Trainees' performance at the site. Once completed, the Counselor Trainee Evaluation Form is reviewed with the intern and signed by both the site supervisor and the intern. The Counselor Trainee Evaluation Form is returned to the course instructor for review, subsequent signature, and insertion into the trainee's file.

Name of Intern \_\_\_\_\_ Date \_\_\_\_\_

Period covered by report: From \_\_\_\_\_ To \_\_\_\_\_

Supervisor: Name \_\_\_\_\_

Agency \_\_\_\_\_

Address \_\_\_\_\_

Phone No. \_\_\_\_\_

Supervisor's Credentials: \_\_\_\_\_

Number of years in the field: \_\_\_\_\_

What was the total number of clients the intern worked with? \_\_\_\_\_

What type of clients were assigned to the student (circle all that apply):

Children                      Adolescents                      Adults                      Working age

Elderly                      Male                      Female

Individual with Disabilities (please specify): \_\_\_\_\_

What was the racial/ethnic background of the clients (circle all that apply)?

White                      African-American                      Asian-American

Latino American                      other \_\_\_\_\_

What were the main duties of the intern? \_\_\_\_\_

Type of supervision provided per week:      Individual      Group      Both  
 Method of supervision provided: Live      Recorded      Both  
 Amount of supervision provided per week: \_\_\_\_\_

### **Evaluation**

Please use the following numbers and standards in rating the student and CIRCLE the appropriate rating scale number for each evaluation criteria.

Please feel free to use the space between questions to add any addition comments.

### **Rating Scale:**

**5 = Outstanding** - Performance is superior, well above the standard required of a competent student or new employee.

**4 = Above Average** - Performance is substantially above that required of a competent student or new employee.

**3 = Average**- Performance is thoroughly satisfactory, equal to the standard required of a competent student or new employee.

**2 = Below Average** - Performance is inadequate, indicating the need for greater effort or training.

**1 = Poor**– Unsatisfactory, no effort expended.

**NA = Not Applicable** - Inadequate opportunity to evaluate.

### **A. KNOWLEDGE, PROPER INTERPRETATION AND APPLICATION OF:**

	Poor		Average		Outstanding	
	1	2	3	4	5	NA
1. Medical information (diagnostic categories, prognoses, human growth and development, etc.).						
2. Psychological information (Personality theory, motivation, human growth, and development, etc.).						
3. Social information (family situation, values, attitudes, inter-family structure, etc.).						
4. Educational information (educational record and program, training facilities and programs).						
5. Occupational information (world of work, job qualifications and skills, availability of jobs).						

6.	Background information (in general, relation of past performance to present and future performance).	1	2	3	4	5	NA
7.	Community resources (availability of, method of referral, cooperation with, etc.).	1	2	3	4	5	NA
8.	Information from consultants (medical, speech, psychiatrist, instructors, OT, PT, social workers).	1	2	3	4	5	NA
9.	Information from intakes and assessments (e.g., biopsychosocial history, Mental Status Eval.), and other evaluation instruments (work samples, observations, job tryouts, etc.).	1	2	3	4	5	NA
10	Information from standardized tests (aptitude, IQ, interests, personality).	1	2	3	4	5	NA
11	Counseling theory and techniques.	1	2	3	4	5	NA
12	Agency organization, functions, and procedures.	1	2	3	4	5	NA
13.	Multicultural competencies of prevention related to mental and emotional.	1	2	3	4	5	NA
14.	Multicultural competencies of case conceptualization.	1	2	3	4	5	NA
15.	Multicultural competencies of diagnosing and assessing (e.g., DSM-V, ICD).	1	2	3	4	5	NA
16.	Multicultural competencies in treatment planning and development.	1	2	3	4	5	NA
17.	Multicultural competencies in referral process.	1	2	3	4	5	NA
18.	Evidence- Based Practices and culturally sensitive therapies in evaluating counseling outcomes.	1	2	3	4	5	NA
19.	Appropriate Use of Diagnosis during crisis, disaster and causing trauma events.	1	2	3	4	5	NA
20.	Procedures for assessing and managing suicide risk (e.g., safety plan)	1	2	3	4	5	NA
21.	Emergency management procedures.	1	2	3	4	5	NA

#### **B. WORK HABITS AND PERSONAL CHARACTERISTICS**

1.	General appearance.	1	2	3	4	5	NA
2.	Attendance and punctuality.	1	2	3	4	5	NA
3.	Dependability and cooperation.	1	2	3	4	5	NA
4.	Interest and motivation.	1	2	3	4	5	NA

5.	Listening to and following directions.	1	2	3	4	5	NA
6.	Attitude and inquiry; seeks further knowledge.	1	2	3	4	5	NA
7.	Initiative and assumption of responsibility.	1	2	3	4	5	NA
8.	Creativity and imagination in problem solving.	1	2	3	4	5	NA
9.	Independent judgment; decision making.	1	2	3	4	5	NA
10.	Learning and assimilating new ideas.	1	2	3	4	5	NA
11.	Tolerating daily routine.	1	2	3	4	5	NA
12.	Meeting deadlines.	1	2	3	4	5	NA
13.	Functioning independently.	1	2	3	4	5	NA
14.	Personal adjustment, stability, and maturity.	1	2	3	4	5	NA
15.	Relatively well-defined personal goals.	1	2	3	4	5	NA
16.	Self-understanding of limitations, including seeking supervision/consultation and client referral.	1	2	3	4	5	NA
17.	Oral expression and communication skills.	1	2	3	4	5	NA
18.	Perceptiveness.	1	2	3	4	5	NA
19.	Engages in self-care and wellness (e.g., physical, emotional, mental, etc.).	1	2	3	4	5	NA

### **C. UNDERSTANDING OF RELATIONSHIPS WITH CLIENTS**

1.	Understanding and acceptance of client's differences in attitudes and values.	1	2	3	4	5	NA
2.	Sensitive to clients' feelings and needs.	1	2	3	4	5	NA
3.	Avoids over-generalization and the forming of stereotypical attitudes and behavior toward clients.	1	2	3	4	5	NA
4.	Generally establishes and maintains good and productive relationships with clients.	1	2	3	4	5	NA
5.	Ability to recognize/identify the client's significant problems.	1	2	3	4	5	NA

6.	Understanding the relationship of the particular disability to personal, social, and vocational adjustment.	1	2	3	4	5	NA
7.	Ability to relate to and work with clients who have physical disabilities.	1	2	3	4	5	NA
8.	Ability to relate to and work with clients who have mental disabilities.	1	2	3	4	5	NA
9.	Ability to relate to and work with clients who have emotional disabilities.	1	2	3	4	5	NA
10.	Understanding of multicultural and diversity related concepts (e.g., internalized oppression, social advocacy, etc.)	1	2	3	4	5	NA

#### **D. CASE RECORDING AND/OR REPORT WRITING**

1.	Reports are concise and well constructed.	1	2	3	4	5	NA
2.	Reports are easy to comprehend and contain pertinent information.	1	2	3	4	5	NA
3.	Overall quality of reports.	1	2	3	4	5	NA

#### **E. INTERPERSONAL RELATIONS**

1.	With clients and their support systems.	1	2	3	4	5	NA
2.	With agency staff and supervisors.	1	2	3	4	5	NA
3.	With community resource staff.	1	2	3	4	5	NA

#### **F. PROFESSIONAL CHARACTERISTICS**

1.	Recognition of professional and ethical conduct.	1	2	3	4	5	NA
2.	Commitment to agency mission and work.	1	2	3	4	5	NA
3.	Sense of personal obligation and commitment to clients.	1	2	3	4	5	NA
4.	Overall philosophy and attitude toward rehabilitation.	1	2	3	4	5	NA

5.	Understands relationship between rehabilitation and other social welfare programs. Shows professional and personal growth and development.	1	2	3	4	5	NA
----	---	---	---	---	---	---	----

**G. Summary**

1.	Student's overall performance	1	2	3	4	5	NA
2.	Potential as a rehabilitation counselor	1	2	3	4	5	NA
3.	Readiness for employment	1	2	3	4	5	NA

**Please indicate the intern's:**

1. Most obvious strengths

2. Greatest areas of improvement during the placement process:



3. Areas needing improvement:

**Please indicate any additional comments regarding the student or the program's training of our students.**

**Evaluation completed by:**

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

**I was given an opportunity to review and discuss this evaluation with my site supervisor. My signature does not necessarily reflect agreement with the content.**

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

**Evaluation reviewed by:**

Faculty Supervisor \_\_\_\_\_ Date \_\_\_\_\_

## APPENDIX E

### Site Evaluation Form (Completed by Counselor Trainee)

# SITE EVALUATION FORM

## California State University, Fresno Clinical Rehabilitation & Mental Health Counseling Program

This **Site Evaluation Form** is designed to study and facilitate the effectiveness of the supervision process by utilizing the student's report of his/her supervision experience. It will be completed by the student at the end of the fieldwork experience and submitted to his/her faculty supervisor. The faculty supervisor will review, sign the form, and place it in the Counselor Trainees' folder.

Student: \_\_\_\_\_ Supervisor: \_\_\_\_\_

Agency: \_\_\_\_\_

Semester:                      Fall (Year) \_\_\_\_\_      Spring (Year) \_\_\_\_\_  
 ~~~~~

### **1. ORIENTATION TO AGENCY, DUTIES, AND CASELOAD**

|                                                                       | <b><u>Yes</u></b> | <b><u>No</u></b> | <b><u>Other</u></b> | <b><u>NA</u></b> |
|-----------------------------------------------------------------------|-------------------|------------------|---------------------|------------------|
| Explained the organizational structure of the agency.                 | _____             | _____            | _____               | _____            |
| Described the agency goals and functions.                             | _____             | _____            | _____               | _____            |
| Discussed the various resources of the agency and their availability. | _____             | _____            | _____               | _____            |
| Clarified my position in the organizational structure.                | _____             | _____            | _____               | _____            |
| Adequately outlined the agency procedures.                            | _____             | _____            | _____               | _____            |
| Discussed with me my duties and goals for the experience.             | _____             | _____            | _____               | _____            |
| Discussed his/her other expectations of me.                           | _____             | _____            | _____               | _____            |
| Introduced to other staff members.                                    | _____             | _____            | _____               | _____            |
| Established and kept a definite time for supervisory conferences.     | _____             | _____            | _____               | _____            |
| Assigned appropriate clients and an adequate number of clients.       | _____             | _____            | _____               | _____            |

### **2. SUPERVISOR AS A RESOURCE**

|                                                                                    | <b>Poor</b> |   | <b>Average</b> |   | <b>Outstanding</b> |    |
|------------------------------------------------------------------------------------|-------------|---|----------------|---|--------------------|----|
| 1. Is especially skilled in counseling techniques.                                 | 1           | 2 | 3              | 4 | 5                  | NA |
| 2. Is especially knowledgeable about various assessments.                          | 1           | 2 | 3              | 4 | 5                  | NA |
| 3. Is especially knowledgeable about clients. (Specific problems(s) or disability) | 1           | 2 | 3              | 4 | 5                  | NA |
| 4. Is especially knowledgeable about educational/vocational counseling techniques. | 1           | 2 | 3              | 4 | 5                  | NA |

|    |                                                                         |   |   |   |   |   |    |
|----|-------------------------------------------------------------------------|---|---|---|---|---|----|
| 5. | Is especially knowledgeable about job development and placement issues. | 1 | 2 | 3 | 4 | 5 | NA |
| 6. | Is especially knowledgeable about program planning and case management. | 1 | 2 | 3 | 4 | 5 | NA |
| 7. | Is especially knowledgeable of available resources in the community.    | 1 | 2 | 3 | 4 | 5 | NA |
| 8. | Other areas of expertise.                                               | 1 | 2 | 3 | 4 | 5 | NA |

### 3. SUPERVISORY STYLE

|    |                                                                                             | Poor |   | Average |   | Outstanding |    |
|----|---------------------------------------------------------------------------------------------|------|---|---------|---|-------------|----|
| 1. | Was able to give concrete examples when talking of my strengths.                            | 1    | 2 | 3       | 4 | 5           | NA |
| 2. | Was able to give concrete examples when talking of my weaknesses.                           | 1    | 2 | 3       | 4 | 5           | NA |
| 3. | Considered my point of view.                                                                | 1    | 2 | 3       | 4 | 5           | NA |
| 4. | Sometimes used role-playing or demonstrations to assist in developing my counseling skills. | 1    | 2 | 3       | 4 | 5           | NA |
| 5. | Discussed his/her evaluation criteria with me.                                              | 1    | 2 | 3       | 4 | 5           | NA |
| 6. | Provided continuous feedback throughout the semester.                                       | 1    | 2 | 3       | 4 | 5           | NA |
| 7. | Offered an adequate balance of challenge and support.                                       | 1    | 2 | 3       | 4 | 5           | NA |
| 8. | Focused on my training needs.                                                               | 1    | 2 | 3       | 4 | 5           | NA |

### 4. THE FIELDWORK SITE AS A RESOURCE

|    |                                                                      | <u>Yes</u> |   | <u>No</u> |   | <u>Other</u> |  | <u>NA</u> |
|----|----------------------------------------------------------------------|------------|---|-----------|---|--------------|--|-----------|
|    |                                                                      | Poor       |   | Average   |   | Outstanding  |  |           |
| 1. | Was flexible in meeting my needs as a student.                       | 1          | 2 | 3         | 4 | 5            |  | NA        |
| 2. | Provided sufficient opportunities to practice counseling skills.     | 1          | 2 | 3         | 4 | 5            |  | NA        |
| 3. | Provided me with adequate office space and other physical resources. | 1          | 2 | 3         | 4 | 5            |  | NA        |
| 4. | Provided easy access to other staff for support or consultation.     | 1          | 2 | 3         | 4 | 5            |  | NA        |
| 5. | Made good use of the skills and services I had to offer.             | 1          | 2 | 3         | 4 | 5            |  | NA        |

5. **How would you assess this site as a site for future students?**

\_\_\_\_ Very Good      \_\_\_\_ Good      \_\_\_\_ Fair      \_\_\_\_ Poor

6. Any additional comments you would like to make regarding your fieldwork site. (You might include any specific suggestions for the site's future involvement with students.)

7. Any additional comments you would like to make regarding your supervisor. (You might include specific suggestions for the supervisor's future involvement with the students.)

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

Faculty Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## APPENDIX F

# Learning Contract

## INTERNSHIP LEARNING CONTRACT

The purpose of the learning contract is to guide the overall field experience. Learning goals should be measureable and ought to reflect counselor trainee professional interests guided by site supervisor input. Appropriate learning goal areas include but are not limited to self-care, evidence-based practices, counseling theories and techniques, diagnosis, assessment, case conceptualization, and multicultural competence. Learning goals will be further shaped by setting and population that trainee will engage with throughout the field experience.

Semester: \_\_\_ Fall \_\_\_ Spring 20\_\_\_ Today's Date: \_\_\_\_\_

Student's Name: \_\_\_\_\_

Site Supervisor's Name: \_\_\_\_\_

Specialization: \_\_\_\_\_

| Learning Goals | Learning Objectives | Methods of Evaluation |
|----------------|---------------------|-----------------------|
|                |                     |                       |
|                |                     |                       |
|                |                     |                       |
|                |                     |                       |
|                |                     |                       |
|                |                     |                       |
|                |                     |                       |

## APPENDIX G

### Internship Agreement Required by University Risk Management



# **INTERNSHIP AGREEMENT REQUIRED BY UNIVERSITY RISK MANAGEMENT**

## **California State University, Fresno Department of Counselor Education and Rehabilitation**

THIS AGREEMENT, made and entered into this \_\_\_\_ day of \_\_\_\_\_, **2016** between the Trustees of the California State University, hereinafter called the "TRUSTEES", on behalf of California State University, Fresno, hereinafter called the "INSTITUTION," and **YOUR AGENCY NAME GOES HERE** hereinafter called the "AGENCY"

### **WITNESSETH:**

WHEREAS, the INSTITUTION provides an accredited health care program or a social services program, approved by the TRUSTEES which requires clinical experience and the use of clinical facilities; and

WHEREAS, the AGENCY has facilities suitable for providing clinical experience for the INSTITUTION'S program, and

WHEREAS, it is to the mutual benefit of the parties hereto that students have opportunities to use the facilities of the AGENCY for their learning experience.

NOW, THEREFORE, in consideration of the covenants, conditions, and stipulations hereinafter expressed and in consideration of the mutual benefits to be derived therefrom, the parties hereto agree as follows:

### **I. AGENCY SHALL:**

- a) Provide facilities as presently available and as necessary for the development and maintenance of a clinical educational experience for students of the program.
- b) Maintain the AGENCY facilities used for the clinical experience in such a manner that said facilities shall conform to all requirements of applicable State Boards and/or Business and Professions Codes.
- c) Assure that staff is adequate in number and quality to insure safe and continuous management of the student program in cooperation with the INSTITUTION's instructor.
- d) Provide Instructors and students taking part in the field experience, whenever possible, other incidentals that may be mutually agreeable upon.
- e) Provide emergency first aid for any student who becomes sick or injured by conditions arising out of or in the course of said student's participation in the clinical experience at the AGENCY. Provide medical examinations or other protective measure that may be required by the AGENCY.
- f) Have the right, after consultation with the INSTITUTION, to refuse to accept for further clinical experience any of the INSTITUTION'S students who in the AGENCY'S judgment, are not participating satisfactorily.

## **II. INSTITUTION SHALL:**

- a) Designate the students who are enrolled in the program of the INSTITUTION to be assigned for clinical experience at the AGENCY, in such numbers as are mutually agreed to by both parties.
- b) Establish a rotational plan for the clinical experience by mutual agreement between appropriate representatives.
- c) Supervise all instruction and clinical experience given at the AGENCY to the assigned students and provide the necessary instructors for the clinical experience program provided for under this agreement. Keep all attendance and academic records of students participating in said program.
- d) Certify to AGENCY at the time each student first reports at AGENCY to participate in said program that said student will comply with all agreed upon health/insurance requirements for students of the program.
- e) Advise student to be responsible and professional while in the AGENCY. Require every student to conform to all applicable AGENCY policies, procedures, and regulations, and all requirements and restrictions specified jointly by representatives of the INSTITUTION and AGENCY.
- f) In consultation and coordination with the AGENCY'S representatives, plan for the clinical experience to be provided to students under this agreement.
- g) In consultation and coordination with the AGENCY'S staff arrange for periodic conferences between appropriate representatives of the INSTITUTION and AGENCY to evaluate the clinical experience program.
- h) Provide any and all instructional materials and equipment required for the Program, unless otherwise agreed by the parties.
- i) Submit to the AGENCY a schedule of the days and times when students are expected to be at the Facility, subject to approval of the AGENCY.
- j) Ensure that each student in the Program procures and maintains in force during the term of this agreement professional liability insurance in amounts reasonably necessary to protect the student against liability arising from any and all negligent acts or incidents caused by the student. Coverage under such professional liability insurance shall not be less than one million dollars (\$1,000,000) for each occurrence and one million dollars (\$3,000,000) in the aggregate. Such coverage is to be obtained from a carrier rated A or better by AM Best. INSTITUTION shall provide evidence of insurance upon request.

## **III. GENERAL PROVISIONS:**

- a) Students are not considered employees of neither the AGENCY nor the INSTITUTION and as such are not entitled to worker's compensation coverage, benefits or compensation.
- b) This agreement shall become effective on the date of countersignature and shall continue for a period of five (5) years provided; however, it may be terminated by either party after giving the other party sixty (60) days advance written notice of its intention to so terminate.
- c) TRUSTEES shall be responsible for damages caused by the negligence of its officers, agents and employees occurring in the performance of this agreement. AGENCY shall be responsible for

damages caused by the negligence of its officers, agents and employees occurring in the performance of this agreement. It is the intention of INSTITUTION and AGENCY that the provision of this paragraph be interpreted to impose on each party responsibility for the negligence of their respective officers, agents and employees.

- d) There shall be no monetary obligation on the INSTITUTION or the AGENCY, one to the other.
- e) This agreement may at anytime be altered, changed or amended by mutual agreement of the parties in writing. Additionally, this agreement is not legal and binding upon any of the parties concerned until signed on behalf of the TRUSTEES by the INSTITUTION, and the AGENCY.
- f) As trainees, and solely for the purposes provided in this section, the students and instructors shall be considered members of the AGENCY's "workforce," as defined by the HIPAA regulations at 45 CFR §160.103, and shall be subject to AGENCY's policies protecting the confidentiality of personal health information, as well as any other confidential information that may arise out of performance of this agreement. AGENCY shall provide the students with substantially the same training that it provides to its employees for such purposes.

Any written notice given under this agreement shall be sent by registered mail to each address below:

|                                                                                            |                                                                                       |                                                                                                                               |
|--------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|
| Trustees of the California<br>State University<br>400 Golden Shore<br>Long Beach, CA 90802 | California State<br>University, Fresno<br>5150 N. Maple Ave.<br>Fresno, CA 93740-0111 | <u><a href="#">[YOUR AGENCY<br/>NAME GOES HERE]</a></u><br><br><u><a href="#">[YOUR AGENCY<br/>ADDRESS GOES<br/>HERE]</a></u> |
|--------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|

IN WITNESS WHEREOF, this agreement has been executed by and on behalf of the parties hereto, the day and year first above written.

**INSTITUTION:**

**AGENCY:**

**CALIFORNIA STATE UNIVERSITY, FRESNO**    [\[YOUR AGENCY NAME GOES HERE\]](#)  
[\[YOUR AGENCY SIGNATURE\(S\) GO HERE\]](#)

By: \_\_\_\_\_  
(Signature)

By: \_\_\_\_\_  
(Signature)

Title: Director of Procurement Date: \_\_\_\_\_

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

By: \_\_\_\_\_  
(Signature)

By: \_\_\_\_\_  
(Signature)

Title: Risk Manager Date: \_\_\_\_\_

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

## APPENDIX H

# Conflict of Interest Policy

## **California State University, Fresno**

### **Clinical Rehabilitation and Mental Health Counseling Program Conflict of Interest Policy**

Rehabilitation counseling trainees will seek placements where no conflict of interest concerns occur to assure that they receive an experience that is focused on high-quality learning, and thus, free of external influence and bias. Trainees should not seek placements where they or significant others/relatives receive services; they or significant others/relatives serve on boards; or they or significant others/relatives are employed.

If based on factors related to financial obligations or geographical constraints, a trainee must consider a placement that could be viewed as fitting into one of the above categories, the trainee may be able to submit documentation for review so that a decision could be made related to a particular site and overall quality of field experience. Documentation will consist of:

- a) description of employee related duties;
- b) description of field experience learning activities;
- c) field experience learning contract, which demonstrates a significant difference in employee related obligations/employee learning/professional development experiences;
- d) verification of supervisor in an employee capacity; and
- e) verification of internship site supervisor

Documentation should be submitted to the university supervisor for review. The Program's Clinical Review Committee and/or Program Coordinator may also review the materials. In some cases, consultation may be sought at the departmental level.

All documentation should be submitted by the semester prior to which the trainee starts field experience. As the process could involve a request for clarification in which the information may be submitted to the aforementioned levels for review prior to a decision being made, it is recommended that trainees initially utilize their program advisors and start the process early, so as to secure a placement in a timely fashion that will satisfactorily meet program degree requirements.

## APPENDIX I

### Practicum/Internship Supervision Contracts General & Licensure Path

**CALIFORNIA STATE UNIVERSITY, FRESNO**  
**Kremen School of Education and Human Development**  
**Department of Counselor Education and Rehabilitation**  
**5005 N Maple Avenue M/S 3**  
**Fresno, CA 93740**

**Practicum Supervision** Contract between Site Supervisor, Intern and  
Clinical Rehabilitation and Mental Health Counseling Program Faculty

Please check all that apply: Term: Fall \_\_\_\_\_ Spring \_\_\_\_\_ Year: \_\_\_\_\_

Dear Site Supervisor,

I am writing to ask your assistance in providing (student's name) \_\_\_\_\_,  
a graduate student in the California State University, Fresno (CSUF) Clinical Rehabilitation and  
Mental Health Counseling Program (CRMHCP) with an opportunity to fulfill her/his required  
Practicum at your site.

**General Requirements:**

- Practicum will average four to eight hours per week, for no less than 100 hours. The Practicum will run for the full semester.
- Practicum will consist of direct (minimum of 40 hours) and indirect (minimum of 60 hours) services to clients with disabilities.
  - These services will include the following: individual and group counseling, intake interviewing, case management, client assessment/evaluation, client advocacy, client assistance, documentation, and attendance of the various agency specific meetings conducted throughout the semester, and other related services.

**Counselor Trainee:**

- Student will receive a minimum of 100 hours of supervised counseling Practicum (with at least 40 hours of direct service to persons with disabilities) that will be facilitated by the site supervisor to insure fulfillment of this requirement.
- Students are expected to log their weekly supervision.
- A counselor trainee shall inform each client or patient prior to performing any professional services, that he or she is unlicensed and under supervision.

**University Supervisor:**

- The faculty supervisor will have relevant experience and appropriate credentials/licensure and/or demonstrated competence in counseling.
- The faculty supervisor will have relevant supervision training and experience.
- The faculty supervisor will support trainees' understanding and application of the Code of Professional Ethics for Rehabilitation Counselors and American Counseling Association Code of Ethics.
- The faculty supervisor will review advancement of trainees' fieldwork progress on a regular basis.
- The faculty supervisor will consult with site supervisors to monitor student learning, a minimum of once per semester. The consultation may occur via telephone, email, video

- conferencing or face-face.
- The faculty supervisor will structure and facilitate weekly group supervision meetings (minimum 1½ hours).
- The faculty supervisor will log their bi-weekly contacts with site supervisors.
- The faculty supervisor will address concerns, in collaboration with the student and site supervisor, related to unsatisfactory performance.

### **Site Supervisor:**

- The site supervisor must have appropriate education, experience, and credentials.
  - A Minimum of a Master's Degree in Rehabilitation Counseling or related field with preferred qualifications, including appropriate certifications and/or licenses.
- The site supervisor will provide a minimum of 1 hour per week of individual face-to-face supervision.
  - A standing weekly appointment will be made with the site supervisor to insure consistency in supervision.
- When a student has an off-campus assignment, the site supervisor must complete the Supervision Contract, which defines the roles and responsibilities of the site and university supervisors and the counselor trainee.
  - In addition, the off-campus supervisor is asked to submit a copy of their current license and/or certification.
- Student will adhere to the Code of Professional Ethics for Rehabilitation Counselors and the American Counseling Association Code of Ethics, and have a working understanding of the enforceable standards of ethical practice.
- Site supervisor, intern and faculty supervisor will carry out all responsibilities that are listed in CSUF CRMHCP Field Experience Manual.

### **Supervisor's Scope of Competence:**

Supervisor holds the following licenses and/or credentials (complete all that apply)

Certified Rehabilitation Counselor # \_\_\_\_\_  
 approved \_\_\_\_/\_\_\_\_/\_\_\_\_, expires: \_\_\_\_/\_\_\_\_/\_\_\_\_

Licensed Professional Clinical Counselor # \_\_\_\_\_  
 approved \_\_\_\_/\_\_\_\_/\_\_\_\_, expires: \_\_\_\_/\_\_\_\_/\_\_\_\_

Licensed Marriage & Family Therapist # \_\_\_\_\_  
 approved \_\_\_\_/\_\_\_\_/\_\_\_\_, expires: \_\_\_\_/\_\_\_\_/\_\_\_\_

National Certified Counselor # \_\_\_\_\_  
 approved \_\_\_\_/\_\_\_\_/\_\_\_\_, expires: \_\_\_\_/\_\_\_\_/\_\_\_\_

Licensed Clinical Social Worker # \_\_\_\_\_  
 approved \_\_\_\_/\_\_\_\_/\_\_\_\_, expires: \_\_\_\_/\_\_\_\_/\_\_\_\_

Other: \_\_\_\_\_ # \_\_\_\_\_  
 approved \_\_\_\_/\_\_\_\_/\_\_\_\_, expires: \_\_\_\_/\_\_\_\_/\_\_\_\_

Other: \_\_\_\_\_ # \_\_\_\_\_  
 approved \_\_\_\_/\_\_\_\_/\_\_\_\_, expires: \_\_\_\_/\_\_\_\_/\_\_\_\_

Supervisor has completed the following supervision training (e.g, CEUs, coursework, etc.) please note



date/year for each):

---

---

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---

Professional liability insurance is provided for the faculty and interns of California State University of Fresno, School of Education and Human Development.

This contract has been discussed and approved by all parties. This contract will be reviewed during supervision with my site and faculty supervisor to determine progress towards activities, expectations and goals.

Sincerely,

Clinical Rehabilitation and Mental Health Counseling Program  
California State University, Fresno  
5005 N Maple Ave ED 3  
Fresno, CA 93740  
Office: (559) 278-0304  
Fax: (559) 278-0045

---

Intern's signature

---

Print Name

---

Date

---

Program Faculty signature

---

Print Name

---

Date

---

Agency Site Supervisor Signature

---

Print Name and Title

---

Date

**CALIFORNIA STATE UNIVERSITY, FRESNO**  
**Kremen School of Education and Human Development**  
**Department of Counselor Education and Rehabilitation**  
**5005 N. Maple Avenue M/S3**  
**Fresno, CA 93740**

**Internship Supervision** Contract between Site Supervisor, Intern and  
Clinical Rehabilitation and Mental Health Counseling Program  
**NON-LICENSURE PATH**

Please check all that apply: Term: Fall \_\_\_\_\_ Spring \_\_\_\_\_ Year: \_\_\_\_\_

Dear Site Supervisor,

I am writing to ask your assistance in providing (student's name) \_\_\_\_\_, a graduate student in California State University, Fresno (CSUF) Clinical Rehabilitation and Mental Health Counseling Program (CRMHCP) with an opportunity to fulfill her/his required internship experience at your site.

**General Requirements:**

- Internship will average 40 hours per week, for not less than 600 hours. The internship will run for the full semester including finals week.
- The supervised experience will include a minimum of 240 hours of face-to-face supervised counseling experience providing services to individuals, families, or groups.
- Internship will consist of direct and indirect services in a professional setting that provides a range of applied experience, including the following:
  - Applied psychotherapeutic techniques; assessment; diagnosis; prognosis; treatment; issues of development, adjustment, and maladjustment; health and wellness promotion; case reports, risk assessment, treatment plans, and progress notes; how to find and use resources, agencies policies and procedures; other recognized counseling interventions.

**Counselor Trainee:**

- Student will receive a minimum of 600 hours of supervised rehabilitation counseling internship (with at least 240 hours of direct service to persons with disabilities) that will be facilitated by the site supervisor to insure fulfillment of this requirement.
- A counselor trainee may perform activities and services provided that the activities and services constitute part of the counselor trainee's supervised course of study and that the person is designated by the title "counselor trainee."
- A counselor trainee shall inform each client or patient prior to performing any professional services, that he or she is unlicensed and under supervision.

**University Supervisor:**

- The faculty supervisor will support trainees' understanding and application of the Code of Professional Ethics for Rehabilitation Counselors and American Counseling Association Code of Ethics.
- The faculty supervisor review advancement of trainees' fieldwork progress on a regular basis in order to track student learning and outcomes.

- The faculty supervisor will consult with site supervisors to monitor student learning, a minimum of once per semester. The consultation may occur via telephone, email, video conferencing or face-face.
- The faculty supervisor will structure and facilitate weekly group supervision meetings (minimum 1½ hours).
- The faculty supervisor will address concerns, in collaboration with the student and site supervisor, related to unsatisfactory performance.

### **Site Supervisor:**

- The site supervisor must have appropriate education, experience, and credentials.
  - A Minimum of a Master's Degree in Rehabilitation Counseling or related field with equivalent qualifications, including appropriate certifications and/or licenses.
- The site supervisor will provide a minimum of 1 hour per week of individual face-to-face supervision.
  - A standing weekly appointment will be made with the site supervisor to insure consistency in supervision.
- When a student has an off-campus assignment, the site supervisor must complete the Supervision Contract, which defines the roles and responsibilities of the site and university supervisors and the counselor trainee.
  - In addition, the off-campus supervisor is asked to submit a copy of their current license and/or certification.
- Student will adhere to the Code of Professional Ethics for Rehabilitation Counselors and the American Counseling Association Code of Ethics, and have a working understanding of the enforceable standards of ethical practice.
- Site supervisor, intern and faculty supervisor will carry out all responsibilities that are listed in CSUF CRMHCP Field Experience Manual.

### **Supervisor's Scope of Competence:**

Supervisor holds the following licenses and/or credentials (complete all that apply):

Certified Rehabilitation Counselor # \_\_\_\_\_  
approved \_\_\_\_/\_\_\_\_/\_\_\_\_, expires: \_\_\_\_/\_\_\_\_/\_\_\_\_

Licensed Professional Clinical Counselor # \_\_\_\_\_  
approved \_\_\_\_/\_\_\_\_/\_\_\_\_, expires: \_\_\_\_/\_\_\_\_/\_\_\_\_

Licensed Marriage & Family Therapist # \_\_\_\_\_  
approved \_\_\_\_/\_\_\_\_/\_\_\_\_, expires: \_\_\_\_/\_\_\_\_/\_\_\_\_

National Certified Counselor # \_\_\_\_\_  
approved \_\_\_\_/\_\_\_\_/\_\_\_\_, expires: \_\_\_\_/\_\_\_\_/\_\_\_\_

Licensed Clinical Social Worker # \_\_\_\_\_  
approved \_\_\_\_/\_\_\_\_/\_\_\_\_, expires: \_\_\_\_/\_\_\_\_/\_\_\_\_

Other: \_\_\_\_\_ # \_\_\_\_\_  
approved \_\_\_\_/\_\_\_\_/\_\_\_\_, expires: \_\_\_\_/\_\_\_\_/\_\_\_\_

Other: \_\_\_\_\_ # \_\_\_\_\_  
approved \_\_\_\_/\_\_\_\_/\_\_\_\_, expires: \_\_\_\_/\_\_\_\_/\_\_\_\_

Supervisor has completed the following supervision training (e.g, CEUs, coursework, etc.) please note date/year for each):

---

---

---

---

---

Professional liability insurance is provided for the faculty and interns of California State University of Fresno, School of Education and Human Development.

This contract has been discussed and approved by all parties. This contract will be reviewed during supervision with my site and faculty supervisor to determine progress towards activities, expectations and goals.

Sincerely,

Clinical Rehabilitation and Mental Health Counseling Program  
California State University, Fresno  
5005 N Maple Ave ED 3  
Fresno, CA 93740  
Office: (559) 278-0304  
Fax: (559) 278-0045

\_\_\_\_\_  
Intern's signature

\_\_\_\_\_  
Program Faculty signature

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

\_\_\_\_\_  
Agency Site Supervisor Signature

\_\_\_\_\_  
Print Name and Title

\_\_\_\_\_  
Date

**CALIFORNIA STATE UNIVERSITY, FRESNO**  
**Kremen School of Education and Human Development**  
**Department of Counselor Education and Rehabilitation**  
**5005 N. Maple Avenue M/S 3**  
**Fresno, CA 93740**

**Internship Supervision** Contract between Site Supervisor, Intern and  
Clinical Rehabilitation and Mental Health Counseling Program  
LICENSURE PATH

Please check all that apply: Term: Fall \_\_\_\_\_ Spring \_\_\_\_\_ Year: \_\_\_\_\_

Dear Site Supervisor,

I am writing to ask your assistance in providing (student's name) \_\_\_\_\_, a graduate student in California State University, Fresno (CSUF) Clinical Rehabilitation and Mental Health Counseling Program (CRMHCP) with an opportunity to fulfill her/his required internship experience at your site.

**General Requirements:**

- Internship will average 40 hours per week, for not less than 600 hours. The internship will run for the full semester including finals week.
- The supervised experience will include a minimum of 280 hours of face-to-face supervised clinical experience counseling individuals, families, or groups for those who started their program on or after August 1, 2012 and 150 hours for those who started their program before August 1, 2012.
- Internship will consist of direct and indirect services in a clinical setting that provides a range of professional clinical counseling experience, including the following:
  - Applied psychotherapeutic techniques; assessment; diagnosis; prognosis; treatment; issues of development, adjustment, and maladjustment; health and wellness promotion; professional writing including documentation of services, treatment plans, and progress notes; how to find and use resources; other recognized counseling interventions.

**Counselor Trainee:**

- Student will receive a minimum of 600 hours of supervised rehabilitation counseling internship (with at least 280 hours of direct service to persons with disabilities) that will be facilitated by the site supervisor to ensure fulfillment of this requirement.
- A clinical counselor trainee may perform activities and services provided that the activities and services constitute part of the clinical counselor trainee's supervised course of study and that the person is designated by the title "clinical counselor trainee".
- A clinical counselor trainee shall inform each client or patient prior to performing any professional services, that he or she is unlicensed and under supervision.

**University Supervisor:**

- The faculty supervisor will support trainees' understanding and application of the Code of Professional Ethics for Rehabilitation Counselors and American Counseling Association Code of Ethics.
- The faculty supervisor review advancement of trainees' fieldwork progress on a regular basis.

- The faculty supervisor will structure and facilitate weekly group supervision meetings (minimum 1½ hours).
- The faculty supervisor will consult with site supervisors to monitor student learning, a minimum of once per semester. The consultation may occur via telephone, email, video conferencing or face-face.
- The faculty supervisor will address concerns, in collaboration with the student and site supervisor, related to unsatisfactory performance.

### **Site Supervisor:**

- The State of California's Board of Behavioral Sciences which regulate the practice of counseling requires that LPCC be licensed for a minimum of two years and maintain six (6) units of continuing education hours in supervision every two years to qualify as an approved supervisor.
- As the LPCC is a new license in California, supervisors are expected to acknowledge training in supervision on the supervisory agreement.
- The site supervisor must have appropriate education, experience, and credentials.
  - A Minimum of a Master's Degree in Counseling or related field with equivalent qualifications, including appropriate certifications and/or licenses.
- The internship supervisor must be a licensed: psychologist, psychiatrist, social worker (LCSW), marriage and family therapist (LMFT), or Licensed Professional Clinical Counselor (LPCC).
- An "Approved supervisor" means an individual who meets the following requirements:
  - (1) Has documented two years of clinical experience as a licensed professional clinical counselor, licensed marriage and family therapist, licensed clinical psychologist, licensed clinical social worker, or licensed physician and surgeon who is certified in psychiatry by the American Board of Psychiatry and Neurology.
  - (2) Has received professional training in supervision.
  - (3) Has not provided therapeutic services to the clinical counselor trainee or intern.
  - (4) Has a current and valid license that is not under suspension or probation.
- A clinical counselor trainee shall receive an average of at least one hour of direct supervisor contact for every five hours of client contact in each setting.
  - "One hour of direct supervisor contact" means one hour of face-to-face contact on an individual basis or two hours of face-to-face contact in a group of not more than eight persons in segments lasting no less than one continuous hour.
- When a student has an off-campus assignment, the site supervisor must complete the Supervision Contract, which defines the roles and responsibilities of the site and university supervisors and the student trainee.
  - In addition, the off-campus supervisor is asked to submit a copy of their current license and/or certification, and the State of California Supervisor Responsibility Statement that documents that the site supervisor meets state requirements to act as an approved supervisor
- Student will adhere to the Code of Professional Ethics for Rehabilitation Counselors and the American Counseling Association Code of Ethics, and have a working understanding of the enforceable standards of ethical practice.
- Site supervisor, intern and faculty supervisor will carry out all responsibilities that are listed in CSUF CRMHCP Field Experience Manual.

### **Supervisor's Scope of Competence:**

Supervisor holds the following licenses and/or credentials (complete all that apply):

Licensed Professional Clinical Counselor # \_\_\_\_\_  
approved \_\_\_\_/\_\_\_\_/\_\_\_\_, expires: \_\_\_\_/\_\_\_\_/\_\_\_\_

Licensed Clinical Social Worker # \_\_\_\_\_  
approved \_\_\_\_/\_\_\_\_/\_\_\_\_, expires: \_\_\_\_/\_\_\_\_/\_\_\_\_

Certified Rehabilitation Counselor # \_\_\_\_\_  
approved \_\_\_\_/\_\_\_\_/\_\_\_\_, expires: \_\_\_\_/\_\_\_\_/\_\_\_\_

Other: \_\_\_\_\_  
# \_\_\_\_\_  
approved \_\_\_\_/\_\_\_\_/\_\_\_\_, expires: \_\_\_\_/\_\_\_\_/\_\_\_\_

Licensed Marriage & Family Therapist # \_\_\_\_\_  
approved \_\_\_\_/\_\_\_\_/\_\_\_\_, expires: \_\_\_\_/\_\_\_\_/\_\_\_\_

Other: \_\_\_\_\_  
# \_\_\_\_\_  
approved \_\_\_\_/\_\_\_\_/\_\_\_\_, expires: \_\_\_\_/\_\_\_\_/\_\_\_\_

National Certified Counselor # \_\_\_\_\_  
approved \_\_\_\_/\_\_\_\_/\_\_\_\_, expires: \_\_\_\_/\_\_\_\_/\_\_\_\_

Supervisor has completed the following supervision training (e.g. CEUs, coursework, etc.) please note date/year for each):

\_\_\_\_\_  
\_\_\_\_\_

Professional liability insurance is provided for the faculty and interns of California State University of Fresno, School of Education and Human Development. This contract has been discussed and approved by all parties. This contract will be reviewed during supervision with my site and faculty supervisor to determine progress towards activities, expectations and goals.

Sincerely,  
Clinical Rehabilitation and Mental Health Counseling Program  
California State University, Fresno  
5005 N Maple Ave. M/S 3  
Fresno, CA 93740  
Office: (559) 278-0304  
Fax: (559) 278-0045

\_\_\_\_\_  
Intern's signature

\_\_\_\_\_  
Program Faculty signature

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

\_\_\_\_\_  
Agency Site Supervisor Signature

\_\_\_\_\_  
Print Name and Title

\_\_\_\_\_  
Date

## APPENDIX J

### Supervision Consultation Log



**CLINICAL REHABILITATION & MENTAL HEALTH COUNSELING PROGRAM**  
**COUNSELING SUPERVISION**  
**CONSULTATION LOG**

| Date | Student Name | Supervisor Name | Placement Site | Method of Contact | Evaluation of Progress |
|------|--------------|-----------------|----------------|-------------------|------------------------|
|      |              |                 |                |                   |                        |
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**Additional Notes/Recommendations:**

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## APPENDIX K

### Manual Confirmation Receipt & Code of Ethics Acknowledgement

# **California State University, Fresno**

## **Field Experience Manual and Code of Ethics Statement**

**Name:** \_\_\_\_\_

View Code of Ethics at:

<https://www.counseling.org/resources/aca-code-of-ethics.pdf>

<https://www.crc certification.com/filebin/pdf/CRCCCodeOfEthics.pdf>

I acknowledge that I have read and understand (a) the field experience manual, and (b) the American Counseling Association (ACA) and Code of Professional Ethics for Rehabilitation Counselors.

\_\_\_\_\_  
Counselor Trainee Signature:

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

## **APPENDIX L**

### **State of California Supervisor Responsibility Statement**



**Board of Behavioral Sciences**  
 1625 North Market Blvd., Suite S200, Sacramento, CA 95834  
 Telephone: (916) 574-7830 TTY: (800) 326-2297  
[www.bbs.ca.gov](http://www.bbs.ca.gov)



## RESPONSIBILITY STATEMENT FOR SUPERVISORS OF A PROFESSIONAL CLINICAL COUNSELOR INTERN

*Title 16, California Code of Regulations (16 CCR) Section 1821 requires any qualified licensed mental health professional who assumes responsibility for providing supervision to those working toward a Professional Clinical Counselor (PCC) license to complete and sign, under penalty of perjury, the following statement prior to the commencement of any counseling or supervision.*

|                               |      |                                                  |        |
|-------------------------------|------|--------------------------------------------------|--------|
| Name of PCC Intern:           | Last | First                                            | Middle |
| Name of Qualified Supervisor: |      | Qualified Supervisor's Daytime Telephone Number: |        |

As the supervisor:

- 1) I am licensed in California and have been so licensed for at least two years prior to commencing this supervision.  
 (16 CCR § 1821(b)(1) and Business and Professions Code (BPC) § 4999.12(h)(1))

A. The license I hold is:

Licensed Professional Clinical Counselor

License #

Issue Date

Marriage and Family Therapist

License #

Issue Date

Licensed Clinical Social Worker

License #

Issue Date

\*Licensed Clinical Psychologist

License #

Issue Date

\*Licensed Physician and Surgeon who is certified in psychiatry by the  
 American Board of Psychiatry and Neurology

License #

Issue Date

\*\*B. I have had sufficient experience, training, and education in professional clinical counseling to competently practice professional clinical counseling in California. (16 CCR § 1821(b)(2))

C. I will keep myself informed about developments in professional clinical counseling and in California law governing the practice of professional clinical counseling. (16 CCR § 1821(b)(3))

- 2) I have and maintain a current and valid license in good standing and will immediately notify any intern under my supervision of any disciplinary action taken against my license, including revocation or suspension, even if stayed, probation terms, inactive license status, or any lapse in licensure, that affects my ability or right to supervise. (16 CCR § 1821(b)(4))
- 3) I have practiced psychotherapy or provided direct supervision of trainees, interns, or associate clinical social workers who perform psychotherapy for at least two (2) years within the five (5) year period immediately preceding this supervision. (16 CCR § 1821(b)(5))
- 4) I have had sufficient experience, training, and education in the area of clinical supervision to competently supervise interns. (16 CCR § 1821(b)(6))
- 5) I have completed six (6) hours of supervision training or coursework within the two-year period immediately preceding this supervision, and must complete such coursework in each renewal period while supervising. If I have not completed such training or coursework, I will complete a minimum of six (6) hours of supervision training or coursework within sixty (60) days of the commencement of this supervision, and in each renewal period while providing supervision. (16 CCR § 1821(b)(6)(A) and (B))
- 6) I know and understand the laws and regulations pertaining to both the supervision of interns and the experience required for licensure as a licensed professional clinical counselor. (16 CCR § 1821(b)(7))

- 7) I shall ensure that the extent, kind, and quality of counseling performed is consistent with the education, training, and experience of the intern. (16 CCR § 1821(b)(8))
- 8) I shall monitor and evaluate the extent, kind, and quality of counseling performed by the intern by direct observation, review of audio or video tapes of therapy, review of progress and process notes and other treatment records, or by any other means deemed appropriate. (16 CCR § 1821(b)(9))
- 9) I shall address with the intern the manner in which emergencies will be handled. (16 CCR § 1821(b)(10))
- 10) I agree not to provide supervision to an intern unless the intern is a volunteer or employed in a setting that meets both of the following: (A) lawfully and regularly provides mental health counseling or psychotherapy; (B) provides oversight to ensure that the intern's work at the setting meets the experience and supervision requirements and is within the scope of practice for the profession as defined in BPC Section 4999.20. (BPC § 4999.44)
- 11) If I am to provide supervision on a voluntary basis in a setting which is not a private practice, a written agreement will be executed between myself and the organization in which the employer acknowledges that they are aware of the licensing requirements that must be met by the intern, they agree not to interfere with my legal and ethical obligations to ensure compliance with these requirements, and they agree to provide me with access to clinical records of the clients counseled by the intern. (16 CCR § 1820(e)(3))
- 12) I shall give at least (1) one week's prior written notice to an intern of my intent not to sign for any further hours of experience for such person. If I have not provided such notice, I shall sign for hours of experience obtained in good faith where I actually provided the required supervision. (16 CCR § 1821(d))
- 13) I shall obtain from each intern for whom supervision will be provided, the name, address, and telephone number of the intern's most recent supervisor and employer. (16 CCR § 1821(e))
- 14) In any setting that is not a private practice, I shall evaluate the site(s) where an intern will be gaining hours of experience toward licensure and shall determine that: (1) the site(s) provides experience which is within the scope of practice of a licensed professional clinical counselor; and (2) the experience is in compliance with the requirements set forth in 16 CCR Section 1820 and 4999.44 of the Code. (16 CCR § 1821(f))
- 15) Upon written request of the Board, I shall provide to the board any documentation which verifies my compliance with the requirements set forth in 16 CCR Section 1821. (16 CCR § 1821(g))
- 16) I shall provide the intern with the original of this signed statement prior to the commencement of any counseling or supervision. (16 CCR § 1821(c))

***I declare under penalty of perjury under the laws of the State of California that I have read and understand the foregoing and that I meet all criteria stated herein and that the information submitted on this form is true and correct.***

\_\_\_\_\_  
Printed Name of Qualified Supervisor

\_\_\_\_\_  
Signature of Qualified Supervisor

\_\_\_\_\_  
Date

\_\_\_\_\_  
Mailing Address: Number and Street

\_\_\_\_\_  
City

\_\_\_\_\_  
State

\_\_\_\_\_  
Zip Code

***The supervisor shall provide the intern being supervised with the original of this signed statement prior to the commencement of any counseling or supervision.***

***The intern shall submit this form to the board upon application for examination eligibility.***

\* Licensed Clinical Psychologists and Physicians certified in psychiatry are not required to comply with #5.

\*\* Applies only to supervisors NOT licensed as a Licensed Professional Clinical Counselor.