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SITE SUPERVISOR ASSESSMENT OF PRACTICUM

Please return the completed form to:

**Amy P. Brom, Psy.D.
Argosy University
999 A Canal Blvd.
Point Richmond, CA 94804
Fax: 510-215-0299**

Name of Supervisor: _____ Date: _____

Name of Agency: _____

Student (s): _____

	Poor	Adequate	Good	Excellent
1. Knowledge base/skill level of practicum students comments:	1	2	3	4 5
2. Practicum Placement Process comments:	1	2	3	4 5
3. Helpfulness of Practicum Handbook comments:	1	2	3	4 5
4. What do you perceive as the strength(s) of our practicum program?				
5. What comments/suggestion can you offer to help us improve our practicum program?				

*We would like to extend our gratitude for your participation in our practicum program. You provide valuable enriching educational experiences and help shape the professional counselors of tomorrow. –

THANK YOU!

PRACTICUM APPLICATION PROCESS CALENDAR
Fall (September) & Summer (May) Starts

September 2006

Read and carefully review the Practicum Handbook

October 2006

Begin to review approved practicum agencies. Search computer files and hard copy files in the Student Lounge to select potential agencies.

Saturday, October, 14-1pm

Practicum Information Meeting. An overview of the application and placement process will be presented.

November 2006

Begin developing **your CV and Letter of Intent**, as well as requesting **Letters of Recommendation** to be returned to you by the end of December.

Sunday, November 12

Practicum Application/Advisement Form form due. Decide on 4-6 agencies to apply to.

November 2006 & December 2006

Schedule your **Pre-Interview Meeting** with the Director or Coordinator of Practicum Training. **Meeting time slots will be posted on the office door, or you may email for an appointment time.**

January 13th, 1:00pm

“Successful Interviewing” Informational Meeting
Learn what interviewers are looking for. Hear from students who survived the interview!

January 1st- February 15th

Mail application packets to agencies no earlier than 1/1/07 and no later than 2/15/07. Be aware: Agencies have differing deadlines!! If you send your application too early it will get lost. If you send it too late the positions may already be filled.

February & March 2007

Agencies begin calling and interviews are scheduled.

April & May 2007

Interviews continue...

Contact the Practicum Training Office **BEFORE you accept a Practicum Site.** All site placements **MUST** be approved by the Director of Practicum Training.

April 4th

CAPIC Uniform Notification Day.
After this date, many agencies now begin to extend offers to practicum students.

May 7th

Still no luck? Do not freak out! Make an individual appointment with Amy Brom to discuss course of action.

June & July 2007

Make an appointment with your site to complete your Practicum Contract and Supervisor Responsibility Statement.

July 7th, 1 pm

Post-Interview Meeting. All required forms and processes for beginning Practicum will be covered.

August 2007

Contracts and Responsibility Statements are due August 15th.

August 15th

If your contract is not in by this date, you will not be able to begin your Practicum until January.

Please send to:

**Attn: Practicum Training Director
Counseling Program, MACP
999-A Canal Blvd.
Pt. Richmond, CA 94804
FAX: 510.215.0299**

Congratulations! You are done with the application process.

PRACTICUM APPLICATION PROCESS CALENDAR

Spring (January) Starts

January-March 2006

Read and carefully review the Practicum Handbook

April, 2006

Begin to review approved practicum agencies. Search computer files and hard copy files in the Student Lounge to select potential agencies.

April 22-1pm

Practicum Information Meeting with Amy Brom. An overview of the application and placement process will be presented.

May, 2006

Begin developing **your CV and Letter of Intent**, as well as requesting **Letters of Recommendation** to be returned to you by the beginning of August.

Sunday, July 13

Practicum Application/Advisement Form form due. Decide on 4-6 agencies to apply to.

June 2005 & July 2006

Schedule your **Pre-Interview Meeting** with Amy or Christine in the Practicum Training Office. **Meeting time slots will be posted on the office door.**

August, 2006

August 12th, 1:00pm

“Successful Interviewing” Informational Meeting
Learn what interviewers are looking for. Hear from students who survived the interview!

September & October 2006

September 1st

Mail application packets to agencies. Be aware: Agencies have differing deadlines!! Verify with the agency when they are accepting applications for January practicum.

Agencies begin calling and interviews are scheduled.

Contact the Practicum Training Office **BEFORE you accept a Practicum Site.** All site placements **MUST** be approved by Amy Brom.

October 15th

Still no luck? Do not freak out! Make an individual appointment with Amy Brom to discuss course of action.

November 2006, TBA

Post-Interview Meeting. All required forms and processes for beginning Practicum will be covered.

Make an appointment with your site to complete your Practicum Contract and Supervisor Responsibility Statement.

December 2006

December 15th

Contracts and Responsibility Statements are due December 15th.

If your contract is not in by this date, you will not be able to begin your Practicum until May.

Please send to:

**Attn: Practicum Training Director
Counseling Program, MACP
999-A Canal Blvd.
Pt. Richmond, CA 94804
FAX: 510.215.0299**

Congratulations! You are done with the application process.

Practicum Supervision FAQs
Master of Arts in Counseling Psychology Program

What qualifications must a supervisor have in order to supervise me in Practicum?

Supervisors must:

- Be licensed in California for at least 2 years prior to commencing supervision.
- Hold a current and valid California license as an MFT, LCSW, psychologist, or physician certified in psychiatry by the American Board of Psychiatry and Neurology, or a physician who has completed a residency in psychiatry.
- Have practiced psychotherapy for at least 2 years within the 5 year period immediately preceding any supervision and has averaged at least 5 patient/client contact hours per week.
- Have completed a minimum of six (6) hours of supervision training or coursework in the past 2 years.

What if my supervisor has not taken a supervisory course? Will my hours count towards practicum and the licensure experience requirement?

In order for your hours to count towards practicum and your licensure experience requirement, your supervisor **MUST** take a supervisory course within 60 days of the beginning your supervision.

How much supervision is required in a practicum?

The BBS requires that you must receive “One hour of direct supervisor contact” for each week of experience claimed. In addition you must receive an **AVERAGE** of at least “one hour of direct supervisory contact” for every 5 hours of client contact.

What does “one hour of direct supervisory contact” mean?

It means **ONE** hour of one-on-one, individual, face-to-face contact with your supervisor. In lieu of this individual supervision, the board also allows **TWO** hours of face-to-face supervisory contact in a group of not more than 8 persons to count.

What if I see clients for 10 hours or more a week? How much supervision would I need?

You could meet this requirement in a number of ways. Some examples would be:

1. Meet individually with your supervisor for 2 hours/week.
2. Meet individually with your supervisor for 1 hour/week, **AND** meet with your supervisor for 2 hours/week in a group in which no more than 8 persons are present.
3. Meet individually with your supervisor for 1 hours/week, **AND** meet with your supervisor in case conference where no more than 8 persons are present, every 2 weeks for 4 hours.
4. Meet with your supervisor for 4 hours/week in a group in which no more than 8 persons are present.

My supervisor doesn't work for my agency. Are their special rules that apply to this situation?

Yes. Supervisors may work at an agency on either a paid or voluntary basis. When the basis is voluntary, a written agreement must be executed between the supervisor and the organization, prior to beginning supervision, in which the supervisor agrees to the responsibilities as required by the BBS, and the employer agrees to provide the supervisor access to clinical records of the clients counseled by the student, and agrees not to interfere with the supervisors' legal and ethical obligations to ensure compliance with licensing laws and regulations.

What are the supervisor's responsibilities as outlined by the BBS?

Supervisors are responsible for:

1. Monitoring of ALL experience gained by a student;
2. Ensuring that the extent, kind, and quality of counseling performed is consistent with the education, training and experience of the student;
3. Reviewing client/patient record, monitoring and evaluating assessment, diagnosis, and treatment decisions of the student;
4. Monitoring and evaluating the ability of the student to provide services at the site(s) where he or she will be practicing and the particular clientele being served;
5. Ensuring compliance with all laws and regulations governing the practice of marriage and family therapy as performed by the student

Provide the student with the original signed "Responsibility Statement for Supervisors of a Marriage and Family Therapist" (rev. 1-00) prior to the beginning of any counseling or supervision.

ARGOSY UNIVERSITY
AMERICAN SCHOOLS OF PROFESSIONAL PSYCHOLOGY, INC.
PROFESSIONAL LIABILITY CERTIFICATE INSURANCE REQUEST

Each school is insured under a blanket professional liability policy with the American Home Assurance Company. Certificate of Insurance may be requested for training sites by completing the information below:

Student's Name: _____ Campus _____
Students Social Security Number: _____ Telephone Number: _____

Send this completed form to:

Lisa Kozej (Lisak@hdhgroup.com)
HDH Group Inc
USX Tower, Suite 1100
600 Grant Street
Pittsburgh, Pa 15219-2804
412.391.7300
Fax: 412.391.7322
e-mail: Lisak@hdhgroup.com

Certificate of Insurance on the above student should be sent to:

Site Name _____

Address _____

City _____ State _____ Zip Code _____

Attention _____

SUMMARY OF BBS HOURS OF EXPERIENCE RULES AU/SFBA MACP Practicum Training Department

The following Rules delineate mandates and exceptions regarding what type and how much experience is required in specific areas while earning your 3000 hours of clinical experience required for licensure as an MFT in California. Students should consider these rules when choosing a Practicum.

- No less than 500 hours in diagnosing and treating couples, families and children.
- No more than 40 hours of experience per week.
- No more than 500 hours for group therapy or counseling provided by you.
- No more than 5 hours of supervisions, whether group or individual shall be credited during any single week.
- No more than 250 hours for telephone counseling or crisis counseling on the telephone.
- No more than 250 hours may be counted for administering and evaluating psychological tests of counselees, writing clinical reports, writing progress notes, or writing process notes.
- No more than 250 hours of verified attendance, *with the approval of the applicant's supervisor*, at workshops, seminars, training sessions, or conferences directly related to marriage, family and child counseling,
- No more than 100 hours of psychotherapy, which will be triple counted as 300 hours towards your professional experience.
[This includes group, marital or conjoint, family or individual psychotherapy received by you. It may include up to 100 hours taken after your enrollment and beginning classes in the program. Therapy must be performed by a licensed MFT, LCSW, Psychologist, or Psychiatrist.]

Maximum Hours Allowed Pre-Degree

Trainees may earn a maximum of **1,300 hours of pre-degree experience**. This may include a maximum of 750 hours of clinical experience (THIS DOES NOT INCLUDE HOURS FOR ADMINISTERING AND EVALUATING PSYCHOLOGICAL TESTS, WRITING CLINICAL REPORTS AND WRITING PROGRESS AND/OR PROCESS NOTES), 250 hours of workshops, seminars, etc., and 300 hours for personal psychotherapy.

Hours Log

Trainees and Interns must maintain a log of all hours of experience gained toward licensure. The log shall be in a specified form, and shall be signed by the supervisor on a weekly basis. The applicant shall retain all logs until he/she is licensed. The board may request to review the hours log as it sees fit.

Practicum Application/Advisement Form

Master of Arts in Counseling Psychology, Argosy University/SFBA

Students Name: _____

Daytime Number: _____

Email: _____

INSTRUCTIONS

(1) Review the site descriptions located Online, in the Computer Lab or Practicum Training Office.

(2) Fill out this form and return it to the Practicum Director before specified due date.

PROFESSIONAL OBJECTIVES

1. Student's long-range goals/ interests (e.g. Treatment setting, population, etc.)

2. Preference List

List at least four preferences for practicum placement, rank order from most to least preferred. Every effort will be made to assist you in gaining placement to at least one of your listed sites. However, sites in the Bay Area are very competitive and make their decisions regarding trainees based on student experience, quality of recommendations and availability.

3. Please list specific populations of interest (i.e. children, substance abuse, inpatient...):

4. Please list specific populations you preferred NOT to work with:

BACKGROUND INFORMATION

This information will be utilized in considering your options. Please be specific about your level of experience in each instance. (Additionally, *please attach a current resume*).

1. Previous and present counseling employment or volunteer experience (give name and type of agency; describe your duties accurately).

2. Previous counseling training (employment and non-employment, including previous practica, etc...).

3. Special competencies acquired (e.g., Testing, treatment modalities, specific population, foreign language etc...).

4. Special concerns/needs (e.g., documented disability, transportation, potential conflict of interest, time constraints etc...).

SEMINAR PREFERENCE:

Practicum Seminars are scheduled based on student indicated preference, classroom availability, and instructor availability. Please rank preferred day and time (1 being most preferred).

___Monday ___Tuesday ___Wednesday ___Thursday ___Friday ___Saturday

___9-12:30 am ___1:30-5pm ___6-9:30pm

Other day/time: _____

Comments:

I have read, understand, and agree to abide by the Practicum Handbook:

Student Signature

Date

(printed on agency letterhead)

CONSENT FOR AUDIO/VIDEOTAPING

I/We give permission for audio/videotaping (circle one) of therapy/assessment (circle one or both) sessions with _____ (name of student).

I/We understand that this permission may be withdrawn at any time.

I/We understand that tapes will be reviewed exclusively for the purpose of supervision and training by graduate students and their supervisor or practicum seminar leaders at the American School of Professional Psychology, AU/SFBA, where the strictest standards regarding confidentiality are maintained. Any and all tapes will be erased immediately after supervision, and no identifying information [e.g., my/our name(s)] will be on or accompany the tape(s).

_____ Signature of Client	_____ Date
_____ Signature of Client	_____ Date
_____ Signature of Parent	_____ Date
_____ Signature of Witness	_____ Date

Argosy University/SFBA Master of Arts in Counseling Psychology CRITERIA FOR EVALUATING POTENTIAL PRACTICUM SITES

Approved Training Sites

1. State or county mental health programs, out-patient clinics, psychiatric hospitals, schools, private non-profit mental health agencies, and treatment centers for developmentally disabled, behavior disordered and/or emotionally disturbed adults and children, chemical dependence treatment programs plus a variety of specialized programs such as eating disorders, rehabilitation, etc., are included in the School's current list of approved sites.
2. Private practice settings are NOT approved for training at the practicum level.

Approach to Training

1. The agency should submit a mission statement which includes the philosophy and general objectives of the agency.
2. It is preferable that the site indicate interest in training by approaching the School, rather than the student approaching the site.
3. The site should have a clearly articulated philosophy of training that is congruent with the training philosophy of the School.
4. The agency adheres to the ACA Ethical Principles and/or APA Ethical Principles for Psychologists.

Experience in Training

1. Because of the importance of peer learning, the training site should ideally have at least two practicum students or interns.
2. It is preferable that the site has trained students in the past. The School will review the experience the site has had with training mental health counseling students, as well as students in other disciplines (e.g., psychology, social work, etc.).
3. The site should have clearly articulated policies and procedures for trainee selection, supervision, didactic and collegial experiences, evaluation and remediation. For supervision, the absolute minimum commitment 1 hour a week of individual supervision, and/or 2 hours/week of group supervision in a group of not more than 8 persons, for every 5 hours of direct therapy services provided by the student. Two hours of individual supervision is highly preferable. It is also desirable that the agency provide didactic and collegial experience in the form of seminars, group supervision, case conferences and workshops.
4. The student's practicum experience should roughly be divided as follows: one-third direct client contact; one-third supervision and training; and one-third meetings, administration duties and record keeping.
5. The agency and trainee must communicate the 'student status' to the client.

CRITERIA FOR EVALUATING POTENTIAL PRACTICUM SITES

Staff

1. The site should have at least two qualified and experienced supervisors on staff. Qualifications and credentials of the supervisor(s) include:
 - a. Licensed marriage and family therapist, licensed clinical social worker, licensed psychologist, or licensed psychiatrist with a minimum of two years of licensed experience.
 - b. Secondary supervision may include individual or group supervision by a licensed Master's or doctoral practitioner as specified above.
 - c. Having taken a supervision course as required by the CA Board of Behavioral Sciences in the past 6 months.
 - d. Demonstrated knowledge and skill for competent clinical practice.
2. The School will assess supervisors' attitudes toward students and their ability to provide supportive, helpful, discerning supervision and mentoring.
3. Supervisors must have knowledge of and willingness to comply with the School's requirements and procedures, including student evaluations once per semester. Supervision should be provided at regular pre-set supervision times with clearly articulated expectations.
4. Supervisors should provide guidance and opportunities for the student to tape clinical sessions. Students may be required to present at least one clinical tape in their seminars each semester (in accordance with ethical guidelines). They may also be required to submit a formal sample of their work, consisting of a taped session, a transcription of the session, and a written report, to their seminar leaders in the Spring.
5. Supervisors should endeavor to provide opportunities for the student to observe professional staff in the delivery of clinical services, as well as to be directly observed by professional staff, particularly in the early stages of the practicum placement.
6. Clear expectations of student participation should be communicated to students and administration and staff at the agency at the beginning of the practicum.
7. Agency personnel who emphasize responsiveness to cultural diversity, e.g., gender, race, sexual orientation, disability, and religion; and abide by a code of conduct and ethics as delineated by mental health professions (e.g. psychology, counseling, social work, psychiatry) is required.

Treatment Orientation

1. Supervisors should be able to articulate their own and the agency's philosophy of treatment, and that statement should meet the School's standards.
2. The School does not favor a particular theoretical orientation. The Faculty and curriculum are representative of the major clinical orientations. Students are encouraged to keep an open mind in order to get the full benefit of this general theoretical exposure, and to explore and experiment with a variety of treatment modalities in their practica.

Treatment Population

1. There must be a sufficient number of patients/clients to provide the trainee(s) with treatment opportunities.

CRITERIA FOR EVALUATING POTENTIAL PRACTICUM SITES

2. The population must be appropriate to trainee's level of skill and experience (e.g., sufficiently challenging, but not overwhelming).
3. There must be sufficient variation in the treatment population to provide the trainee(s) with a well-rounded experience.
4. The treatment population may be appropriate for an experienced trainee seeking advanced or specialized experience.

Remediation

1. If there are deficiencies in any of these areas, supervisory staff must be amenable to working with the School's Department to develop and strengthen the training program.
2. Agency staff must be willing to liaison with the Practicum Training Department to coordinate the training of the student and to communicate important information. AU/SFBA is committed to working with practicum sites to address concerns or problems regarding our students.

**Argosy University/San Francisco Bay Area
Master of Arts in Counseling Psychology
PRACTICUM SITE APPLICATION FOR APPROVAL**

AGENCY NAME: _____

Address: _____

Contact Person: _____ **Phone:** _____

E-mail: _____ **Website:** _____

1. Our agency type is (please check all that apply):

- State or county mental health program Out-patient clinic
 Private non-profit mental health agency Psychiatric hospital
 Treatment center for behavior disordered and/or emotionally disturbed adults
 Treatment center for behavior disordered and/or emotionally disturbed children
 Chemical dependence treatment School
 Private Practice
 Other (specify) _____

2. Please write or attach your agency's mission statement which includes the philosophy and general objectives of the agency.

3. What is your agency's philosophy of training for MFT trainees?

4. To which professional code of ethics does your agency adhere?

- American Psychological Association
 California Association of Marriage and Family Therapists
 National Association of Social Workers
 Other _____

5. Please describe the population(s) which your agency serves. Attach a brochure or listing if available.

6. Please check the function(s) which best describe the primary therapeutic activities that MFT trainees perform at your site. Check all that apply.

- | | |
|---|--|
| <input type="checkbox"/> Individual therapy with adults | <input type="checkbox"/> Individual therapy with adolescents |
| <input type="checkbox"/> Individual therapy with children | <input type="checkbox"/> Group therapy with adolescents |
| <input type="checkbox"/> Group therapy with adults | <input type="checkbox"/> Family therapy |
| <input type="checkbox"/> Group therapy with children | <input type="checkbox"/> Couples therapy |
| <input type="checkbox"/> Group therapy with adolescents | <input type="checkbox"/> Case management |
- Other (please describe) _____

7. Is there a sufficient number of clients throughout the year to provide the trainee(s) with 150 hours of direct client treatment opportunities (i.e. therapy)?

8. How many years has your site been providing training for psychology students, as well as students in other disciplines (e.g., social work, etc.)?

9. How many practicum students or interns are trained annually at your site?

Practicum Students Interns

10. At what time(s) of the year may trainees at your site begin training?

September(Fall) January (Spring) May (Summer) Any month

11. Please attach or provide your policies and procedures for trainee selection, evaluation and remediation.

A. Is there an application required for your site?

B. Is there a deadline for applying?

12. Approximately how many hours/week are trainees required to work at your site?

Of those hours, what percentage of time is spent in each of the following activities?

- direct client contact
 supervision and training
 administrative duties and record keeping.

13. What types of didactic training and/or collegial experience do you provide and how often? Check all that apply.

Seminars: ___ Weekly ___ Bi-Weekly ___ Monthly ___ Quarterly
 Workshops: ___ Weekly ___ Bi-Weekly ___ Monthly ___ Quarterly
 Case
 Conferences: ___ Weekly ___ Bi-Weekly ___ Monthly ___ Quarterly
 Staff
 Meetings: ___ Weekly ___ Bi-Weekly ___ Monthly ___ Quarterly
 Peer Groups: ___ Weekly ___ Bi-Weekly ___ Monthly ___ Quarterly

14. What types of supervision experiences do you provide trainees? Check all that apply.

___ Individual supervision 1 hour/week
 ___ Individual supervision 2 hours/week
 ___ Group supervision 2 hours/week in a group of not more than 8 persons
 ___ Other (specify) _____

15. Is supervision at your site provided at regular pre-set times, and with clearly articulated expectations?

16. Please list the names, qualifications and credentials of your supervisors on staff which work with MFT trainees.

Name	License/Yr.	Supervision Course?	Yrs of Experience	Demonstrated Knowledge & Skill

17. Are opportunities available for students to tape clinical sessions?

YES NO

18. Are opportunities available for students to observe professional staff in the delivery of clinical services, as well as to be directly observed by professional staff?

19. How does your agency emphasize responsiveness to cultural diversity e.g., gender, race, sexual orientation, disability, and religion in your training program?

20. On what theoretical orientation is treatment at your agency based?

What other theoretical orientations do supervisors use?

21. Are agency and supervisory staff willing to liaison with the Practicum Training Department to coordinate the training of the student and to communicate important information?

Please return to: Practicum Training Office, Master of Arts in Counseling Psychology Program, Argosy University, 999A Canal Blvd. Point Richmond, Ca 94804 or as an email attachment to abrom@argosyu.edu.

ARGOSY UNIVERSITY/SFBA PRACTICUM CONTRACT

Master of Arts in Counseling Psychology

Student Name: _____ Phone () _____

Address: _____ City _____ Zip _____

Placed as a practicum trainee at:

Name of Agency: _____ County _____

Address: _____ City _____ Zip _____ Phone _____

The primary supervisor will be:

<i>Name, Degree, CA Mental Health Lic. #</i>	<i>Year Licensed</i>	<i>Ind. Hrs/Wk</i>
--	----------------------	--------------------

Description of practicum activities and hours per week (please specify exact number of hours):

of Hours

**Direct Services:
(optional)**

_____ individual, couple and/or family therapy
 _____ group therapy
 _____ intake interviewing
 _____ assessment and testing
 _____ other _____

Indirect Services:

_____ administrative/paperwork
 _____ other _____

_____ **Total Hours/Services**

of Hours

Supervision:

_____ individual supervision
 _____ group supervision

Training:

_____ training seminars
 _____ case conferences
 _____ didactic training
 _____ staff meetings
 _____ other (co-therapy, etc.) _____

_____ **Total Hours/Supr. & Training**

of Hours

Additional Info.

Type of setting (e.g., hospital, Outpt, clinic, residential, school, etc.) _____

Populations served _____

Theoretical Orientation _____

TOTAL HRS / WEEK _____ **# OF WEEKS** _____ **TOTAL PROPOSED HRS / YEAR** _____

This practicum will begin _____ and ends _____. The stipend is \$ _____ per _____, or _____ No stipend.
m / d / y *m / d / y*

The student agrees to fulfill the responsibilities and terms as outlined (*on the reverse side of contract*). The agency agrees to provide training and supervision as indicated (*see reverse side*). The primary supervisor will complete written evaluations of the student, and the student will complete a written evaluation of the practicum experience.

Signatures: Student: _____
(signature) (print name) (date)

Primary Supervisor: _____
(signature) (print name) (date)

Agency Training Director: _____
(signature) (print name) (date)

School Representative: _____ Amy Brom, Psy.D
(signature) Director of Training, MACP (date)

The ARGOSY UNIVERSITY/SFBA Training Department is pleased that you have accepted our student for your Practicum site. We are committed to facilitating a positive relationship between you and our student, and believe there is a mutual responsibility in insuring that this happens. Below are minimum standards that we have identified for each student and for the Practicum site. By signing this *Practicum agreement*, the student, you as the Practicum site Director, and the Director of Training at ARGOSY UNIVERSITY/SFBA are committing to abide by these standards of practice and training.

This student agrees with the following:

- Is in good academic standing, is taking required courses, and is maintaining the required grade-point average for ARGOSY UNIVERSITY/SFBA students.
- Has been enrolled a minimum of three semesters, and has completed all prerequisite courses prior to the start of the practicum training year.
- Is fully covered under the ARGOSY UNIVERSITY malpractice liability insurance policy. Proof of coverage and policy inclusions can be requested from the Director of Training.
- Makes a professional and ethical commitment to the site and to its personnel and clients, in accepting this Practicum placement.
- Abides by a code of ethics and conduct as delineated by mental health professions, such as psychology, counseling, social work, psychiatry, etc.
- Is on site to meet the required number of hours for the practicum, as specified by the student's program at ARGOSY UNIVERSITY/SFBA. One-hundred, fifty (150) of these hours should be in direct clinical contact, such as individual, couple, family or group therapy or counseling sessions, intake and assessment interviews, crisis intervention, and psychoeducational groups.²
- To notify the Practicum site Director and the ARGOSY UNIVERSITY/SFBA Training Director about any concerns, problems, or changes in his/her status as a student or trainee.

The Practicum site Director agrees to the following:

- Provide supervision as required under the Board of Behavioral Science's *Responsibility Statement for Supervision of a Marriage, Family and Child Counselor Intern or Trainee (7/02)*. Each supervisor will provide a signed copy of this statement to the student prior to commencing supervision.
- Provide a minimum of 1 hour a week of individual supervision, and/or 2 hours/week of group supervision in a group of not more than 8 persons, for every 5 hours of direct therapy services provided by the student. Supervision is provided on a consistent, scheduled basis.
- Provide a minimum of 500 hours for the practicum year, as required by the student's program at ARGOSY UNIVERSITY/SFBA—150 of which must be in direct clinical contact (see above for specific hours and examples of direct clinical contact). Students need to have a sufficiently available, appropriate, and diverse clientele with whom to work.
- Allot other Practicum hours for supervision, other learning experiences, and written clinical reports (e.g. progress notes, intakes). Learning experiences include seminars, workshops, case conferences, and program development.
- Complete a *Practicum Evaluation Form* at the end of each semester (i.e. December, April, or August) on the student's training progress. Review the student's *Practicum Experience/Hours*, at the end of each semester, which documents the hours the student performed in essential training activities.
- Provide guidance and opportunities for the student to tape clinical sessions. Students may be required to present at least one clinical tape in their seminars each semester. They may also be required to submit a formal sample of their work, consisting of a taped session, a transcription of the session, and a written report, to their seminar leaders in the Spring.
- Be in contact with the student's seminar leader and/or Training Director to coordinate the training of the student and to communicate important information. ARGOSY UNIVERSITY/SFBA is committed to working with practicum sites to address concerns or problems regarding our students.
- Overall:
 - a) provide a training program that is supported and understood by the administration and staff at the agency;
 - b) provide a training milieu that is safe, supportive and challenging, with appropriate space to conduct clinical work;
 - c) have agency personnel who emphasize responsiveness to cultural diversity, e.g., gender, race, sexual orientation, disability, and religion; and, d) abide by a code of conduct and ethics as delineated by mental health professions (e.g. psychology, counseling, social work, psychiatry etc.).

Signatures: Student: _____
(signature) (print name) (date)

Primary Supervisor: _____
(signature) (print name) (date)

Argosy University Training Director: _____
(signature) (print name) (date)



SUPERVISOR EVALUATION of COUNSELING STUDENT

Student: _____ Site: _____

Supervisor: _____ Seminar Instructor: _____

Term: _____ Period Covered: ____ / ____ / ____ to ____ / ____ / ____

Please evaluate this student based on where **you would expect a graduate counseling student to be at this point in their training**. Please evaluate this student's overall performance based on the following rating scale:

RATING SCALE 1= Unacceptable 2= Below Average 3= Average 4= Above Average 5=Excellent
N/A=Not applicable or insufficient opportunity to observe

I. PROFESSIONALISM & ETHICS

Knowledge of relevant counseling theory and concepts	1	2	3	4	5	N/A
Effectively completes assigned duties/tasks	1	2	3	4	5	N/A
Shows appropriate initiative	1	2	3	4	5	N/A
Ability to conceptualize and synthesize data	1	2	3	4	5	N/A
Time management/organizational skills	1	2	3	4	5	N/A
Contributes as a member of treatment team	1	2	3	4	5	N/A
Relates effectively to administration	1	2	3	4	5	N/A
Actively seeks new learning experiences	1	2	3	4	5	N/A
Makes appropriate decisions and uses good judgment	1	2	3	4	5	N/A
Documentation is accurate and appropriate	1	2	3	4	5	N/A
Is aware of and complies with Professional ethical standards (AAMFT, APA, ACA)	1	2	3	4	5	N/A
Maintains professional presentation	1	2	3	4	5	N/A
Committed to professional development	1	2	3	4	5	N/A
Is conscientious, energetic and responsible when conducting professional activities	1	2	3	4	5	N/A
Follows appropriate policies and practices of site	1	2	3	4	5	N/A
Understands the roles and responsibilities of counselors and other professionals	1	2	3	4	5	N/A

Comments: _____

II. SUPERVISION

Prepares for supervision	1	2	3	4	5	N/A
Is open and honest in supervision sessions	1	2	3	4	5	N/A
Accepts and uses constructive feedback	1	2	3	4	5	N/A
Is self-aware and self-reflective	1	2	3	4	5	N/A
Demonstrates self-sufficiency and seeks consultation/guidance appropriately	1	2	3	4	5	N/A

Comments: _____

III. HELPING RELATIONSHIPS

Counseling Skills

Establishes rapport	1	2	3	4	5	N/A
Develops and maintains empathic contact	1	2	3	4	5	N/A
Effective listening skills	1	2	3	4	5	N/A
Developing treatment goals	1	2	3	4	5	N/A
Cognitive interventions	1	2	3	4	5	N/A
Affective interventions	1	2	3	4	5	N/A
Behavioral interventions	1	2	3	4	5	N/A
Systemic interventions	1	2	3	4	5	N/A

Counseling Modalities

Individual counseling skills	1	2	3	4	5	N/A
Group counseling skills	1	2	3	4	5	N/A
Marital/family counseling skills	1	2	3	4	5	N/A
Crisis counseling skills	1	2	3	4	5	N/A
Career counseling skills	1	2	3	4	5	N/A
Psycho-educational activities	1	2	3	4	5	N/A
Ability to work with diverse client populations	1	2	3	4	5	N/A
Applies theoretical concepts to counseling situations	1	2	3	4	5	N/A

Assessment and Diagnostic Skills

Intake and clinical interview skills	1	2	3	4	5	N/A
Ability to conduct mental status examination	1	2	3	4	5	N/A
Testing administration and interpretation skills	1	2	3	4	5	N/A
Ability to utilize DSM-IV	1	2	3	4	5	N/A
Consultation skills	1	2	3	4	5	N/A
Case conceptualization skills	1	2	3	4	5	N/A

Comments: _____

IV. PROFESSIONAL COMMUNICATION

Written and Oral Communication

Ability to write clear and organized reports	1	2	3	4	5	N/A
Completes reports in timely manner	1	2	3	4	5	N/A
Produces accurate and concise written materials	1	2	3	4	5	N/A
Maintains accurate and complete client records	1	2	3	4	5	N/A
Clearly communicates clinical observations, impressions and recommendations	1	2	3	4	5	N/A

Comments: _____

IV. OVERALL PERFORMANCE RATING

1= Unacceptable 2=Below Average 3=Average 4= Above Average 5=Excellent

Would you recommend this student for a job in your type agency if one were available?

_____ Yes _____ No If no, please indicate why:

Strengths

Goals/Areas for Improvement

Additional Comments

SIGNATURES

Site Supervisor: _____ Date: _____

Student: _____ Date: _____

My signature indicates that I have read the above report and have discussed the content with my site supervisor. It does not necessarily indicate that I agree with it in part or in whole. If I disagree with this evaluation, I have the option of writing a dissenting opinion/explanation and submitting it to my site supervisor and the Practicum Training Director.

Practicum Training Director: _____ Date: _____

Please return this form to:

Practicum Training Director- Counseling Department, MACP
Argosy University/SFBA
999A Canal Blvd.
Point Richmond, CA 94804
FAX: 510-215-0299

Argosy University
Master of Arts in Counseling Psychology

Competency Area Descriptions for Evaluating Practicum Students

KNOWLEDGE BASE

Demonstrates knowledge of relevant counseling theory and concepts; demonstrates knowledge and understanding of therapeutic practices and techniques.

CLINICAL REASONING

Demonstrates ability to effectively apply factual and theoretical knowledge to counseling situations. Demonstrates thinking that is purposeful, reasoned, goal directed, and problem solving oriented. Able to formulate inferences and make thoughtful and effective decisions. Effectively uses knowledge for the particular context and task.

RELATIONSHIP SKILLS

Demonstrates ability to maintain appropriate boundaries within the organization and with clients. Appreciates the importance of interpersonal process in establishing and maintaining the therapeutic relationship. Shows respect for client. Ability to establish effective rapport and maintain empathic contact. Able to understand client's verbal and latent communication.

ASSESSMENT SKILLS

Ability to establish rapport and gather information in a diagnostic interview. Able to integrate with other information.

INTERVENTION SKILLS

Ability to formulate case material from a theoretical perspective and develop appropriate interventions. Ability to maintain focus in clinical interviews/counseling sessions. Ability to use effective listening skills, reflective skills, and empathy. Ability to use clarification and interpretation. Awareness of the impact of the therapeutic relationship on therapy. Ability to set realistic treatment goals. Ability to provide consultation and act as liaison with other individuals. Effectively provides educational programs/services to clients and community.

WRITTEN COMMUNICATION

Ability to write clear and well organized reports. Completes reports in a timely manner. Ability to produce written materials that are accurate and concise. (*For Site Supervisors--Maintains accurate and complete client records.*)

ORAL COMMUNICATION

Able to clearly communicate clinical observations, impressions, and recommendations to clients, supervisors, other professionals, and family members as is appropriate.

PROFESSIONAL AND ETHICAL ISSUES

Recognition of the rights, responsibilities and ethical guidelines of the profession. Demonstrates self-sufficiency and seeks consultation and guidance appropriately. Is self-aware and uses this data in clinical activity. Appropriate professional presentation of self.

SENSITIVITY TO DIVERSITY

Demonstrates knowledge of and sensitivity to diversity issues in interactions with clients and professionals. Evaluations and interventions reflect sensitivity to diversity issues. Has the capacity to accept client's individuality without imposing own values and standards.

ATTITUDE TOWARD SUPERVISION/SEMINAR

Consistent attendance at supervisory/seminar session. Is well prepared to discuss case material and involves self in supervisory/consultation process. Demonstrates capacity for self-examination and the ability to tolerate constructive critical evaluation. Effectively uses supervision/seminar for growth and new learning.

**MACP STUDENT'S EVALUATION OF SITE SUPERVISOR
ARGOSY UNIVERSITY/SFBA**

Student Name: _____ Date _____

Site Name: _____ Supervisor _____

Dates of Placement: From _____ To _____

Enter the appropriate number next to each statement using the following scale:

RATING SCALE: 1=Strongly Agree 2=Agree 3=Mildly Agree 4= Mildly Disagree 5=Disagree
6=Strongly Disagree

TIME/STRUCTURE

1. _____ Helps me define and structure the goals and objective for my overall practicum experience.
2. _____ Is consistent in providing the agreed-upon supervision time.
3. _____ Availability (or has provided appropriate back-up resources) for consultation between supervision Sessions, if needed.
4. _____ Gives time and energy to observing me and/or processing my tapes.
5. _____ Structures supervision appropriately.

SUPERVISORY RELATIONSHIP

6. _____ Helps me minimize defensiveness and feel appropriately at ease in the supervision sessions.
7. _____ Accepts and respects me as a person.
8. _____ Recognizes when I do something well and encourages the development of my strengths and capabilities.
9. _____ Encourages me to express opinions, questions and concerns about my counseling.
10. _____ Allows me to discuss appropriate personal issues related to my counseling.
11. _____ Allows me to discuss problems I encounter in my practicum setting.
12. _____ Conveys competence.
13. _____ Maintains appropriate confidentiality about material discussed in supervisory sessions.
14. _____ Accepts feedback from me about the supervisory process.

COUNSELING AND RELATED SKILLS

15. _____ Provides me with the opportunity to adequately discuss any major difficulties I am facing with my clients.
16. _____ Challenges me to accurately perceive the thoughts, feelings, and goals of my client and myself during counseling.
17. _____ Helps me to understand the implications and dynamics of the counseling approaches I use.
18. _____ Encourages and helps me to conceptualize in new ways about my clients.
19. _____ Encourages me to consider and use new and different counseling techniques when appropriate.
20. _____ Helps me organize relevant case data in planning goals and strategies with my clients.
21. _____ Gives me useful feedback regarding my counseling skills.
22. _____ Helps me define and maintain ethical behavior in counseling and case management.
23. _____ Helps me understand how my counseling behavior influences the client.
24. _____ Provides suggestions and specific help in the areas I need to work on.
25. _____ Helps me develop increased skill in critiquing and gaining insight from my counseling tapes.
26. _____ Is helpful in critiquing report-writing
27. _____ Helps me use tests constructively in counseling.
28. _____ Helps me with resource and referral ideas/information.
29. _____ Encourages me to engage in professional behavior.
30. _____ Addresses issues relevant to my current concerns as a counselor.

EVALUATION

31. _____ Allows and encourages me to evaluate myself.
32. _____ Explains the criteria for evaluation clearly and in behavioral terms.
33. _____ Applies criteria fairly in evaluating my counseling performance.

ADDITIONAL COMMENTS AND/OR SUGGESTIONS:

SIGNATURE

Student _____ Date: _____

Master of Arts in Counseling Psychology Course Descriptions

PC6005 Maladaptive Behavior and Psychopathology

This course is an introduction to the study of maladaptive behavior. Etiology and definition of disorders in the *DSM-IV* are reviewed, as well as various methods of treatment related to the disorders covered.

PC6104 Counseling Skills I

A fundamental study of the helping relationship is provided. The course provides a broad understanding of philosophic bases of helping processes: counseling theories and their application, basic advanced helping skills, consultation theories and their application, client and helper self-understanding and self-development, and facilitation of client change.

PC6105 Counseling Skills II

An extension of Counseling Skills I (PC6104) and an integration of counseling methods and strategies. The topics covered are interviewing, goal setting, creating a therapeutic alliance, and session structuring.

PC6200 Human Sexuality

An overview of sexual anatomy, development, and human response is the focus of the course. Students acquire an understanding of human sexual response, sexual dysfunction, and concepts of sex therapies. Sexually transmitted diseases, contraceptives, and affectional/sexual relationships are also discussed..

PC6230 Theories in Counseling Families and Individuals

This course provides an overview of the major theories in family and individual counseling. Theoretical concepts are explored in light of the major models of family therapy. Also considered are the various theories of counseling and issues in the practice of individual counseling.

PC6240 Introduction to Psychological Testing

This is an introductory course that presents the major psychological assessment instruments used in the field of psychology today. Emphasis is placed on familiarizing the student with psychological testing and the major components of each instrument.

PC6250 Clinical Psychopharmacology

This is an introduction to psychotropic drugs, their neurochemical basis, their mode of action, and their clinical application. Principles of use and current status of psychopharmacology are discussed.

PC6320 Domestic Violence and Spousal Abuse

This course addresses the complex issues related to domestic violence and spousal abuse. The course focuses on assessment and treatment of abuse, and covers issues related to the psychological consequences of abuse on the entire family system. Reporting laws, treatment for perpetrators, and the role of the counselor in treating victims of abuse are explored.

PC6330 Child Abuse Assessment and Reporting

This course presents current child abuse reporting laws, and concentrates on the assessment of child abuse. Role play will be utilized to demonstrate effective techniques in the assessment of child abuse. Clinical issues related to the reporting of child abuse are discussed.

PC6505 Group Counseling

This course provides a broad understanding of group development, dynamics, and counseling theories. Group leadership styles are discussed, in addition to basic and advanced group counseling methods and skills. Several different approaches to conducting group counseling are reviewed.

PC6510 Social and Cultural Foundations of Therapy

This course studies multicultural and pluralistic trends, characteristics, and concerns of diverse groups, including groups characterized by such features as: age, race, religious preference, physical disability, social class, sexual orientation, ethnicity and culture, family patterns, and gender. This course is meant to sensitize students to the influences of culture and race on the therapist's understanding of individuals and families, as well as to promote cultural competence.

PC6521 Research and Evaluation

A basic understanding of types of research is presented covering basic statistics, research report development, and research implementation. Other areas studied include program evaluation, needs assessment, publication of research information, and ethical and legal considerations pertinent to the professional counselor.

PC6700 Couples and Family Counseling

A broad theoretical and practical foundation for counseling couples and families is emphasized. It provides a survey of current approaches to family and marital counseling, with an emphasis on various systemic models of family functioning and therapeutic intervention.

PC6900 Substance Abuse Counseling

This course reviews key concepts to substance abuse counseling, including theoretical models for understanding and treating chemically dependent clients. Various screening and assessment tools, drug history, and interviewing skills are reviewed to help students assess the severity of addiction and develop an initial treatment plan. Treatment settings and interventions commonly used with chemically dependent clients are also reviewed.

PC7100 Professional Issues: Ethics, Conduct and Law

A careful review is conducted of issues that provide a broad understanding of professional roles and functions, professional goals and objectives, and professional organization and associations. The course also examines ethical and legal standards, state law, professional credentialing, and standards for professional counselors.

PC6025 Human Development and Learning

This course includes studies that provide a broad understanding of the nature and needs of individuals at all levels of development: normal and abnormal human behavior, personality theory, lifespan theory, and learning theory within cultural contexts.