



ST. JOHN'S UNIVERSITY

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Counseling Student Fieldwork Handbook for Both Clinical Mental Health Counseling and School Counseling Programs

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Fieldwork Introduction

This handbook outlines all policies and procedures for St. John’s University (SJU) students in both the Clinical Mental Health Counseling (CMHC) and School Counseling (SCH) programs regarding fieldwork. Students in the Bilingual Extension (BIL) School Counseling program should follow the procedures outlined for SCH students unless otherwise specified. ***Fieldwork refers to all classes in which students participate in counseling in the field.*** Specifically, the fieldwork courses that correspond to each program are outlined below:

Program	Completion Required	Course Title
CMHC	MSSED/CMHC	EDU 6310 – Practicum in CMHC
CMHC	MSSED/CMHC & AdvCert/CMHC	EDU 6311 – Internship 1 in CMHC
CMHC	MSSED/CMHC & AdvCert/CMHC	EDU 6312 – Internship 2 in CMHC
SCH	MSSED/SCH & AdvCert/SCH Bridge	EDU 6305 – Practicum in SCH
SCH	MSSED/SCH & AdvCert/SCH Bridge	EDU 6590 – Internship 1 in SCH
SCH	MSSED/SCH & AdvCert/SCH Bridge	EDU 6591 – Internship 2 in SCH
BIL	MSSED/BIL	EDU 6306 – Practicum in Bilingual SCH
BIL	MSSED/BIL	EDU 6592 – Internship 1 in Bilingual SCH
BIL	MSSED/BIL	EDU 6593 – Internship 2 in Bilingual SCH

Definitions and terms used throughout this handbook include:

- **Fieldwork** – to collectively describe all fieldwork experiences, unless a particular designation is needed to clarify practicum, internship 1, or internship 2
- **Intern** – This term is utilized to describe the counselor-in-training (CIT) and their interactions during fieldwork. Intern refers to the St. John’s graduate student engaged in field work (as opposed to “student” which can be confounded with K-12 students on a SCH site).
- **Site Supervisor** – this term refers to the on-site supervisor who supervises the intern’s work onsite at the agency/clinic/school setting. This person is credentialed (licensed or certified) and serves as the supervisor of record for the SJU intern.
- **Task Supervisor** – this term refers to another supervisor who may or may not be credentialed but also provides supervision on-site to the intern; not the supervisor of record.
- **Course Instructor** – this term refers to the course instructor (e.g., SJU fulltime or adjunct faculty members) who teach the fieldwork courses at SJU.
- **Client/Student** – may be used to refer to clients or students that interns work with onsite.

Fieldwork Enrollment Eligibility

Interns must complete specific courses before enrolling in any field work course. These course requirements are indicated on the table below. As noted, the designated courses must be COMPLETED before the student can enroll in a field work course. Incompletes in any of these courses will prevent a student from enrolling in fieldwork.

Program	Pre-Field Work Required Courses
MSED in SCH or BIL	6127 – Introduction to Counseling; 6205 – Group Dynamics; 6264 – Counseling Skills and Techniques; 6262 – Assessment in Counseling OR 6307 Research in Counseling
MSED in CMHC	6127 – Introduction to Counseling; 6205 – Group Dynamics; 6264 – Counseling Skills and Techniques; 6262 – Assessment in Counseling; 6301 – Career Development; 6307 – Research in Counseling; 6653 – Multicultural Counseling; 6206 – Psychosocial Development; 6208 – Counseling Theories
Adv. Cert. in SCH Bridge	Adv Cert in SCH Bridge students may enter field work in their 1 st semester with prior completion of a CACREP masters degree in counseling and/or equivalent coursework.
Adv. Cert. in CMHC	6651 – Foundations of MHC and 6652 – Clinical Diagnosis in Counseling (or equivalent course in psychopathology, e.g. PSY 621, 726, or 727)

Point of Contact Regarding Fieldwork

The program coordinator serves as the point of contact for students regarding field work. For the 2025-2026 academic year, program coordinators for the designated programs are listed below along with contact information. Interns can contact the program coordinator with questions. In the absence of a course instructor, interns can also refer site supervisors or questions from sites to the program coordinators.

School Counseling; including MSED and Adv Cert Bridge	Clinical Mental Health Counseling; including MSED and Adv Cert
Dr. Gina Cicco Associate Professor School Counseling Program Coordinator SUL 220B 718-390-4197 ciccog@stjohns.edu	Dr. James Bethea Associate Professor CMHC Program Coordinator SUL 220C 718-990-1559 betheaj@stjohns.edu

St. John’s University Counseling interns are responsible for reading and understanding all information in this handbook. Interns must sign the “Practicum & Internship Handbook Agreement” on page 15, indicating that they have read and understand all information in the handbook. Questions or clarification about the content of this handbook must be addressed with your advisor or faculty member before signing the agreement, as your signature indicates your understanding and agreement.

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[Practicum & Internship Policies](#)

1. **Hours:** Master's students in both CMHC and SCH programs and Adv Cert SCH Bridge students are required to do one practicum and two internships in the program for a total minimum of 700 hours in alignment with CACREP. Adv Cert in CMHC are required to do two internships for a total of 600 hours. Specifically, the breakdown of hours is:

Semester Requirements	Practicum	Internship I	Internship II
Direct Contact Hours	40	120	120
Indirect Hours (may also	60	180	180
Total Semester Hours	100	300	300

Definitions of direct and indirect services are guided by the Council on the Accreditation of Counseling and Related Education Programs (CACREP), the American Counseling Association (ACA), the American School Counseling Association (ASCA), and the American Mental Health Counseling Association (AMHCA). While these tasks may vary slightly between SCH and CMHC students, a direct hour must involve direct face-to-face or telehealth interactions with students, clients, or family members/collaterals **AND** the intern utilizing their counseling skills. Specific tasks for each group are outlined below:

Direct Hours include:

- **Individual 1:1 counseling** with clients or students (typically 30 – 60 minute sessions);
- **Group counseling** with three or more clients or students that are not family members; groups may include therapy groups, psychoeducation groups, support groups, or other groups. May include intern facilitating or co-facilitating groups.
- **Family therapy** with students or clients and family members (not to be counted as group counseling)
- **Relationship counseling** with two or more clients or students involved in a relationship (not to be counted as group counseling)
- **Intake interviews/Biopsychosocial Intakes**
- **Testing or Assessment** (with client/student present, not report writing)
- **Family Meetings/Consultations** (with or without client/student present if family or collateral is present)
- **Classroom Guidance** lessons (SCH students only)
- **Existing client/student outreach:** Following up with existing clients or students to re-engage them in services or treatment; supporting or following up with disengaged clients and student regarding overall care and wellbeing; utilizing counseling skills (not to include scheduling appointments or administrative tasks)
- **Others** as defined/approved by SJU course instructor, program coordinator, or advisor

Indirect Hours include:

- **Case Consultation** - activities in which the intern is in contact with other service providers

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regarding client or student care, without client present.

- **Research** - activities related to client or student care, e.g. researching a client's medical or mental condition, resources for a client/student.
- **Documentation/Record Keeping/Correspondence / Report writing** - correspondence or formal report writing related to the client or student treatment
- **Staffing / Meeting** - meetings where several professionals are present to discuss one or more clients, students, or site/school/agency issues
- **Case Management** - activities related to overseeing a client or student case; may include phone calls, case note documentation, scheduling arrangements, etc.
- **Training / Observation** - any activity where formal training is provided (e.g., orientation) or when an intern is in the learning or observing phase of a new activity.
- **In-service** - brief training experiences that are offered to staff/professionals
- **Conference / Workshop** that intern attends as approved by supervisor for indirect hours
- **New client/student outreach and/or marketing:** Marketing or outreach efforts aimed at recruiting new clients/students; school/agency information sessions, etc.
- **Other (Specify).** This category can include activities when an indirect service is being provided that are not captured by the above descriptions.

Group Work

Interns are required to have both group and individual counseling experience as a component of their field placement experiences in either practicum, internship 1, or internship 2. Interns placed at sites that do not conduct group counseling can meet this requirement as follows:

1. If interns can begin a group at their site, or co-facilitate a group at their site, this is the first option for meeting the requirement.
2. At the beginning of internship 2, interns who do not have documented Group Counseling experiences in practicum or Internship 1 should discuss the requirement with their Internship 2 instructor.
3. Arrangements must be made for the intern to conduct at least one group in that final semester via one of the following methods:
 - a. Interns may conduct a make-up group for masters students enrolled in EDU 6205 Group Dynamics, who missed one of the scheduled group meetings, and need to participate in a make-up group to meet the ten hour requirement.
 - b. Interns may conduct a self-help group for their peers in Internship 2 at a date and time agreed upon by the Internship 2 instructor. This group can be co-facilitated if two students require group hours, and/or the class may be split into multiple sections that allow for sufficient group sizes.
 - c. Interns may participate in an alternative site placement experience that allows for group facilitation or co-facilitation, such as Camp Good Mourning or the Cooke Center Vocational program on campus. These opportunities are announced as they become available, or interns may speak to the department chair.

2. [Supervision](#)

On-site supervision is a critical component of field work and occurs when the intern is onsite at their school/agency/internship setting. On-site supervision is distinct from in-class supervision (or group supervision) that in-class supervision occurs during designated fieldwork class time. The following elements are important elements of on-site supervision:

- a. **Format of Supervision.** On-site supervision may provide individual, triadic, or small group supervision. New York state requires post-masters supervision to be face-to-face for individuals pursuing their LMHC.
- b. **Hours.** On-site supervisors must provide an average of one hour per week of direct supervision to the intern. Interns should have no less than 15 hours of on-site supervision for the semester on their logs for each fieldwork course.
- c. **Credentials.** Supervisors must have appropriate credentials to supervise interns. These credentials include the following
 - i. **School Counselor Supervisors:** NYS permanent certification in School Counseling (provisional or initial certifications do not meet requirements)
 - ii. **CMHC Supervisors:** NYS licensed psychologist, licensed psychiatrist, Licensed Clinical Social Worker (LCSW, LCSW-R, LCSW-SIFI) (LMSW does not meet requirements), or Licensed Mental Health Counselor (LMHC or LMHC-D) (limited permit or MHC-LP do not meet requirements; nor do CASACs)
 - iii. **Out of State Supervisors:** Equivalent credentials may be approved upon consultation, interview, and vetting by the program coordinator.
- d. **Training in Supervision:** Site supervisors must have prior training and/or experience in supervision. They must also receive and review the Supervisory Training materials.
- e. **Task Supervisors:** Task supervisors may provide intermittent on-site supervision but may not complete documentation or substitute for the on-site supervisor.
- f. **Documentation:** Site supervisors must complete SJU Fieldwork Application paperwork, sign off on weekly logs during supervision sessions, and complete an intern-evaluation twice during the semester.
- g. **Collaborative Supervision:** The fieldwork course instructor (faculty supervisor) views the supervision of the internship as a collaborative task with the site supervisor. Therefore, interns should be aware that any written assignment or communication from an intern may be shared with a site supervisor if it is deemed by the professor to be relevant to the intern's training.

Faculty Supervision: You will meet with your faculty supervisor/course instructor at least once per week for group supervision with other members of your class. This is your opportunity to discuss other areas of concern and get feedback from your course instructor and classmates. All client and student information remains confidential during these sessions. This group supervision/in-class supervision with faculty is documented on your weekly logs.

Journal/Log Feedback: Your faculty supervisor/course instructor will read your weekly journals and logs and will provide you with feedback, questions, and input regarding the cases and situations you discuss. Interns are expected to read this feedback, implement feedback, and respond to any inquiries posed by the course instructor. You may also wish to share your journal with your onsite supervisor such that they understand what you are experiencing on site.

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3. [Telemental Health \(TMH\) and Distance Counseling](#)

Distance counseling, telemental health, and e-supervision (services provided via phone, video, or other distance platform; referred to as TMH) were approved by both New York state and CACREP for fieldwork following the COVID-19 pandemic. Interns are responsible for following all policies and procedures in the ***Counselor Education Department Student Handbook, Appendix D: Technology and Digital Data Policy***, in addition to those outlined below.

Interns may engage in TMH counseling during fieldwork, however the site must provide training on distance counseling and the technology platform to the intern. Interns are responsible for requesting this training and receiving confirmation that digital platforms utilized are secured and encrypted, as well as HIPAA and/or FERPA compliant. When interns are engaging in TMH, on-site **supervisors (or a designee) must be available during sessions**, either via phone, video, chat, or other features.

Interns **may not use their personal or school information** (e.g., personal phone number, school email, social media, videoconference logons, etc.) to conduct services. Interns are expected to maintain professional boundaries during all interactions, including TMH interactions.

4. [Recording and/or Live Supervision](#)

Interns may be required to record their sessions or engage in live supervision. Policies vary for SCH and CMHC students.

CMHC interns do not record counseling sessions, however, the site supervisor must be able to provide live supervision of counseling sessions to provide feedback. This may be conducted via remote or in-person session observations.

SCH/BIL interns are required to conduct a series of digital recordings with students during all three fieldwork courses as designated by the course instructor.

- a. Interns are required to obtain a signed release form from the parent/guardian before recording with the student.
- b. Recordings are only submitted via SJU secure, two-factor authentication systems, including Canvas and/or One Drive. Recordings should not be sent or stored via any other means.
- c. Interns are responsible for destroying any digital recordings following the completion of the course and submission of course grades in compliance with the ***Counselor Education Department Student Handbook, Appendix D: Technology and Digital Data Policy***. Failure to do so may result in a PPC.

Your role as an intern and representative of St. John's University

Interns in practicum and internship must understand that they represent St. John's University, and specifically their program, with each interaction that they have with potential internship sites, as well as the site where they are ultimately placed.

Finding an Internship Site

Interns are encouraged to begin seeking a practicum or internship site **at least 6 months prior** to the date they would like to begin interning. The process of securing a placement can be long and difficult. Faculty will support the student in finding a placement; **however student interns must put effort toward securing their own site**. Most sites will require a resume and interview, as well as possibly fingerprinting, background checks and/or drug testing. Fees may be required for testing and/or background checks. Some schools/sites may require legal agreements with St. John's, known as a Memorandum of Understanding (MOU). These legal agreements can take several months to complete. Interns should be prepared to provide relevant items while also being patient with the placement process. Here are some tips:

- Be **ready**: have a resume, cover-letter, interview dress/attire, interview skills, etc.
- Be respectfully **persistent**: call, email, stop by in person (hand deliver resume).
- Be **patient**: the process takes time; drug testing, background clearance, finger-printing, legal
- Be **professional**: Always remain professional. Do NOT be rude or harass people. Smile. Have a positive outlook and use your manners. Write professionally; look professional.

Outlook and Attitude – both during the search and on-site

Interns are reminded to maintain a positive outlook and attitude about their internship search and site placement. While they may encounter frustrations along the way, interns must remain vigilant in presenting themselves as a professional, eager, and motivated intern. Be sure that you are managing your expectations about your placement, and remaining positive throughout the process. Contact the site coordinator for support when needed.

Intern Performance and Evaluation

Professionalism: Interns are expected to perform professionally and adhere to all guidelines of the agency/school and directions of the site supervisor, while also adhering to counseling ethical standards (e.g., ASCA, AMHCA, etc.).

Performance Evaluation: Interns will be evaluated by their site supervisors two times during the semester, including a mid and final evaluation. Interns will also complete a mid and final self-evaluation, and have an opportunity to evaluate the internship site. Beyond these formal evaluation, course instructors will have contact with your site supervisor (approximately monthly) to discuss your progress during internship.

Timely submission of logs, journals, evaluations, and assignments is also a critical component of your performance evaluation. Failure to hand in weekly logs and journals will result in point deductions and lowering of your course grades. Information on retention, remediation, and dismissal is included in the section on Problems of Professional Competency (PPC).

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Problems of Professional Competency (PPCs) and Professional Dispositions

(formerly referred to as Non-Academic Behavior)

Occasionally interns may behave in a manner which is inconsistent with the professional behavior of a counseling student or a counselor-in-training or display inappropriate professional disposition. These situations are called Problems of Professional Competency (PPC). PPCs are viewed quite seriously by the program faculty and warrant faculty involvement and intervention. Counseling faculty members are called upon to be 'gate-keepers' of the counseling profession. This means that faculty members have a responsibility not only to our Counseling interns and their well-being, but to the clients and students our interns (as counselors-in-training) currently serve, as well as to the clients and students our graduates will serve in the future (as professional counselors). Unfortunately, PPCs most often occur during field placements. PPCs and professional dispositions were previously discussed in Student Orientation and are outlined in the Counselor Education Student Handbook.

PPCs can be classified in three ways:

- (a) inadequate academic or clinical skill levels
- (b) personality and/or psychological unsuitability, and
- (c) inappropriate moral character.

Examples of each PPC may include:

- (a) Inadequate academic or clinical skill levels: Inability to acquire professional counseling standards or inability to reach an acceptable level of competency
- (b) Personality and/or psychological unsuitability: Inability to manage one's stress, dysfunction, or emotional responses; inflated sense of self and/or skills
- (c) Inappropriate moral character: engagement in unethical behavior.

(Brown-Rice and Furr, 2013)

PPCs may interfere with an intern's ability to perform as a professional counselor. Other examples of PPCs include overestimating one's abilities, not putting the needs of the clients/students first, unmanaged pre-existing conditions, alcohol/drug use, lying, fabricating logs/journals/evaluations, manipulation, disrespect towards authority, inability to take feedback, unprofessional demeanor, poor judgment, abusive behavior, breach of confidentiality, racism/bigotry, and forcing personal values.

Faculty evaluates interns' professional disposition every semester. **If an intern exhibits a PPC, they will meet with faculty members to determine the appropriate remediation. This may include removal from the site or program if warranted.**

Changing & Leaving Sites: Interns who agree, verbally or in writing, to stay at their site for multiple semesters are expected to uphold that commitment to the site. When no commitment has been made, interns who leave a site are expected to provide ample notice to the site (at least one month) to appropriately transfer client and student caseloads. Non-adherence to these professionalism practices may be considered a Problem of Professional Competency.

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Retention, Remediation, and Dismissal

Departmental policies on retention, remediation, and dismissal are outlined in the Counselor Education Department handbook, under “Policies for Student Retention, Remediation, and Dismissal.” Additional policies pertaining to fieldwork are outlined below:

Incompletes: Interns who have not fully completed their hours (yet have completed all other assignments, including the portfolio) may request an INC in writing from the course instructor. Interns must sign an INC contract with their course instructor and complete the hours toward the INC before fulfilling any hours for the following field course. **Students may NOT have more than one INC in a fieldwork course.** Interns who have an INC must maintain weekly contact with their INC professor by submitting weekly logs, journals, and supervision. Interns understand that INCs could delay graduation dates. When an intern has an INC in a fieldwork class, all hours go to fulfill the INC of the prior fieldwork course BEFORE fulfilling the hours of the new fieldwork course.

Grades: All interns must earn a B or better in fieldwork courses to avoid repeating the class. Interns understand that late submission of logs and journals, including not submitting weekly logs and journals will result in course deductions (including students submitting INC work).

Other Information

SJU Counseling Student Field Placement Data Repository

Every semester that you enroll in internship and/or practicum, you are required to enter your site information, including your site supervisor’s contact information into the Field Placement Data Repository. Even if you remain at the same site, you must complete the data survey with updated information each semester.

This data survey allows us to comply with federal mandates regarding employment law practices. Please be sure that you complete the data survey each semester for all three field placements. The tracking survey link should be listed on your syllabus each semester, and can also be found at the following link:

<https://forms.office.com/r/iJRnVitXLM>

Information on Licensure and Certification

Information on becoming a Licensed Mental Health Counselor (LMHC) and/or a Certified School Counselor in New York state is provided in the Counselor Education Department Student Handbook, under “Degree Requirements.” The handbook is available on the Counselor Education Department Canvas page and updated every academic year. The most recent information on licensure and certification can be found at the New York state links below:

- Licensing for Mental Health Counselors: <https://www.op.nysed.gov/mental-health-counselors>
- Certified School Counselors: <https://www.highered.nysed.gov/tcert/certificate/school-counselor.html>

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Description of Fieldwork Forms

Interns complete a variety of paperwork throughout the fieldwork process. A sample of the forms described below can be found in Appendix A.

Pre-Fieldwork Placement Paperwork

1. **Malpractice Insurance:** Interns must have updated malpractice insurance (from AMHCA or ASCA student membership) for the duration that they will be enrolled in fieldwork. Interns whose insurance expires before the end of the semester should renew their insurance to be prorated, such that they have coverage throughout the semester.
2. **Fieldwork Application:** Beginning in fall of 2025, this is a digital form via Formstack. The same form is used for both CMHC and SCH interns. The link to this form can be found here https://sjuit.formstack.com/forms/counseling_student_field_work_application. You will need to sign on with your SJU email address via the New UIS to complete the form. This form is completed as follows:
 - a) **Intern Information:** The intern accesses the form via their St. John's University email/sign on and completes their portion, including the student and advisor information, course information, site information, supervisor information and contact, and agreement. Upon completing the form, the form is routed to the supervisor for completion, and the intern receives a PDF copy. The intern may wish to prompt the supervisor that this form should be in their email.
 - b) **Site supervisor information:** The site supervisor verifies their contact information, certification/licensure, supervision experience, and completes the agreement. Upon completing the form, the form is routed to the advisor for approval, and the supervisor receives a PDF copy.
 - c) **Advisor Verification:** The advisor receives the form, verifies that the interns' insurance in Canvas will be valid for the duration of the fieldwork semester, and approves the form. The advisor receives a PDF of all three versions (student, supervisor, and advisor) and sends a copy of the completed PDF to the intern and the department secretary for filing.
 - d) The student is responsible for uploading the final completed version to Canvas and providing a copy to their fieldwork faculty instructor.
 - e) A sample of a completed form is available in Appendix A

Important Notes – This same form is done EVERY semester, even if they intern is staying at the same site. If the intern changes or adds an additional site, updated paperwork must be completed, and the form must be done again. If the supervisor at the site changes, a new form must be completed and the form must be done again. All copies of internship paperwork (*including prior versions of paperwork due to site changes) must be included in the Internship Portfolio (see practicum and internship syllabi for information on the Internship Portfolio).

Onsite Fieldwork Placement Paperwork

Students complete weekly logs and journals while onsite at their internship sites.

1. **Journals.** Journals are written weekly in MS Word and uploaded to Canvas with the corresponding log. Journals must be completed and submitted weekly (not daily, bi-

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weekly, monthly, or other intervals). **Any client/student information must be anonymous.** Journals describe your experiences on-site during the week, including not only your weekly interactions with clients and students, but your thoughts, feelings, goals, and emotional/cognitive reaction to the activities happening on-site. Most faculty require you to reflect both on your site activities, as well as the weekly readings for class.

2. **Logs.** Logs must be submitted weekly and signed off on by the site supervisor. **Any client/student information must be anonymous.** Currently, templates in both Excel and MS Word are available for downloading in Canvas, with plans to digitize these logs in the future. Please note:
 - a. Logs will briefly identify all activities to include direct/indirect hours, individual/group supervision, etc. **Your log is succinct;** it is not a repeat of your journal.
 - b. Logs must be completed and handed in every week with supervisor's signature. Late logs will result in point deductions, risk possible PPC violations, and grades below a B in the course, causing the student to repeat the course
 - c. **Time is recorded only in quarter (1/4) hour increments** and is recorded in decimal format as follows: 15 minutes = .25, 30 minutes = .50, 45 minutes = .75, 1 hour = 1.0, etc. You may need to round up or down to nearest quarter hour.
 - i. For example, if you worked at your internship from 9:00 AM to 11:30 AM, you would record 2.5 hours. If you worked from 12:03 PM to 7:47 PM, round up or down to the nearest quarter hour (e.g. 12:00 PM to 7:45 PM, record 7.75 hours)
 - d. You must **total/tally your logs** in each column (direct, indirect, supervision, and total), **both for the semester & week.**
 - e. Logs must be **typed**
 - f. You must provide a summary of all your weekly logs to your course instructor at the midpoint and end of the semester.
 - g. Please note (and inform your supervisor if necessary): Students are required to take a break (minimum 30 minutes) if they are working at their practicum site for a full day (more than 6 hours), but the break does not count toward hours.
 - h. A sample of the logs is available in Appendix A

Note: *It is very unlikely that you will do the same thing each day during your internship. Your logs must VARY and should include information (e.g. client/student initials, group title, topic researched, etc.) on the activities you do. Logs with the same content each day/week are flagged for plagiarism and inaccurate recording, which may result in a PPC or program dismissal.*

3. **Site Supervisor Evaluations:** Site supervisors complete two evaluations for each intern during the semester, including a mid-semester and end of semester evaluation. Currently, the site supervisor evaluation is different for CMHC and SCH interns and is posted in Canvas. In the future, the evaluation will be digital, the same for SCH and CMHC students, the same for Practicum, Internship 1, and Internship 2. A sample supervisor evaluation is not currently in Appendix A but will be added in the future.

- 4. Intern Self Evaluation:** Interns complete two evaluations during the semester, including a mid-semester and end of semester evaluation. Currently, the evaluation is different for SCH and CMHC students. The evaluation is the same for Practicum, Internship 1, and Internship 2. Currently intern self-evaluations are posted to the Canvas page with plans to digitize the forms in the future with one form for both programs. A sample self-evaluation for CMHC and SCH interns is available in Appendix A.

- 5. Intern Evaluation of Site:** At the conclusion of the semester, interns complete an evaluation of the internship site. Currently, the evaluation is different for SCH and CMHC students. The evaluation is the same for Practicum, Internship 1, and Internship 2. Currently intern self-evaluations are posted to the Canvas page with plans to digitize the forms in the future with one form for both programs. A sample self evaluation for both CMHC and SCH is available in Appendix A.



Counseling Student Fieldwork Handbook Agreement

I attest to the fact that **I have read the entire St. John's University, Department of Counselor Education, Counseling Student Fieldwork Handbook**, and that I understand all of the contents contained therein. While Counseling faculty have provided detailed information and examples when possible, I understand that it is not possible to conceptualize or document every possible situation requiring University/Faculty intervention that may arise during fieldwork. As such, the University and faculty may intervene as new situations arise that are not currently documented. I understand that the handbook will be updated to include new information and that I will be responsible for any updates that are released.

I also understand that this Counseling Student Fieldwork Handbook is only one document that I am required to adhere to as a St. John's University Counseling student. Specifically, I must also adhere to the policies outlined in the Counselor Education Department Student Handbook, the SJU Graduate Bulletin, and relevant university policies, such as the Code of Conduct and Academic Integrity.

My signature below indicates my agreement to comply with the policies designated in this handbook, and those required by the department and university.

I understand that I am responsible for giving a signed copy of this Agreement to my practicum or internship instructor on the first evening of class, including Practicum, Internship 1, & Internship 2.

Student Name (Print): _____

Student Name (Signature): _____

Date: _____

[Appendix A](#)

Samples of the following forms are included in Appendix A:

1. Fieldwork Application
2. Log in MS Word
3. Log in Excel
4. Intern Evaluation of Site (coming soon – combined evaluation of site for SCH/CMHC)*
 - a. CMHC Evaluation of Site
 - b. SCH Evaluation of Site
5. Intern Self Evaluation (mid and final) – (coming soon – combined self-evaluation for CMHC/SCH)*
 - a. CMHC Evaluation of Site
 - b. SCH Evaluation of Site
6. Site Supervisor Evaluation (mid and final) – coming soon combined supervisor evaluation for CMHC/SCH*

*As these forms are developed, this handbook will be updated, and students will be notified via the Counselor Education Canvas Announcements page.

Form Name:	Counseling Student Field Work Application - Advisor Acknowledgement
Submission Time:	August 18, 2025 2:47 pm
Browser:	Chrome 139.0.0.0 / Windows
IP Address:	149.68.240.131
Unique ID:	1372311213
Location:	

Student and Course Information

First and Last Name	redacted
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St. John's University Email	redacted
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Student Mobile Phone	(redacted)
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Program	Clinical Mental Health Counseling
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Degree	Master's
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Course	Practicum
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SJU Advisor's Name	Heather C. Robertson
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SJU Advisor's St. John's Email	
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Year	2025
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Name of Internship Site	Test Site
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Name of Internship Supervisor	redacted
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Work Email Address for Internship Supervisor	redacted
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Student Internship Agreement & Signature

Hours: I will complete a minimum B
of 100 hours during practicum
(including 40 direct hours), 300
hours during internship 1
(including 120 direct hours), and
300 hours during internship 2
(including 120 direct hours),
totaling 700 hours for all three
experiences.

Group Counseling. I understand that I am required to complete group counseling experience during field work. If my site does not offer group counseling, I must notify my course instructor and follow the policies in the Student Field Work Handbook.	BD
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Journals and Logs: I will complete weekly logs and journals (not daily or monthly) that are signed and reviewed by my supervisor weekly. I will maintain client/student confidentiality in journals and logs by not using any client identifying information.

Weekly Supervision: I will complete an average of one hour per week of supervision, face-to-face with my supervisor. The supervisor must be fully licensed or certified.

Intern Evaluations: I will have two evaluations completed by my supervisor each semester, including a mid and final evaluation. I will also complete a mid and final self and site evaluation.

Internship Site Evaluation. I will complete an evaluation of the internship site at the end of the semester.

Direct Counseling: I will provide direct counseling to students or clients. This includes at least 40 direct hours during practicum, 120 during internship 1, and 120 during internship 2. Direct counseling includes individual counseling, group counseling, intake, assessment, classroom guidance, crisis management, and other services in which the client/student is present and the SJU student is utilizing counseling skills for therapeutic gains.

Recording and/or Live Supervision: School counseling students may be required to record sessions with students with appropriate parental permission during some sessions. CMHC students must have access to live supervision during sessions.

Malpractice Insurance: I will keep my malpractice insurance current and valid for the duration of my field work semester.

Ethics: I will adhere to the ethical codes of the American Counseling Association for all students, the American School Counseling Association (ASCA) for school counseling students, and the American Mental Health Counseling Association (AMHCA) for mental health counseling students.

Professional Conduct: I will always conduct myself professionally on site. This involves arriving on time for scheduled shifts and communicating regularly with my site supervisor regarding progress with clients/students, other concerns, and/or if I will be absent/late. I will maintain appropriate boundaries with colleagues, supervisors, and students/clients, while being open and receptive to feedback.

Confidentiality: I will adhere to all regional, state, and federal laws regarding confidentiality privacy and confidentiality of medical or academic records and client/student contact (HIPAA/FERPA/42 CFR). Sites may require additional training for compliance.

Agency/School/Site Regulations and Guidelines: I will follow all guidelines and regulations of the school, site, or agency for which I am interning. This includes attending any required orientation and training, and following all protocols for ethical, safe, and effective counseling.

Emergency Procedures: I will familiar myself with any emergency procedures or protocols at my site and seek guidance with such procedures when needed.

Digital Technology and Security: BD
a. I will follow protocols and procedures for the safety and security of digital data (documentation, email, video, tapes). b. I will not use my personal phone number or email for any digital or counseling services provided to clients or students. c. I will only submit journals, logs, and assignments, through SJU Multifactor Authentication systems (e.g. Canvas, OneDrive, Teams). d. If applicable, I will conduct telehealth services only via secure and encrypted devices. e. School counseling only: I will securely dispose of any digital recordings at the end of the semester made with students.

Field Work Course: I will attend the weekly class at St. John's University that accompanies practicum/internship, and I will complete all assignments-including a comprehensive portfolio. I will only submit assignments through SJU Multifactor Authentication systems (e.g. Canvas, OneDrive, Teams) as directed by my instructor. Weekly course time may be included as group supervision or indirect hours, as directed by the instructor.

Course Completion: I understand that I must earn a grade of a B or better in all field placement courses to avoid repeating the class. I understand that if I will not complete my designated hours in time, I can request an INC from the instructor in advance, in writing. I understand that I can only request an INC if I have completed 75% of the work required.

Supervisory relationships. I understand that my supervisor is my first level of contact at the internship site. I serve as a direct report to my supervisor, communicate with them regularly, and will maintain a professional relationship with them.

Please type your full name below as your signature indicating that you have read and agreed to the above conditions. When all parties have signed, you will receive a completed copy to be uploaded to Canvas.

Counseling Student Field Work Application

Student Name redacted

Internship Site Supervisor Name	redacted
Internship Site Supervisor Email	dredacted
Internship Site Supervisor Phone Number	([REDACTED])
Full/Legal Name of Internship Site/School/Agency	Test Site
Full Address of Internship Site/School/Agency	[REDACTED]
Supervisor's Credential	Licensed Mental Health Counselor with Diagnostic Privilege (LMHC-D)
State for License/Certification	GU
License/Certification Number	Test
License/Certification Expiration	08/18/2025
Please select the setting that best describes the internship setting:	CMHC - Nonprofit/MHC Residential
Training Supervision	OASAS Master CASAC (Clinical Supervisor Foundations I & II)
Number of Years of Supervisory Experience	8

Supervisor Agreement & Signature

Hours: I understand that the SJU student must complete a total of 100 hours during practicum, 300 hours during internship 1, and 300 hours during internship 2 and that hours are comprised of direct individual and group counseling, supervision, and indirect hours.

Journals and Logs: I agree to sign weekly logs as provided by the SJU student.

Weekly Supervision: I agree to provide an average of one hour per week of supervision, face-to-face with the SJU student.

B

Evaluations: I agree to complete two evaluations during semester regarding the SJU student intern's performance, including a mid and final evaluation.

B

Direct Counseling: I (or the site) will provide the SJU student with access to clients/students for direct counseling. This includes at least 40 direct hours during practicum, 120 during internship 1, and 120 during internship 2. Direct counseling includes individual counseling, group counseling, intake, assessment, classroom guidance, crisis management, and services in which the client/student is present and the SJU student is utilizing counseling skills. While SJU students may be involved in outreach activities, I understand that the SJU student will not be responsible for recruiting their own clients and/or students.

B

Supervision during session: School counseling students may be required to record sessions with students with appropriate parental permission during some sessions. CMHC students must have access to live supervision during sessions.

B

Agency/School/Site Regulations and Guidelines: I (or the site) will provide the SJU student with training on school, site, or agency guidelines and regulations for which the SJU student is responsible.

B

Emergency Procedures: I (or the site) will provide training the SJU student on any emergency procedures or protocols at the site for which the SJU student is responsible.

Digital Technology and Security:
a. I (or the site) will provide training on securely storing and accessing any digital data in compliance with the site's policies). b. I understand that the SJU student may not use a personal phone number or email for counseling services provided to clients or students/parents. c. If the student is required to conduct telehealth services, they will only conduct services only via secure and encrypted devices.

Instructor Communication: I understand that the course instructor will attempt to make regular communication with me as a supervisor via phone, email, video call, or visit. I agree to communicate any concerns regarding the SJU student to the course instructor, program coordinator, or department chair (contact information provided in supervisor handbook).

Supervisor Handbook: I have received and reviewed the SJU Supervisor Handbook, and corresponding PowerPoint Training, and I understand the policies included in the handbook.

Signature: Please type your full name below as your signature indicating that you have read and agreed to the above conditions. When all parties have signed, you will receive a completed copy.

Counseling Student Field Work Application - Advisor Acknowledgement

Student Name redacted

Advisor First and Last Name redacted

Advisor St. John's University Email redacted

By typing my full name below, I verify that I have reviewed the student's insurance in Canvas and can attest that it will be valid during the semester of field work. redacted

Graduate Student Log of Field Experiences

Total Direct Service Hrs _____ Total Indirect Service Hrs _____ Total Supervision Hrs _____

[illegible]

Date _____

St. John's University
 School of Education
 Department of Counselor Education
 Fieldwork Log

Name: _____

Field Site: _____

Log Dates From: _____ To: _____

Course Name/Number: _____

Semester: Spring

Total Hours of Direct Service: _____

Total Hours of Indirect Service: _____

Total Supervision Hours: _____

Total Combined Hours for Week: _____

Directions: Complete log recording daily information on each row. At the end of the week (7 days) have supervisor review and sign. Supervisors can provide a digital or handwritten signature. Logs must be scanned/saved/uploaded to Canvas each week. Logs must be submitted each week with a supervisor's signature. Each column must be tallied.

Date and Time	Description of Activities	Direct Indv. Hrs	Direct Grp Hrs	Indirect Hrs	Supervisi on 1:1	Supervisi on Group
Sample: 2/13/24	9-10 AM Intake (TM), 10-11 write intake summary, 11 AM - 1230 PM Co-facilitate Boundaries Group; 1230-1 PM lunch, 1-2 Training on Treatment Planning, 2 - 3:30 observe .Substance abuse group; 3:30 - 4:30 write group notes, 4:30-5 Debrief with Supervisor. . Internship class 710--810	1	3	3	0.5	1
2/14/2024						
2/15/2024						
Weekly Totals		1	3	3		1

Signature of Supervisor: _____

Date: _____

St. John's University
School of Education
Department of Human Services and Counseling
Mental Health Counseling Program

Student Evaluation of Field Experience

Student _____ Course _____ Semester _____

Field Site _____ Field Supervisor _____

Faculty Supervisor _____

I. Evaluation of the Site

How often was on-site supervision held and how beneficial was this supervision?

What were the best things about your on-site experience?

What would have made your on-site experience more beneficial to you?

II. Evaluation of the Seminar

What were the best things about your seminar experience?

How could your seminar be changed to provide a better experience?

III. Evaluation of the Overall Field Experience

Overall, what were the best things about your field experience?

Overall, what would have made your field experience more beneficial to you?

What suggestions would you make to the Program Coordinator to make the field experiences more beneficial to you and other students?

**Student Evaluation of Field Experience
St. John's University**

Student _____ Course _____ Semester _____

Field Site _____ Field Supervisor _____

Faculty Supervisor _____ Clinical Associate _____

I. Evaluation of the Site

How often was on-site supervision held and how beneficial was this supervision?

What were the best things about your on-site experience?

What would have made your on-site experience more beneficial to you?

II. Evaluation of Clinical Associate (CA) supervision

Did your CA meet with you as scheduled?

How beneficial was the supervision given by your CA?

What were the best things about your CA experience?

What would have made your CA experience more productive?

Would you recommend your CA for future students? Why or why not?

III. Evaluation of the Seminar

What were the best things about your seminar experience?

How could your seminar be changed to provide a better experience?

IV. Evaluation of the Overall Field Experience

Overall, what were the best things about your field experience?

Overall, what would have made your field experience more beneficial to you?

What suggestions would you make to the Program Coordinator to make the field experiences more beneficial to you and other students?

St. John's University
School of Education
Department of Human Services and Counseling
Mental Health Counseling Program

Student Self-Evaluation Following Field Experiences

Name _____ Course _____ Date _____

Realizing that development of clinical skills is an ongoing process, please evaluate your current level of functioning in the following areas. This self-evaluation will be reviewed in conjunction with evaluations by site and faculty supervisors. ***Please be thoughtful and honest in your self-evaluation.***

Please indicate your performance in each of the following areas with a check in the appropriate column.

1	2	3	4	5
Unsatisfactory Poor	Below Average Needs Improvement	Average Satisfactory	Above Average	Outstanding Excellent

	1	2	3	4	5	N/A
1. Level of comfort on unit and with clients						
2. Organization and planning of work						
3. Ability to take initiative and attention to work assignments						
4. Motivation and follow through for work assigned						
5. Ability to work with professional staff						
6. Ability to take supervisory feedback						
7. Attitude toward clients served by the agency						
8. Level of professionalism demonstrated by intern						
9. Dependability, attendance, punctuality						
10. Evidence of professional/ethical standards of conduct						
11. Ability to write/speak concisely and professionally						
12. Ability to write appropriate case notes and records						
13. Ability to be objective without emotional involvement						
14. Ability to accept increasing responsibility						
15. Adaptability to new settings and situations						

16. Level of self confidence						
17. Ability to establish, maintain and terminate satisfactory therapeutic relationship with clients						
18. Use of counseling skills – empathy, active listening, reflection of feelings, paraphrasing, confrontation, etc.						
19. Use of principles and practices of diagnosis to conceptualize client’s problems and develop appropriate treatment plans						
20. Evidences knowledge of “best practices” and research relevant to the client population						
21. Demonstrates the ability to modify counseling theories and techniques and interventions to make them culturally appropriate						
22. Demonstrates a knowledge of screening and assessment techniques appropriate for the clients served						
23. Demonstrates the ability to conduct an intake interview, a mental status evaluation, a mental health history and psycho-social history						
24. Demonstrates a knowledge of current diagnostic tools including the current edition of the <i>Diagnostic and Statistical Manual of Mental Disorders</i>						
25. Is able to conceptualize an accurate diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals						
26. Demonstrates a basic understanding of drug classifications, indications and contraindications of commonly prescribed psychopharmacological medications so that appropriate referrals can be made for medication evaluations and so that side effects of such medications can be identified.						
27. Demonstrates the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or make referrals when appropriate						

My self-perceived strengths and weakness:

Comments and additional information:

Student Self-Evaluation Following Field Experience

Course: _____

Date: _____

Realizing that development of clinical skills is an ongoing process, please evaluate your current level of functioning in the following area. This self-evaluation will be reviewed in conjunction with evaluations by Clinical Associates, site and faculty supervisors. Please be thoughtful and honest in your self-evaluation.

	Poor				Good
1. Level of comfort at your site.	1	2	3	4	5
2. Ability to form and maintain a good counseling relationship.	1	2	3	4	5
3. Organization and planning of guidance responsibilities.	1	2	3	4	5
4. Ability to motivate students.	1	2	3	4	5
5. Use of attending skills.	1	2	3	4	5
6. Use of reflection of feeling.	1	2	3	4	5
7. Use of paraphrasing.	1	2	3	4	5
8. Ability to refocus clients.	1	2	3	4	5
9. Skill in developing problem-solving strategies.	1	2	3	4	5
10. Ability to facilitate client change.	1	2	3	4	5
11. Ability to work effectively at your site.	1	2	3	4	5
12. Ability to take initiative.	1	2	3	4	5
13. Ability to complete work assignments.	1	2	3	4	5
14. Knowledge of policies and procedures at the field site.	1	2	3	4	5
15. Relationship with your on-site supervisor.	1	2	3	4	5
16. Ability to work with the professional school staff.	1	2	3	4	5
17. Evidence of professional and ethical standards of conduct.	1	2	3	4	5
18. Knowledge of intervention strategies.	1	2	3	4	5
19. Ability to work with a multicultural case load.	1	2	3	4	5
20. Overall personal growth during the current semester.	1	2	3	4	5

My self-perceived strengths:

My self-perceived weaknesses:

Comments and additional information: