

Course Syllabus  
**Psychology 410: Fieldwork in Clinical and Counseling Psychology**  
**Spring 2012**

This course meets on scheduled Thursdays from 1:30 PM – 2:45 PM in Amador 354.

Instructor: Rebecca P. Cameron, Ph.D., Assistant Professor  
Office: Amador 353C  
Office hours: Tues./Thurs. 8:30 AM – 10:00 AM, or by appointment  
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Course Description

[Catalog] Supervised experience in various community and governmental agencies. The experience must be of an applied psychological nature, determined collectively by the agency, the supervising faculty member, and the student. **Note:** Students may be required to have professional liability insurance in force with minimum limits of \$1 million per incident and \$3 million per year. Students should contact the Psychology Graduate Coordinator and the supervising instructor for more information about this requirement. **Prerequisite:** (Students must have earned a grade of B- or better in the following courses: PSYC 201, PSYC 223, PSYC 227, PSYC 268, and one of PSYC 225, PSYC 235 or PSYC 253. **Graded:** Credit / No Credit. **Units:** 1.0-4.0.

PSY 410 is a graduate course in clinical field placement. Students typically take the course for 3 units, corresponding to 10 hours/week at their placements. It is graded Credit/No credit. Students will attend monthly meetings and complete reading and journaling assignments. Students set up their field placements with the assistance of the instructor, in order to ensure the clinical setting meets requirements for licensure and the degree program as dictated by state laws.

Required Paperwork

All the necessary paperwork is available on SacCT upon enrolling in 410 and providing their Saclink ID to the 410 instructor.

1. Student Profile Form. The student must complete the Profile form and submit it to the field placement site. A copy of the form should be given to the 410 instructor.
2. Special Problems Petition. Students should file their petitions for 410 at the end of the prior semester, or at the very latest, during the first week of the current semester.
3. Internship Site Contract. CSU Sacramento needs to enter into a contractual relationship with your agency site before you can begin work.

Instructions for filling out the Special Problems Petition

A. Fill out the top portion of the form completely. If you have no previous fieldwork experience, leave that section blank.

B. Under Description of Course Content, use the following text:

*Student will work as an MFT trainee providing counseling services at \_\_\_\_\_(site name and address) under clinical supervision from \_\_\_\_\_ (supervisor name, degree, credential, phone number) for \_\_\_\_\_ hours/week. Student will attend monthly class meetings as described in the course syllabus. Student will keep a journal of hours, activities, course applications and*

*reflections as described in the course syllabus and will turn in the journal at the beginning of every class meeting.*

C. Complete and sign the attached yellow and pink off-campus learning experiences forms.

D. Obtain Instructor's signature and turn in form to the Psychology Department Office for the Chair's signature.

4. Prerequisite checklist. The student must provide the 410 instructor with a statement that prerequisite course requirements have been completed. These are: PSY 201, 223, 227, 268 and one of the following courses 225, 235 or 253. Attach current grade reports to this checklist (unofficial ok).
5. Proof of student liability insurance. Student must submit copies of their liability insurance policy prior to seeing clients. Students may obtain liability insurance online through the American Counseling Association (<http://www.counseling.org>) ACA Insurance trust who contracts with Healthcare Providers Service organization (<http://www.hpsso.com>). Students must carry coverage of \$1 million per incident and \$3 million per year. Currently HPSO offers coverage for student trainees engaged in part-time counseling activities for an annual premium of approximately \$20.00. See your graduate handbook for further details.
6. Supervisor Evaluations. Students are evaluated twice during the semester by their clinical supervisors. These evaluations are due the 7<sup>th</sup> and 15<sup>th</sup> weeks of the semester. Students are responsible for turning in the evaluations to the 410 instructor on time.
7. Weekly Summary of Hours. At each class meeting, students hand in copies of their BBS forms documenting their hours for the prior month. At the end of the semester, the 410 instructor will place a memo in the student's departmental file noting the total number of direct client contact hours accrued during the semester.
8. Responsibility Statement for Supervisor. A copy of this BBS form should be turned into the 410 instructor.
9. MFT Experience Verification. This form is to be completed by your clinical supervisor at the end of your supervisory relationship. Turn a copy in to your 410 instructor.

#### Required Readings:

- *For students in their first semester of 410 fieldwork:*
- Baird, B. N. (2010). *The internship, practicum, and field placement handbook: A guide for the helping professions (6<sup>th</sup> ed.)*. Upper Saddle River, NJ: Prentice Hall.

See assignments below.

- *For students in their second semester of 410 fieldwork:*

Familiarize yourself with the Board of Behavioral Sciences website at <http://www.bbs.ca.gov>.

Specifically, read the written exam and the clinical vignette handbooks that are available in pdf format from the bbs website at <http://www.bbs.ca.gov/pdf/BBSMFT2.pdf> and <http://www.bbs.ca.gov/pdf/Mftcvhbk.pdf> . For each of the exam areas, make a *fearless* inventory of your training to date, i.e., identify gaps in your knowledge and areas where you feel more confident. Make a plan for filling in training gaps in terms of additional coursework, fieldwork experiences, or independent study that may be necessary. Provide updates on this process in your journal entries as indicated throughout the semester.

- For students in their third semester of 410 fieldwork, read one of the following books (available from the library, the publisher, amazon.com, or local bookstores) and devote a portion of your journaling time to reactions/reflections to the book as indicated.

Baker, E. K. (2002). *Caring for ourselves: A therapist's guide to personal and professional well-being*. Washington, DC: American Psychological Association.

Goldfried, M. R. (Ed.). (2000). *How therapists change: Personal and professional reflections*. Washington, DC: American Psychological Association.

Kottler, J. A. (2003). *On being a therapist (3<sup>rd</sup> ed.)*. Hoboken, NJ: John Wiley & Sons.

Pipher, M. B. (2003). *Letters to a young therapist: Stories of hope and healing*. New York: Basic Books.

Yalom, I. (2002). *The gift of therapy: An open letter to a new generation of therapists and their patients*. New York: Harper Collins.

### Journals

Students are required to keep journals of their fieldwork experience. Journals are handed in once per month at the beginning of the group meeting. The instructor will provide you with a word file with the format you are to use. Please neatly write or type the entries and hand them in, retaining copies for your own records. Only turn in sections of the journal due for the current month. Students typically keep journals on a daily basis for the days of the week they are at their placements. Journals should reflect (1) dates and hours worked; (2) brief descriptions of their clinical activities (being careful to maintain confidentiality); and (3) applications of relevant coursework and reading (e.g., psychopathology, psychotherapy, ethics) to their field experiences; (4) reflections on personal and professional development issues raised by fieldwork experiences; and (5) assigned exercises from the Baird text and the instructor, described below (1<sup>st</sup> semester students); reflections on the licensure process and your plan for preparing based on the specific content areas of the written and oral exams (2<sup>nd</sup> semester students); reflections on your readings about the personal/professional life of the psychotherapist (3<sup>rd</sup> semester+ students).

### Group Meetings

The following reading assignments and written exercises should be completed in preparation for each group meeting:

February 2<sup>nd</sup>

- Overview of course requirements and meeting structure

March 1<sup>st</sup>

- First semester students:
  - Assigned Reading: Baird chapters 1 - 4
  - Prepare exercises on ethics (except for the one asking you to make your own informed consent form).
  - Prepare the following exercise on Supervision: *List what you need from your supervisor and what your supervisor naturally provides. Note discrepancies in the lists. Write ideas for resolving the discrepancies with your supervisor.*
- Second semester students: Discuss your knowledge base and need for additional information and training on the following MFT licensing exam content areas:
  - From Standard Exam Plan: Part I Clinical Evaluation and Part II Crisis Management
  - From Clinical Vignette Exam Plan: Part I Crisis Management and Part II Clinical Evaluation.

- Third+ semester students: Discuss topics of interest from approximately the first third of your chosen book.

**Mid-March:** Begin process of obtaining first supervisor evaluation.

April 5<sup>th</sup>

- Final due date for first supervisor evaluation.
- First semester students:
  - Assigned Reading: Baird chapters 5-7
  - Prepare exercises on stress
  - Prepare exercises on diversity
- Second semester students: Discuss your knowledge base and need for additional information and training on the following MFT licensing exam content areas:
  - From Standard Exam Plan: Part III Treatment Planning and Part IV Treatment
  - From Clinical Vignette Exam Plan: Part III Treatment Planning and Part IV Treatment
- Third+ semester students: Discuss topics of interest from approximately the middle third of your chosen book.

May 3<sup>rd</sup>

- First semester students:
  - Assigned Reading: Baird chapters 8-11
  - Prepare the following exercise on Assault and Personal Safety Risk: *Using the chapter readings as a guide, evaluate your internship in terms of risk for assault and other threats to your personal safety. What current practices are in place to minimize this risk? Being very specific, list all the possible threats to your personal safety associated with your internship you can think of. For each item on your list, write (a) a plan for minimizing the risk and (b) a plan for responding to the event should it happen.*
  - Prepare exercise on lessons learned.
  - *In addition, select your top 5 “lessons” suggested by the author in this chapter that are most meaningful to you. For each “lesson” write why it is of special significance.*
- Second semester students: Prepare to discuss your knowledge base and need for additional information and training on the following MFT licensing exam content areas:
  - From Standard Exam Plan: Part V Ethics and Part VI Law
  - From Clinical Vignette Exam Plan: Part V Ethics and Part VI Law
- Third+ semester students: Prepare to discuss topics of interest from approximately the last third of your chosen book.

**May 18: Copies of Weekly Summaries and final supervisor evaluation due to Dr. Cameron’s mailbox.**