

LA SALLE UNIVERSITY
MA PROGRAM IN CLINICAL-COUNSELING PSYCHOLOGY
STUDENT HANDBOOK
2009-2010

Dear Graduate Psychology Student:

I am pleased to welcome you to the graduate program in Clinical-Counseling Psychology and to provide you with this edition of the Student Handbook.

The main purpose of the Handbook is to help you get the most out of your experience at La Salle. Please look through it carefully as you begin your course of study and consult it in the future as needed.

If you have any questions about its contents or suggestions for future editions, please pass them on to me.

I want to wish you every success in your development as a professional counselor, marriage and family therapist or human resource administrator.

Sincerely,

John J. Rooney, Ph.D.
Director

Dear Graduate Marriage and Family Therapy Student:

It is with great pleasure that I welcome you to La Salle's COAMFTE Accredited Marriage and Family Therapy Master's Program.

The Student Handbook will assist you in planning your course of studies, as well as enhance your academic and professional experience as you progress through the program. I recommend that you read it in its entirety and consult it as questions arise. Also, feel free to contact me at any time if you have questions or concerns.

My very best to you as you begin your professional journey as a marriage and family therapist.

Sincerely,

Donna A. Tonrey, Psy.D., LMFT
Director, MFT Program

Students are responsible for all regulations contained in this Handbook and in the 2009-2010 Graduate Catalog. They are also responsible for any amendments to these regulations.

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ADMINISTRATION OF THE PROGRAM

I. The Director

The M.A. Program in Clinical-Counseling Psychology (hereinafter the Program) is administered by a Director and a Director of the Marriage and Family Therapy program, they are responsible to the Chair of the Psychology Department and the Dean of the School of Arts and Sciences. The Directors coordinate all graduate instruction with the Chair of the Psychology Department and the Director of the Psy.D. Program.

II. Graduate Council

All graduate programs at La Salle are overseen by Graduate Council. That body is responsible for formulating policies that guide graduate programs, for reviewing and advising on matters of curriculum, and for evaluating program operations. Members of Graduate Council include: the University Deans, four Directors of graduate programs, members of the faculty chosen by the Faculty Senate, and two graduate students. The Provost serves as Chair of Graduate Council.

III. Advisory Board

The Advisory Board consists of distinguished professional people from the community at large. The Board makes recommendations to the directors on matters of relevance to the Program, including matters of program development, professional standards, and community relations.

IV. Committees

The Program Director is advised by five standing committees. Appointments to all of these committees are for three years.

1. M.A. Steering Committee
2. Student Progress Evaluation Committee
3. Comprehensive Examinations Committee
4. Clinical Training Committee
5. Admissions Review Committee

A. Master's Program Steering Committee

This committee has the responsibility for making recommendations to the Director of the Program and the Director of the Marriage and Family Therapy program on all matters of administration. Its membership includes: the Program Director, MFT Director, the Clinical Director, the Coordinators of the four Program majors, two additional full-time faculty members, one additional adjunct faculty member, and one student representative.

B. The Student Progress Evaluation Committee (SPEC)

The Student Progress Evaluation Committee is responsible for certifying that each student meets program requirements and, when indicated, for making specific recommendations to further the student's progress in the program.

Committee responsibilities include: 1) periodically reviewing the quality of student performance in academic and clinical courses, 2) recommending corrective measures for students whose progress reflects deficiencies, and 3) certifying students for separation from the program for cause.

Three faculty members serve on this Committee. They are appointed by the Program Director with the advice of the M.A. Steering Committee. A chairperson is designated annually from among the members.

C. Comprehensive Examination Committee

This committee develops the materials, processes and procedures for the comprehensive examinations. It is also responsible for establishing and implementing policies that govern the examinations. In its practice, the committee: 1) obtains questions from the faculty and evaluates them for inclusion in the pool of written comprehensive questions; 2) selects questions for the examinations; 3) selects faculty to read examinations and to give the oral examinations; 4) supervises the examination schedule; and 5) supervises the process of reading and grading the examinations.

Three faculty members serve on this committee. Members are appointed by the Program Director with the advice of the M.A. Steering Committee.

D. Clinical Training Committee

This committee advises the Director and the Marriage and Family Therapy Director and the Clinical Director on all matters pertaining to the clinical aspects of the program. It is the clinical training committee's task to examine all factors affecting the student's clinical progression, including 1) the achievement of the established competency standards, 2) the adequacy of in-course skills preparation, and 3) the adequacy of the field placement experiences. Since the committee includes the case seminar instructors in its membership, it provides a special vantage point for reviewing and monitoring student progress in field placement.

Ordinarily the committee is composed of six to eight members: Its membership includes the Program Director, the Marriage and Family Therapy Director, the Clinical Director, the field placement Coordinators and the faculty members who are case seminar instructors.

E. Admissions Review Committee

Three faculty members are assigned by the Director to review the credentials of applicants. They are responsible for 1) assuring that successful applicants meet the Program's admissions standards 2) prescribing measures for accepting conditional or provisional applicants and 3) recommending applicants for financial awards. The granting of transfer credit, however, is administered only by the Program Director and the MFT Director. After a student is admitted, no transfer credit will be given for courses taken prior to enrolling at La Salle.

V. Other Administrators

A. Clinical Director

The Clinical Director of the M.A. program is responsible for all programmatic matters concerning the clinical preparation and progress of students in the program. His/her duties include but are not limited to:

- 1) Working with the Program Directors to establish and maintain norms for clinical preparation and progression;

- 2) Working with the Field Placement Coordinators to approve and review field-placement sites;
- 3) Working with case seminar instructors to ensure that students in placement are making appropriate progress and receiving supervision and training in keeping with our expectations and standards. Being available to troubleshoot agencies when there are problems;
- 4) Working with the Clinical Committee to review progress, identify problems and initiate new programs;
- 5) Writing and distributing manuals, handbooks and other guides to assist students in moving through their clinical progression.

The Clinical Director is directly responsible to the Directors of the Programs.

B. Field Placement Coordinators

The Director of Field Placement and the Field Placement Coordinator for Marriage and Family Therapy Program are responsible for coordinating all practicum and internship activities. Their duties include but are not limited to:

- 1) assisting students in securing suitable practicum and internship sites; s/he will have final authority for approving a student's placement;
- 2) maintaining direct contact with all active outside agencies to assess the adequacy and progress of all placements; s/he will be responsible for ensuring that appropriate agency contacts (visits, etc.) are made by a member of the local clinical staff during the student's tenure;
- 3) establishing and maintaining a systems of records (database) to track each student's progress
- 4) working with the Faculty Advisors and Clinical Director to ensure that an appropriate and high level training experience in keeping with Program objectives is provided for each student.

C. Faculty Advisors

The Program maintains a system of Faculty Advisors to ensure that each student receives timely information and support at all points in the program. Upon acceptance into the MA Program, each student is assigned a faculty advisor that matches the student's declared major (Professional Counseling (PC), Marriage and Family Therapy (MFT), Addictions (AD), and Industrial/Organizational (I/O)). The Faculty Advisors act as liaisons to the Program Director, Clinical Director, and Director of Field Placement concerning the curriculum and student needs.

While students are on Field Placement, in addition to having a Faculty Advisor, the student is also advised by the Professional Seminar instructor, since this person meets with the student on a weekly basis.

It should be noted that other faculty of the Program, though not formally designated as advisors, are also prepared to offer assistance.

A Word: In addition to the advisory structure outlined above, the program also makes available several other "sources." of information. This Handbook is a starting point and should answer some of the more general questions about the program. Reading these materials early in the program gives the student a pretty good idea of what is to come. Also, each semester other information, in the form of notes from the Director and Administrative Assistant is included

with your pre-registration materials, and messages are sent to your La Salle email account. And finally, everything that is published by the Program is also posted on Blackboard.

ACADEMIC REGULATIONS AND PROCEDURES

VI. Curriculum of the Program

Students in the Clinical-Counseling Psychology Program may choose one of three programs: Professional Counseling, Marriage and Family Therapy (MFT), and Industrial/Organizational Psychology: Management & Human Resources (I/O-MHR).

- Within the **Professional Counseling Program**, students major in Professional Counseling (PC), Addictions Counseling (AD), or Industrial/Organizational Psychology – Consulting and Counseling (I/O-C&C). Students may also choose to have a secondary major in Addictions Counseling. This Program prepares students to become licensed professional counselors (LPCs).
- Within the **Marriage and Family Therapy Program**, students major in Marriage & Family Therapy (MFT). Students also can choose to have a secondary major in Addictions Counseling. This Program prepares students to become licensed marriage and family therapists (LMFTs).
- The **Industrial/Organizational Psychology: Management & Human Resources Program** is the name of the Program and students' major. Students in this program/major are not prepared for licensure.

The MA degree requires 48 semester credit hours and normally takes three years (nine terms) to complete at the pace of two courses (six semester hours) per term. It may be completed in about two years by taking three courses (nine semester hours) per term in the fall and spring and two courses (six semester hours) in the summers. (Students who are attending full-time may take up to four courses per term in the Fall & Spring, and three courses per term in the Summer.

A 60 hour post-master's certificate program (M.A. plus 12 hours) is available to assist students preparing to meet requirements for licensure as a Professional Counselor or Marriage and Family Therapist. See the Graduate Catalog for more information.

VII. Graduate Psychology Sequence Of Courses

Since the program is designed in a tier-like fashion to accommodate clinical progression, it is important that each student plan his/her program carefully at the outset. This will ensure that courses will be available when needed and all requirements will be met in an orderly and timely fashion. The student should develop a progression plan at the outset of her/his program. A form for this purpose is provided in the appendix and on Blackboard in the Advisement folder (called "Graduation Worksheets").

VIII. Courses

The courses required in each of the five Program majors are listed on Blackboard. Also listed in the appendix are the prerequisite requirements for each course. For a more detailed description of the listed courses, see the Graduate Catalog.

IX. Academic Honesty & Integrity

The University Integrity Policy- It is only through a strong commitment to La Salle's learning community that the student can live the moral and ethical principles that are supported and maintained by its mission. Faculty have a special responsibility to model appropriate academic integrity and to ensure that these policies are communicated, understood, and maintained at all times." Your dissemination and explanation of the Integrity Policy will ensure that the students entrusted to our care will be able to participate fully in the experience of being a student of La Salle University. Refer to the [Student Guide to Resources, Rights, and Responsibilities](#) posted on the La Salle University Office of Student Life website.

Program Integrity policy

Students in the program are expected to behave in an ethically responsible and professional manner. Honesty is expected and required in all examinations and reports submitted as part of course requirements. Failure to live up to these standards will result in sanctions, including the possibility of dismissal from the program.

Integrity and a sense of commitment are the hallmarks of professionalism. It is expected that all students will be active participants in the educational and training processes of the program. Active and regular class attendance accompanied by an openness to each lecture, each classroom discussion, and each training experience is expected at this level, it is an essential part of becoming a professional.

See Appendix for additional information about plagiarism. It is important for all students to know the various kinds of plagiarism, otherwise students may plagiarize without realizing they are doing so.

X. Clinical Preparation

A. A Short Preamble...

While the development of clinical skills is an expressed objective of the program, this can in no way be separated from the student's continued acquisition of knowledge and life experience. The truly effective practitioner is one who knows...knows that s/he knows...and is able to apply what s/he knows in a practical and sensitive manner. S/he is one who is ever seeking and open to new ideas and opportunities – one who can learn as much from peers, clients and life experience as from books and experts.

An important part of clinical preparation is a thorough grounding in the ethical principles of the helping professions. These principles are set forth in publications of the American Psychological Association, The American Association for Marriage and Family Therapy, The American Counseling Association, and other professional organizations. Links to Ethics Codes can be found on Blackboard. And while Faculty are responsible for helping the students understand and interpret these principles, it is ultimately the student's responsibility to know and practice them in a sensitive, caring, and responsible manner.

B. Clinical Skills Progression

There are three steps in the clinical skills progression:

- 1) *Basic counseling and therapy skills* are emphasized in the Counseling Laboratory course (PSY/PCMF 502). Particular attention is paid to those skills that effectively connect the therapist with the client and those which communicate respect and understanding. The student's manner of attending, listening and responding in simulated counseling situations is recorded and evaluated. *Basic assessment skills* are highlighted in the first Assessment course (PSY 509) where the student learns to select, administer, score, interpret and communicate the results of group tests. Basic understanding of a systems perspective for working with individuals, couples and families is highlighted in PCMF 505 and is a prerequisite for all other MFT courses.
- 2) *Techniques specific to various therapeutic approaches and multicultural counseling* are discussed, demonstrated and practiced in the advanced skills courses, including the Advanced Counseling Laboratory (PSY/PCMF 602), Working with Families (PCMF 614), Marital Therapy (PCMF 624), Change Processes (PSY/PCMF 600), Cognitive Behavior Therapy (PSY 610), and Insight-Oriented Approaches (PSY/PCMF 611). In some instances at this level, the student may receive supervision in a simulated counseling situation, work in a behind-the-mirror simulated situation with a supervisor, or serve as a co-therapist with the instructor during in-class demonstrations.
- 3) *The final step in the clinical progression is field placement (practicum and/or internship)*. Once students in the PC, AD, and the I/O-C&C major have completed 18 credits (excluding "I"s) and passed the written comprehensive exam, and those in the MFT and I/O-MHR majors have completed 24 credits (excluding "I"s) and completed the written comprehensive exam, they are eligible to begin field placement. At this point, the student should be sufficiently prepared to be of service to a clinical or organizational facility. S/he will be entering a situation that is a test of how well s/he has understood and integrated the theory and practice of his/her preparation. It is an opportunity to gain supervised experience that will lend more substance and meaning to the preparatory training the student has received. No one expects the student to be independent practitioners at this time. Refer to the section about Field Placement in this handbook.

C. Competency and Professional Development

To monitor and guide the student's acquisition of clinical competencies and his/her professional development, a procedure to measure the progress of each student has been created. The Student Assessment form developed for this should provide timely feedback to each student as he/she progresses through the program. They are not meant to replace academic measures but to supplement them in order to gain a more complete and individualized measure of each student's overall progress.

The assessment form will be administered across the program. Page one of the scales is a measure of basic competencies (the building blocks) essential to interpersonal effectiveness and professional bearing. It will be administered to students in every course. Page two is a measure of those competencies more

directly related to the development of clinical skills and professional attitudes. It will be administered only in the lab courses, clinical skills courses and case-professional seminars. A copy of the scale is reprinted in appendix ...

D. Meaning of Grades in Skills Courses

In order to track student progress and inform students, advisors and administrators when a student needs more skill development, faculty use the following grading system:

- **The student must earn a B or better in all skills courses.** If a student has not reached a sufficient level of skill development in any of the designated skills courses, s/he is given a “C” or an “F” grade.
- **If the student receives a “C” grade in a skills course,** the student must retake the course. This is normally done by repeating the course in class or as an Independent Study with a professor assigned by the Director. S/he must make up the deficiencies noted in his/her course evaluation. The deficiency must be corrected before the student is allowed to take another skills course in the sequence.
- **If the student receives an “F” grade in a skills course,** the student must retake the course and earn at least a “B” grade. If the student receives a second “F” or a “C” in the course, the student is separated from the program.
- **In Field Placements,** grades of “S” (Satisfactory) or “U” (Unsatisfactory) are assigned. The student must earn an “S” grade or is subject to dismissal from the program. Grades at this level are largely based on the student’s performance in placement. Refer to the section on Field Placement in this handbook for more details.

XI. Field Placement (Practicum & Internship)

A. Purpose and Objectives

The purpose of Field Placement is to provide you with an extended supervised clinical experience consistent with your area of concentration. It is a live, “hands-on” experience that gives you opportunity to integrate theory and practice while under direct supervision. During this experience, you should be developing and strengthening a theoretical framework for your work– this process begins in the foundation courses by learning about the theories of your respective concentration, and continues with the practice of learned skills, attendance at trainings and workshops, and conversations with faculty, peers/colleagues, and supervisors.

Although Field Placement is developmental in nature, it assumes at all times a level of service that is not to be compromised by inexperience. Therefore, it is expected that you act as a professional from the time you are applying to field placement through your last day at your site. Even though your title may be “intern” or “trainee,” it is important for you to integrate yourself into your placement and present yourself as if you are part of the agency (i.e., in demeanor, communication, etc). It is expected that you will become more self-aware and learn to make effective use of self in your profession. It is precisely for this reason that the quality of the supervision you receive and

your ability to use that guidance are absolutely vital to the integrity of the process.

A further purpose of field placement is to provide you with the opportunity to work with other professionals within mental health and organizational systems, and thus better understand and appreciate your own specific role(s) in those systems.

- If you are in the **Professional Counseling Program** (i.e., Professional Counseling, Addictions Counseling, or I/O-Counseling & Consulting majors) or **Marriage and Family Therapy Program**, in most instances, the focal activity of the field placement is face-to-face assessment of and therapeutic intervention with clients. The larger training experience, however, normally includes a variety of supportive activities such as case planning, record keeping, report writing, behind-the-mirror observation of therapy (where available), participation on a treatment team, attending staff conferences, receiving regularly scheduled supervision, and interacting with professionals of other disciplines.

- If you are in the **I/O-Management and Human Resources Program**, field placement prepares you for administrative positions in Human Resources and related departments. You work directly in the organization, whether it be a Fortune 500 company or smaller firm.

B. Structure & Requirements

Since the lives of clients and offices do not necessarily follow the sixteen-week patterns of academia with its breaks, recesses, and holidays, you will be expected to be available or on site throughout your entire time on placement. The days/times that you are on placement should be negotiated with your site. Field placement is a *continuous* experience in which you are fully immersed in the agency as one of its staff. If you would like to request time off, follow the agency's procedures.

With this said, you are taking Field Placement for academic credit, so we do need to keep the academic calendar under consideration. Although you will negotiate practicum/internship start- and end-dates with your site, they should coincide with the academic calendar. For example...

- for **PC, AD, and I/O-C&C** students, your Practicum start date should be the 1st day of the semester, and the end-date should be the last day of the semester; your Internship can begin the day following your last day of Practicum.
- for **MFT** students, your Internship start date should be the first day of the semester.
- for **I/O-MHR** students, your Internship start date should be the first day of the 1st semester, and your end-date should be the last day of your 2nd semester.

Listed below, you will find the hours requirements for your respective Program / major. *Be aware that a number of agencies require more than the minimum number of hours required by the MA Program.* It may be difficult for them to integrate you into their system and give you the attention they would like in less than two or more full days a week. Should you undertake a placement that requires more hours than the Program, you will be held to and must

complete the full amount of time contracted for. However, field placement should not be a full-time position.

Professional Counseling Program: Professional Counseling (PC), Addictions Counseling (AD), & Industrial Organizational--Counseling & Consulting (IO-C&C)

The field placement experience consists of Practicum and Internship. Practicum and Internship can be a continuous experience served at the same facility, or you may do Practicum and Internship at separate agencies.

- Practicum is one-semester (i.e., 15-weeks in Fall/Spring and 12-weeks in Summer) of a minimum of 100 clock hours – typically, students complete about 7 hours/week. Practicum can involve any work that is clinically-related, and does not have to involve direct-client contact. Keep in mind that you must attend Practicum for the entire semester. You may not stop Practicum if you accrue 100 hours before the end of the semester, and “extra” practicum hours (i.e., hours accrued beyond the 100 hour requirement) cannot count toward Internship, because Practicum and Internship are two separate experiences. If you are unable to complete the Practicum requirement (100 total hours, forms turned in on time, satisfactory supervisor ratings) by the start of the next semester, you will not be permitted to begin Internship and will be required to register for additional Practicum and Professional Seminar courses during the semester(s) that you are completing the Practicum requirement. Once Practicum is completed satisfactorily, you may register for Internship to begin the next semester.

- Internship is one calendar year (defined as 50 weeks) of a minimum of 600 clock hours, half of which should be direct-client contact (see below). Although there is no requirement for how many hours should be accrued each semester, we recommend that you complete approximately 200 hours/semester to stay on track – this equates to being on site 12 hours/week. Many agencies will require more time, but you should not be on site for more than 20 hours/week. Internship involves both direct-client contact and other clinically-related activities. You must attend Internship for at least 50-weeks and cannot end early even if you have accrued your hours – this requirement comes from licensure regulations. After 50 weeks, if you are unable to complete the Internship requirement, you may use the time before the start of the next semester to complete your remaining hours. Should the next semester begin, you will be required to register for additional Internship and Professional Seminar courses each semester that you are completing the Internship requirements. You should attend Professional Seminar during this time, and can stop attending the class once you complete your hours requirements and terminate from your site.
 - Direct-client contact - 300 of the hours accumulated during Internship must involve direct client contact - up to 25 of these hours can come from the direct-client contact hours you may have accrued during Practicum. Direct-client contact is when both you and the client are physically present regardless of who is doing the “clinical work.” This means that the assessment/therapy you conduct as well as being in the room while others (e.g., colleagues, supervisors) are conducting assessment/therapy all count toward this requirement.

Students who complete 7 hours/week of direct-client contact while on Internship satisfy this requirement.

Marriage & Family Therapy Program (MFT)

The field placement experience consists of a one calendar year *Internship* of 600 total hours, 300 of which must involve *direct client contact*. Although there is no requirement for how many hours should be accrued each semester, we recommend that you complete approximately 200 hours per semester to stay on track, half of which should involve direct-client contact. Typically, students complete about 12 hours/week total. Many agencies will require more time, but you should not be on site for more than 20 hours/week. *Direct-client contact* is face-to-face client contact – it is when both you and the client are physically present regardless of who is doing the “clinical work.” This means that the assessment/therapy you conduct as well as being in the room while others (e.g., colleagues, supervisors) are conducting assessment/therapy both count toward this requirement.

You must attend Internship for at least a calendar year, defined as 50 weeks) and cannot end early even if you have accrued your hours – this requirement is based off of licensure regulations. After 1 calendar year, if you are unable to complete the Internship requirements, you may use the time before the start of the next semester to complete your remaining hours. Should the next semester begin, you will be required to register for additional Internship and Professional Seminar courses each semester that you are completing the Internship requirements. You should attend Professional Seminar during this time, and can stop attending the class once you complete your hours and terminate from your site.

Industrial/Organizational--Management and Human Resources Program (IO-MHR)

The field placement experience consists of a two semester non-clinical *Internship* of at least 400 total hours. While there is no requirement for how many hours you should complete each semester, we recommend that you complete 200 hours during each semester of Internship to stay on track – this equates to 12 hours/week. Internship activities vary by placement; however, you should NOT be having any direct-client contact (as described above) – this is a non-clinical Internship. *Note:* Students who have had two years or more of appropriate work experience in Human Resource Management may be permitted to complete an approved project in place of the I/O Internship. Talk to your Faculty Advisor for more details.

After 2 semesters, if you are unable to complete the Internship requirement, you may use the time before the start of the next semester to complete your remaining hours. Should the next semester begin, will be required to register for additional Internship and Professional Seminar courses each semester you are completing the Internship requirement. You should attend Professional Seminar during this time, and can stop attending the class once you complete your hours and terminate from your site.

C. Eligibility Requirements

Professional Counseling Program: Professional Counseling (PC), Addictions Counseling (AD), & Industrial Organizational--Counseling & Consulting (IO-C&C)

To be eligible for *Practicum* (PSY 660), you must have:

- ✓ completed 18 credit hours of course work, including PSY502 and one additional skills course from List A below
- ✓ good standing academically and no outstanding “I” grades
- ✓ passed the written comprehensive examination
- ✓ been certified as eligible the Director of Field Placement on the Approval form

To be eligible for *Internship* (PSY 680), you must have:

- ✓ satisfactorily completed 1 semester of Practicum
- ✓ completed 24 credit hours of coursework, including PSY602 and at least one skills courses from List A below
- ✓ good academic standing with no outstanding “I” grades
- ✓ submitted the Internship Student/Supervisor Agreement to the Director of Field Placement

Marriage & Family Therapy Program:

To be eligible for *Internship* (PCMF 680), you must have:

- ✓ completed 24 credit hours of coursework, including PCMF602 and one additional skills courses from List B below
- ✓ good academic standing with no outstanding “I” grades
- ✓ passed the written comprehensive examination
- ✓ been certified as eligible by the Field Placement Coordinator for the MFT Program

Industrial/Organizational--Management and Human Resources Program (IO-MHR)

To be eligible for *Internship* (PSY 685), you must have:

- ✓ completed 24 credit hours of coursework, including PSY500, 506, 533 and two courses from List C below
- ✓ good academic standing with no outstanding “I” grades
- ✓ passed the written comprehensive examination
- ✓ been certified as eligible by your respective Faculty Advisor on the Approval Form

List A (PC, AD, IO-C&C)	List B (MFT)	List C (IO-MHR)
PSY 509		PSY653
PSY 512	PCMF 614	PSY654
PSY/PCMF 600	PCMF 616/624/626	PSY659
PSY/PCMF 602		
PSY 610 or PSY/PCMF 611		
PSY/PCMF 612		
PSY/PCMF 619		
PSY 649		

D. Finding Field Placement Information & Forms

All Field Placement information can be found in the Student Handbook (make sure that you are referring to the most recent edition) and on Blackboard (Bb).

Blackboard may be accessed directly (<https://ecourses.lasalle.edu>) or through the *mylasalle* portal.

To access Blackboard through the portal:

1. Log onto *mylasalle*– you can access it by going to the University homepage (www.lasalle.edu) and click on the mylasalle icon:
2. Sign into the mylasalle portal
3. On the top right of your screen, click on the Blackboard icon:



Once you are the Blackboard homepage:

1. Sign into Blackboard with your portal username & password
2. Scroll down the center column and click the link for the class “MAPsych-” – you will be brought to the MA Program’s Homepage. If you do not have the “MAPsych” course on your list, contact x1767 to be added.

For general assistance with Blackboard, visit <http://www.lasalle.edu/provost/tlr/bb/Bb62srg.pdf> or contact the Information Technology Helpdesk (215.951.1788).

Field Placement announcements and deadlines will be emailed to your La Salle email account. You can connect your La Salle email to certain private email accounts by following these instructions:

<http://www.lasalle.edu/email/facstaff.html> For the La Salle University email policy, go to: <http://www.lasalle.edu/portal/emailpolicy.htm>.

You are strongly recommended to join the graduate student listserv (lasallegradpsych: <http://www.lasalle.edu/~collins/psych/students.htm>), – announcements about field placement positions, jobs, workshops, licensure, etc. will be posted here. For assistance with the listserv, contact Dr. Lynn Collins.

After reading the Student Handbook and visiting Blackboard, contact your Faculty Advisor or Director of Field Placement with questions.

E. Application Process

Applying for Field Placement is a competitive process – not only will you be applying to the same sites as your peers in La Salle’s MA Program, but you will be competing against students from other MFT, LPC, LCSW, PsyD, and PhD programs for positions. Note that some placements only accept students during particular semesters or may have application deadlines the year before the position begins. Also, only a select few sites have evening/weekend hours. We try to include this information in the *List of Field Placement Sites*, but note that site information often changes.

Although it may be tempting to choose a site based on the ease of completing the MA Program requirements, we strongly suggest that you instead choose a site based on your interests and career goals.

The following are guidelines to help you through the process of finding a Field Placement site:

Step 1: Identify your career goals and interests. Ask yourself:

- What population or department(s) do you wish to work with/in?
 - e.g., geriatrics, child/adolescent, human resources
- Within these populations, who do you want to work with?
 - e.g., individuals, groups, couples, families, systems, organizations
- For students doing clinical placements, what type of problems do you see yourself working with?
 - e.g., addictions, adjustment problems, major mental illness, behavioral, trauma, developmental disorders
- For students doing non-clinical placements, what type of projects do you see yourself doing?
 - e.g., hiring, consulting, marketing, management
- What kind of institution do you wish to work at?
 - e.g., outpatient, inpatient, residential, hospital, large organization
- What kind of work do you see yourself doing?
 - e.g., therapy, program development, consultation, crisis management

For students doing clinical placements, be sure to evaluate the pros/cons of different types of settings. Inpatient and partial-hospital settings can provide you with experience doing crisis management and running groups, and allow you to accrue your hours relatively quickly; however, you may not gain experience with long-term clients. Outpatient settings allow you to learn about the process of therapy and give exposure to a variety of clients; however, students in these settings may have to work harder at accruing direct-client contact hours due to client no-shows and cancellations. Evaluate the pros/cons of the various types of placements in the context of your interests.

Step 2: Prepare your application materials

- 1) Résumé
- 2) Cover letter
- 3) Approval paperwork: Print and review the Student/Supervisor Agreement and Approval forms from Blackboard

*You can find sample resumes and cover letters on Blackboard. Also, visit La Salle's Career Service office (215.951.1075) for assistance.

*Keep in mind that some sites require previous experience in the field – consider volunteering before applying to field placement if you do not have previous clinically-related experience

Step 3: Create the list of sites to which you would like to apply

Professional Counseling Program (PC, AD, & I/O-C&C) and Marriage & Family Therapy Program (MFT) students:

The primary way in which to find a placement is by using the List of Approved Sites posted on Blackboard. La Salle's MA Program has **established relationships** with many local (and not so local) agencies and

organizations. The most accurate and up-to-date listing of these agencies and organizations can be found in the in the Field Placement folder on Blackboard. Note that the information contained within the list is subject to change due to transient nature of organizations and agencies.

Sometimes, announcements of positions get forwarded to the graduate **listserv** (lasallegradpsych). You can subscribe by going to <http://www.lasalle.edu/~collins/psych/students.htm> and entering your email address. If you are looking for a specific type of site (e.g., with evening hours; in southern NJ), consider posting a message on the listserv.

Should you have special circumstances that the approved sites do not meet, you may pursue your own site with the permission of the Director of Field Placement. Only under the most extenuating circumstances will this be considered. If you choose to pursue this option, you are required to give 2 semesters advanced notice to the Director of Field Placement because of the extensive process needed to approve a new site. Part of this process involves the signing of an **Affiliation Agreement**, a legal contract signed by the site and La Salle. An Affiliation Agreement must be in place before students can begin Practicum/Internship.

Industrial/Organizational--Management and Human Resources Program (IO-MHR) *students:*

Because you are not doing clinical work (i.e., your internship placement is non-clinical), your site does not require an Affiliation Agreement. Your Faculty Advisor determines whether or not your site is acceptable. You can use the list of sites posted on Bb as a starting place to find an Internship, but most students use their own network of contacts to find a placement that best satisfies their training goals.

Step 4: Make an appointment with the Director of Field Placement (PC, AD, I/O-C&C students) Field Placement Coordinator (MFT students), or Faculty Advisor (I/O-HR students)

- **Once you meet the eligibility requirements as listed above, make an appointment.** This should be at least 1 semester before beginning Practicum/Internship. For example, if you plan to begin Practicum/Internship in the Fall semester, you should make this appointment for the Spring semester.
- Bring to this appointment:
 - Resume
 - Cover letter
 - Approval form
 - Unofficial copy of transcript printed from Br. LUWIS
 - List of the sites to which you would like to apply
- At this appointment, you will discuss your eligibility and readiness to begin Practicum/Internship. The Director of Field Placement for Professional Counseling and Addictions students, or the Field Placement Coordinator for Marriage and Family students or the Advisor for Industrial/Organizational students, will review your eligibility requirements, resume/cover letter, and list of sites, and will discuss with you how to apply to the sites you have chosen.

THIS STEP IS MANDATORY. You are not permitted to begin contacting sites until you are certified as eligible. Similarly, you will NOT be permitted to register for Field Placement/Professional Seminar until you have been certified as eligible.

Step 5: Apply to Sites

After you have been certified as eligible, you may begin contacting sites. Explain that you are in the MA Program at La Salle University, inform the site of your program/major and what your hour requirements are, and inquire whether the site is taking students for the semester you would like to begin. Ask how you might apply and when you expect to hear back from them.

Remember that even your first contact with a site can leave a lasting profession. From the email address you use (e.g., jones@lasalle.edu VS missforgetful@aol.com) to how you communicate (e.g., emailing in all lowercaps, using colloquialisms, or not using spell-check)...sites use all of this information in their decision about taking you on as a trainee.

Step 6: Interviewing

Even though you are applying as a trainee for a practicum or internship, consider this to be a JOB INTERVIEW and remember that it's the site's first major impression of you.

- 1) Dress and act the part of an interview – this means suit or equivalent professional dress (e.g., no sneakers, baseball caps, revealing clothing) and articulate communication
- 2) Do your research ahead of time – read information about the site and/or supervisors, and consider contacting some of the students who have attended that site to find out what their experience was like
- 3) Before the interview, clarify your interests and goals so you are prepared when asked
- 4) Prepare a list of questions for your interviewer – visit Blackboard for some sample questions
- 5) Practice! Role play doing an interview with family, friends, and peers or at the Career Services office
- 6) Arrive early
- 7) Bring an extra copy of your resume
- 8) Remember to thank your interviewers for their time – ask for their contact information in case you have follow-up questions

You want to find a site and supervisor that is a good match for you and will provide you with the training that you are looking for. Be sure to meet with the person(s) that will be supervising you. You will be spending many months with this person, so it should be someone with whom you feel comfortable.

Remember that you are interviewing the site as much as they are interviewing you. Ask questions such as...

- ✓ What is the population I will be working with?
- ✓ What does a typical work-day look like for interns?
- ✓ What training opportunities are available?
- ✓ When do I begin meeting with clients?
- ✓ How do you conduct supervision?

Visit the “Student Tools” folder on Blackboard for additional questions and resources for your interview.

During your interview, be sure that you are clear about your field placement requirements. The terms “practicum” and “internship” have various interpretations in the mental health field. Also, **PC, AD, & I/O-C&C students:** be clear about your intentions for both Practicum and Internship (i.e., whether you plan on staying at that site for both experiences or you plan on leaving after Practicum).

Step 7: Selecting a Site & Working out the Details

Hopefully, you will have several offers – so, how do you choose? First, make sure that the sites/supervisors meet the requirements listed below. Select the site that you found to be the best fit and will prepare you for your post-Master’s career.

☞ If you are offered a position by more than one organization/agency, make sure you remember to decline the offers you are not accepting. Thank the person(s) with whom you interviewed and explain that you accepted a position at another agency. Maintaining professionalism through the entire interview process may keep doors open that you want to enter later in your career.

For the site that you select for placement, negotiate a start-date with your supervisor, keeping in mind the start date of the semester (as previously described). Follow the steps in Section G below.

F. Requirements for Sites and Supervisors

When applying to and interviewing at sites, it is your responsibility to make sure that the site and supervisor meet the MA Program requirements.

Professional Counseling Program (PC, AD, & I/O-C&C) and Marriage & Family Therapy Program (MFT) students:

- You are NOT permitted to do field placement where you work – in other words, you cannot be an employee of the organization prior to or during your field placement. Under no circumstance will this be acceptable. **If your site offers to pay you, it may be in the form of a stipend – check with the Director of Field Placement to make sure the payment will not affect the liability coverage provided by the University.**
- You are NOT permitted to have more than one field placement site at the same time.

When applying to sites, inquire to make sure they meet the following standards:

Requirements for Sites

1. The agency should be able to provide you with a sufficient number of the kinds of cases and/or work activities that would meet the standards of your major. This means **at least one third of your cases must be relevant your respective major.**
 - PC students: counseling/therapy with any population
 - AD students: dual-diagnosis or substance-use disorders
 - I/O-C&C students: industrial, organizational, consulting, counseling
 - MFT students: individuals and couples or familiesCheck with your Faculty Advisor to make sure the site will provide you with enough experience to meet your major's requirements.
2. The agency must be willing to provide at least **one hour of individual clinical supervision each week** in exchange for services provided to clients by the student. This is a quid pro quo exchange and it is not possible for La Salle to compensate the supervisor in any way. Supervision of the **administrative responsibilities** (i.e., documentation and site policies/procedures) should be conducted separately from the 1 hour of individual clinical supervision. Other supports should be available (e.g., case conferences, consultation, etc.) as well.
3. For INTERNSHIP (i.e., this is not required for PRACTICUM): The agency must be willing to permit you to **videotape** a number of sessions, of which three will be used for on-campus professional seminar presentations. **Both you and your client are required to be on tape (i.e., in the camera's frame).** We recommend that you tape many sessions each semester so that you have a good amount of footage to choose from. It would also be desirable for your taped sessions to be reviewed by your supervisor. Make sure that you obtain consent from your clients prior to taping – use a consent form provided by the agency. Visit Blackboard for videotaping guidelines. If your agency does not have videotaping equipment, you may borrow cameras for free from Multimedia Services (Olney 117-119). Multimedia Services also transfers taped footage from VHS/digital tape to DVD– call 215.951.1220 for details. **MFT students:** you are also required to **audiotape** a number of sessions that will be reviewed by your site supervisor. It is of most benefit to audiotape several sessions at the beginning of your work with new client/s.
4. Sites should make **other training activities** available to you, such as the opportunity to attend case conferences and participate in in-service training programs.

NOTES:

A private practice does not qualify as a placement site and will not be approved.

Placements at schools or school-related settings may be problematic since most schools are on a nine or ten month schedule, but internship requires a full calendar year. If you are interested in doing placement at a school,

contact the Director of Field Placement in advance to determine the best way to work around this issue.

Placements at colleges/ universities (e.g., Career Office, Counseling Center) can also be problematic, since most colleges/universities close for the summer months. If you are interested in doing placement at a college/university, contact the Director of Field Placement in advance to determine the best way to work around this issue.

Minimum Requirements for Supervisors

- ...have a **Master's degree** in psychology, counseling, marriage and family therapy or other mental health field related to your concentration. Psychiatrists and nurse practitioners typically are not appropriate supervisors unless they have had extensive training in therapy/counseling.
- ...have certification or licensure appropriate to your program/major.
- ...have at least **three years post-Master's experience** with the types of cases with which you will be working.
- ...have at least **two years experience supervising trainees**
- ...be willing to **provide feedback** to La Salle's MA Program regarding your progress by completing the forms provided by the Director of Field Placement and by meeting with a faculty member at the agency site on at least one occasion during the placement year. The Director of Field Placement or other MA Program faculty member meets with supervisors when students are on Internship1.
- ...be a person **with whom you can work**. Consider related factors such as the supervisor's theoretical orientation and how s/he approaches supervision.
- **MFT students:** your supervisor must be an AAMFT-approved supervisor or the equivalent. Contact the MFT Field Placement Coordinator for more details.

The MA Program only requires that you have 1 supervisor that provides you with at least 1 hour total of one-on-one clinical supervision each week. Some sites may go beyond this requirement by providing you with more than one supervisor or additional supervision (i.e., individual or group). Your primary supervisor – the person providing you with the minimum amount of weekly individual supervision – must meet these standards listed above, whereas other people supervising your work do not need to meet these qualifications. Your primary supervisor is also the person who should complete the end-of-semester Supervisor Evaluation form described below in Section J.

Industrial/Organizational – Management and Human Resources Program (I/O-MHR):

Fortunately, you have much flexibility in finding a placement - there are no strict guidelines about the qualifications of your sites or supervisors. The most important requirement is that you find an internship that will prepare you for your career goals. Therefore, it is *imperative* that you meet with your Faculty Advisor when you are developing your list of sites to ensure that your field placement site/supervisor is appropriate for your major.

G. Finalizing your Placement Plans

- 1) To finalize your field placement plans, submit the **Student/Supervisor Agreement**. This form is a “contract” between you and the site/supervisor – you are agreeing to provide services and your supervisor is agreeing to provide supervision during the dates you list on the form. This form should be completed by you and your supervisor together. Your supervisor should attach a resume/CV if s/he has not submitted one to the MA Program within the past year. Make a copy of the Student/Supervisor Agreement form(s) for your records.
 - i. The **Practicum Student/Supervisor Agreement** should be completed by PC, AD, and I/O-C&C students only. The start/end dates should coincide with the first and last days of the semester.
 - ii. The **Internship Student/Supervisor Agreement** should be completed by all students. For PC, AD, I/O-C&C, and MFT students, the dates should be 50 weeks. For I/O-MHR students, the start date should be the first day of the Internship1 semester and the end date should be the last day of the Internship2 semester.

*If your supervisor changes, notify the Director of Field Placement immediately. Your new supervisor must be approved and you should submit a new Student/Supervisor Agreement.

It should be noted that it is your responsibility to make sure appropriate forms have been completed correctly and submitted on time – **if you submit the Student/Supervisor Agreement after the deadline (announced via email each semester), you will have to wait until the following semester to start placement. Exceptions to deadlines will not be made under any circumstances.**

H. Liability Insurance

For Professional Counseling Program (PC, AD, & I/O-C&C) and Marriage & Family Therapy Program (MFT) students:

Effective June 1, 2008, La Salle covers students’ field placement work under its group student liability policy and group excess student liability policy. Students are automatically “enrolled” in the coverage when they register for Practicum/Internship. The policy limits are:

- **Primary Professional Liability Plan:** \$1 million dollars/claim with \$3 million dollars in the aggregate

- **Excess Professional Liability Plan:** \$2 million dollars/claim with \$2 million dollars in the aggregate

Therefore, you are NOT required to purchase your own malpractice liability coverage. Please note that these plans cover you only under your official University Field Placement. If you do clinical work outside of Field Placement, or feel the University’s policy is not sufficient, you may consider purchasing your own policy – personal liability coverage may be obtained relatively inexpensively as a student member of a professional association such as APA, AAMFT, ACA, etc.

I. Registering

Students should register for the field placement course according to their Program – see the tables below. Students are permitted to register for field placement & seminar only after being certified as eligible.

Practicum/Internship course and Professional Seminar course are co-requisites. This means that while on Field Placement, you must be registered for a Professional Seminar class – you should not be on placement without being in seminar, and you should not be in seminar without being on placement. The Registrar’s Office requires that you register for and attend both at the same time.

Professional Counseling Program (PC, AD, & I/O-C&C):

<u>Field Placement</u>	<u>Professional Seminar</u>
Practicum: PSY660	Practicum: PSY661
Internship1: PSY680	Internship1: PSY690 or PCMF 690
Internship2: PSY681	Internship2: PSY691 or PCMF 691
Internship3: PSY682	Internship3: PSY692 or PCMF 692

Marriage & Family Therapy Program (MFT):

<u>Field Placement</u>	<u>Professional Seminar</u>
Internship1: PCMF 680	Internship1: PCMF 690
Internship2: PCMF 681	Internship2: PCMF 691
Internship3: PCMF 682	Internship3: PCMF 692

Industrial/Organizational – Management and Human Resources Program (I/O-MHR):

<u>Field Placement</u>	<u>Professional Seminar</u>
Internship1: PSY685	Internship1: PSY695
Internship2: PSY686	Internship2: PSY696

Case/Professional Seminar

Students from all levels of field placement (i.e., Practicum through Internship3) take the seminar courses together. For **PC, AD, and I/O-C&C** students, during the **Practicum** semester, the focus for the student is on

professional and ethical issues (in addition to skill development). Since the seminar also includes Internship students, it provides opportunity to observe videotaped sessions of other students' work and receive peer-mentorship and advice from advanced students. During **Internship**, students focus on both professional issues and clinical cases. This is a unique opportunity for you to share your progress with your fellow students and to grow professionally as you engage in the world of real-world challenges. The format for presentations will be provided in your seminar syllabus.

- For students in the **PC, MFT, AD, & I/O-C&C** majors, videotapes of your work are used in the seminars as a basis for the discussion of case management, therapeutic proficiency, technical progression, and professional and ethical issues.
- For **I/O-MHR students**, you take a Professional Seminar class with other I/O-MHR students.

Your seminar instructor serves as a secondary academic advisor. Therefore, we strongly suggest that you will enroll in the same seminar instructor throughout Field Placement - by having the same instructor throughout your field placement experience, the feedback you receive about your progress will be more substantial because your advisor can observe your skills over time.

J. Completing the Field Placement

By completing the Approval Form and Student/Supervisor Agreement, you are forming a contractual arrangement with your placement facility, and acknowledging that you understand the requirements of Field Placement. You must know and understand the policies and practices of the placement agency as well. This includes things like professional attire and attitude. Failure to observe MA Program and agency regulations may result in removal from placement and/or unsatisfactory grading.

You should progress smoothly from intern to practitioner over the tenure of your placement. Within three months of internship, you should be carrying a full caseload (however that is defined for you by the agency). For students on clinical placements, a rough estimate is that you should be carrying six to ten active cases by this time. You should also be doing and documenting all of the things that support your work (i.e., reviewing records, writing progress notes, making and reviewing tape recordings, writing case reports, seeking consultation, making referrals, preparing and processing supervision, etc.). At the same time, you should be participating in professional activities of the agency (i.e., case reviews, staff meetings, training programs) as they are made available to you.

Take advantage of supervision and use it effectively! Although the main focus of supervision should be on your clinical work and cases, utilize your supervisor's experience and expertise to discuss issues related to your professional development.

It is your responsibility to ensure that you are meeting the MA Program's requirements. For example, you should be receiving at least 1 hour of individual supervision each week. For clinical students, you should be requesting a large enough caseload so that you can meet the direct-client contact requirement. Remember that the squeaky wheel is the one that tends to get oiled - make sure that you speak up if your needs aren't getting met (i.e., don't assume that your supervisor knows what you are thinking and

feeling). If talking with your supervisor doesn't work, contact your Professional Seminar instructor and the Director of Field Placement immediately.

As a general rule, if you encounter problems at an agency, it is best to seek to resolve them locally with your supervisor or administrator on site. However, should this fail, or should the problems be of considerable magnitude, then you should notify your professional seminar instructor (i.e., your academic advisor) and the Director of Field Placement without delay.

It is expected that you remain at the same agency for your entire Practicum and/or Internship experience. In other words, we expect that you will provide services as outlined on the Student/Supervisor Agreement and fulfill your commitment to the agency. Changes in placement are not permitted because of the disruption of services (and for students on clinical placements, the therapeutic relationship). In the rare instance that a change in placement needs to be made, the issue should first be discussed with your supervisor or site administrator – perhaps your concerns can be addressed by adjustments made by your site. If your concerns cannot be addressed, notify your Professional Seminar instructor and the Director of Field Placement. **Making the decision to terminate early from your placement should not be made by you alone** – consult with your supervisor and Director of Field Placement first. If you terminate at a placement, you will not be permitted to begin at a new placement until the following semester at the soonest, and you may be required to repeat the semesters already completed. Your new site and supervisor must be approved – a Student/Supervisor Contract should be submitted for the new placement. Note that terminating from your placement may have implications for financial aid and registration.

What happens if my supervisor changes? Due to the fluid nature of our field, an unfortunate problem is that a supervisor leaves the agency or is promoted within the agency and can no longer conduct supervision. If this happens to you, inform your Professional Seminar instructor and Director of Field Placement immediately. Talk to your supervisor about who will be taking his/her place. Also, remember that if your supervisor changes, your new supervisor must be approved – a Student/Supervisor Contract and supervisor's CV/resume should be submitted.

End-of-Semester forms:

As part of the field placement experience, you are required to keep up-to-date and accurate records. Each agency will have its own system and its own forms, and it is incumbent upon you to learn and follow the agency's system of record keeping.

For the MA Program, you are required to complete and submit **3** forms at the end of each semester – remember to keep copies for your records.

1. **Hours Record.** The Hours Record form of your field placement hours should be completed on a weekly basis and verified at the end of each semester by the signature of the supervisor. Track your hours at the end of each week so that calculating your hours at the end of the semester is straightforward less time-consuming.

For students in the **PC, AD, & I/O-C&C majors:**

- *Client Contact* = direct client contact hours. As long as you and the client are physically present, hours count regardless of who is doing the clinical work (e.g., you or someone you are observing).
- *Other Hours* = all of the activities that support your work (e.g., reviewing records, writing reports, consultation) and training activities, seminars, and workshops.
- *Supervision* = individual and group supervision – you should be receiving at least 1 hour of individual clinical supervision each week by your primary supervisor
- *Professional Seminar* = your weekly professional seminar class, which is 1.5 hrs/week during the semester (i.e., PSY661, PSY/PCMF 690, 691, 692)

For students in the **MFT Program:**

- *Client Contact* = direct client contact hours. You and your client should be physically present. Hours count regardless of who is doing the clinical work (e.g., you or someone you are observing).
- *Other Hours* = all of the activities that support your work (e.g., reviewing records, writing reports, consultation) and training activities, seminars, and workshops.
- *Supervision* = individual and group supervision – you should be receiving at least 1 hour of individual clinical supervision each week by your primary supervisor
- *Professional Seminar* = your weekly professional seminar class, which is 1.5 hrs/week during the semester (i.e., PCMF 690, 691, 692)

For students in the **I/O-MHR Program:**

- *I/O Activities* = all activities related to your field placement
- *Supervision* = individual and group supervision – you should be receiving at least 1 hour of individual supervision each week by your primary supervisor(s)
- *Professional Seminar* = your weekly professional seminar class, which is 1.5 hrs/week during the semester (i.e., PSY 695, 696)

2. **Student's Evaluation of Field Placement.** You complete this form – it is not signed by your supervisor, but we encourage you to review the form with him/her. Keep in mind that what you write on this form is used to make improvements to the MA Program – we appreciate your feedback.
3. **Supervisor's Evaluation.** After your supervisor evaluates your performance, s/he should review the evaluation with you. This form is signed by both you and your supervisor. Your primary supervisor should complete this form (i.e., the person who completed the Supervision Agreement). If the Field Placement office receives an evaluation form not signed by both you and your supervisor, it will not be counted (i.e., you will receive an "I" grade).

Make copies of all three forms for your records before turning them in. Turn in all three forms together to the Field Placement office – they can be mailed, emailed, or dropped off to Elaine or Sue in the Graduate Office. Forms are typically due during the week following the last day of class – deadlines will be emailed to your La Salle account. It is your responsibility to make sure that the forms are turned in on time.

Professional Workshop Requirement:

As a way of further integrating yourself in the field, you are expected to attend 1 professional workshop or conference – qualified workshops/conferences will offer continuing education (“C.E.”) credits. The workshop/conference should not be a required activity of your field placement or place of employment and should not be offered online. Check with your Professional Seminar instructor to see what qualifies, because this is part of your seminar grade.

How do I find a workshop? There are several ways. Foremost, announcements about workshops and conferences are forwarded to the student listserv; also consider posting a message asking other students if they are aware of opportunities. Check out the bulletin boards outside of Wister 208, in the Assessment Lab, and by the student folders on Main Campus – flyers for workshops are hung there. Last, visit the websites for local chapters of professional organizations. For example, Philadelphia Behavior Therapy Association (PBTA) offers presentations for C.E. credits about 1x/month in Philadelphia. ACA and AAMFT have chapters in Pennsylvania which list workshops. Refer to the lists of professional organizations in this Handbook and on the M.A. Program website.

This requirement should be completed by the end of Internship2. Students should submit the following to their Professional Seminar instructor:

- A copy of the conference/workshop program
- A copy of your certificate of attendance
- A brief reaction paper of your experience

Your materials will be reviewed by your Professional Seminar instructor and then forwarded to your Field Placement file. *Not completing this requirement may result in failure of PSY691/PCMF691/PSY696.* Refer to your Professional Seminar course syllabus for details.

K. Field Placement Grades

For each semester of Field Placement (Practicum/Internship), you will receive a grade of “S” (Satisfactory), “U” (Unsatisfactory) or “I” (Incomplete). For each semester of Professional Seminar, you will receive a letter grade ranging from “A” (i.e., exceptional/honors performance) to “F” (i.e., course failure) from your Professional Seminar Instructor; refer to your course syllabus for more details.

For Field Placement (Practicum/Internship):

An **“S” grade** is awarded if you are meeting expectations (as shown by your Supervisor’s Evaluation form) and have turned in all three end-of-semester forms. For students on Practicum, you must also complete the minimum number of 100 clock hours to receive an “S” grade.

A **“U” grade** is awarded if your hours are well-below what is expected or if your supervisor’s ratings are unsatisfactory.

An **“I” grade** will be awarded if the end-of-semester forms have not been submitted by the deadline (which is announced through email to your lasalle account). The responsibility for making certain all evaluation materials are submitted for review rests with you. A student earning an “I” grade may not register for another term of Field Placement until s/he explains to the Director of Field Placement (or MFT Field Placement Coordinator) the reasons for the incomplete and the means by which the situation will be resolved. **According to University Policy, if work is not completed by the semester following that of the Incomplete grade, the student must repeat that course.** For example, if you earn an Incomplete for PSY680 during Spring semester, and you do not turn in your paperwork by the end of the Summer semester, you will be required to re-take PSY680. Therefore, it is imperative that you turn in all of your paperwork in a timely fashion.

Satisfactory grades in Practicum and Internship are required for graduation.

L. Field Placement Faculty

<i>Marriage & Family Therapy Program:</i>	<i>PC, AD, I/O-C&C, and I/O-MHR students:</i>
Barbara A. Santone, M.A. MFT Field Placement Coordinator Graduate Psychology Program – Box 266 La Salle University 1900 W. Olney Avenue Philadelphia, PA 19141 santone@lasalle.edu ph: 215.951.1846 Office: Wister 230	LeeAnn Cardaciotto, Ph.D. Director of Field Placement Graduate Psychology Program – Box 268 La Salle University 1900 W. Olney Avenue Philadelphia, PA 19141 cardaciotto@lasalle.edu ph: 215.951.5119 Office: Wister 228

XII. Evaluation of Student Progress

A. Student Progress Evaluation Committee

The Student Progress Evaluation Committee (SPEC) is responsible for certifying that students are meeting program requirements and for making specific recommendations to students to further their development in the program.

Beginning after students have completed two courses and continuing until field placements are completed, the Committee reviews their course and clinical work at the end of each term to determine whether or not performance is satisfactory. Reviews ordinarily occur after term grades have been submitted. Faculty members may, however, initiate a progress evaluation with the Committee anytime they believe a student's performance warrants review.

B. Criteria Used in Evaluation of Student Progress

1. Satisfactory Progress

- Completion of 4 to 6 courses, taken in approved sequence, each calendar year
- Maintain a minimum G.P.A. of 3.00.
- No more than 1 "C" in all courses.
- No "F" grades.
- Passing both written and oral comprehensive examinations.
- Acceptable performance in all clinical skills courses and placements.

2. Unsatisfactory Progress and Sanctions

- An "F" grade constitutes grounds for separation from the program.
- "C" grades in any 2 courses or G.P.A. below 3.00. Such students are placed on probationary status.
- "C" grades in any 3 courses. This normally leads to separation from the program.
- Not taking the written comprehensive examination by 30 credit hours.
- Failure to pass the written comprehensive examination after three attempts.
- Failure to pass the oral comprehensive examination after three attempts.
- Incomplete grades in courses that are prerequisites for later courses. The later courses may not be taken until "I" grades are removed.
- Incomplete grades must be completed by the time set by the Instructor. The latest this may be is within one term of the semester in which they occur; otherwise the course must be repeated. The "I" grade remains on the student record. This is University policy.
- Failure to satisfactorily demonstrate clinical skills at any point in the program. Unsatisfactory performance following one retake of skills course or one retake of any Field Placement constitutes grounds for separation from the program. (See Meaning of Grades in Skills Courses)
- Evidence of failure to relate to clients or colleagues in therapeutic and/or professional ways constitutes grounds for separation from the program.

XIII. Comprehensive Examinations

There are two Comprehensive Examinations: written and oral. The written examination is a sample of the student's retention and understanding of a body of knowledge in psychology with the exam drawn from Ethics and three of the basic courses in the program. The oral examination requires the student to demonstrate his/her ability to integrate what s/he has learned in the program and apply this knowledge to a case within his/her area of specialization.

Students must call the M.A. office at the beginning of the semester in which they plan to take either Comprehensive Examination.

A. Written Comprehensive Examination

Students are to take the written examination upon completion of their program's/major's pre-requisites. Students must have satisfactorily passed this exam by the completion of 30 credits in order to continue in the program.

The examination is given in two parts:

- **The multiple choice is** based on...
 - material in Ethics (based on ethics codes of the American Counseling Association, the American Association for Marriage and Family Therapy, and the American Psychological Association – links to these codes can be found on Blackboard),
 - material covered in the basic areas of the student's program/major
 - Field Placement procedures/requirements specific to the student's program/major (described in this handbook)
- **The essay** focuses on the student's major, and will also evaluate the student's writing ability.

A study guide for the Written Comps can be found on Blackboard.

Pre-requisites:

- PC Students: 12 credits, including PSY/PCMF 500, 503, 504
- MFT Students: 12 credits, including PCMF 505, 500, 503, 504
- AD Students: 12 credits, including PSY/PCMF 500, 503, 504, 512
- I/O-C&C Students: 12 credits, including PSY/PCMF 500, 503, 504, 533
- I/O-MHR Students: 12 credits, including PSY/PCMF 500, 506, 533

Evaluation

- The **objective part** is graded Pass or Fail. A Pass grade is assigned when 70% of the items are passed correctly.
- The **essay part** is graded Pass or Fail. Two professors read the question independently. When one of the two readers assigns a failing grade a third reader's grade is determinative.
- A student who fails the Written Examination may not register for Field Placement/Professional Seminar.
- A student who fails the Comprehensive Examination a second time may not register for any additional courses. The student will be able to take the exam for a third and final time. If the student fails the exam on the third attempt, this is cause for dismissal from the program.

B. Oral Comprehensive Examination

The Oral Comprehensive Examination is a focal integrative experience in the program. Not only is it an opportunity for the students to demonstrate what they have learned in the program, by way of theory and technique, but also how they would apply this store of information and knowledge to the world of real people and problems.

To be eligible for the Oral Comprehensive Examination, the student must have successfully completed 39 credit hours in the program, completed

Internship I, have two no “I” grades outstanding, and passed the Written Comprehensive Examination.

Eight weeks before the posted date of the oral comprehensive examination students will be sent a case summary or a problem along with a set of questions that will be used as a basis for the examination. The case summary or the problem will be chosen for its appropriateness to the student’s training concentration.

From the materials received, students will write a case or problem report, following the instructional guidelines included in the packet. Typically, students will be required to do an assessment and intervention strategy for the case assigned detailing the dynamics and the approach they would employ. In writing the report (APA Style; 10–12 pages typed), a narrative style should be used, the answers to the questions should be woven into the body of the report.

Two weeks before the posted examination dates students must submit three typewritten copies of the prepared report to the Graduate Psychology office. (Wister 208). Two of these will be forwarded to the faculty members who have been chosen to sit on the student’s panel; the other will be retained in the records.

If the report that the student has submitted is insufficient, it will be returned with a strict deadline as to when it must be resubmitted. If the second report is still lacking, the student will be given a failing grade, may not register for any additional classes until the oral comprehensive exam is passed, and will have one more attempt to submit a satisfactory report. If the third report is unsatisfactory, it is grounds for dismissal from the Program.

Although the case or problem students have prepared will be the focal point of the final oral examination, they will be judged mainly on how well they defend the report and the ideas they put forth. It is expected that professional bearing and composure will be commensurate with level of preparation.

Examinations will be scored on a Pass/Fail basis. Students who fail will be notified by the Program Director and will receive recommendations on correcting deficiencies.

XIV. Electives

In some concentrations electives are available to the student. These may be selected from other courses in the Clinical-Counseling Psychology Program or they may be taken in any of the graduate programs offered at La Salle; including certain courses in the Psy.D. program. The purpose of these electives is to assist students in their preparation for the settings where they intend to work. For example, students who plan to work in a Hispanic setting are encouraged to take their electives in the La Salle Bilingual/Bicultural program; students intending careers in management positions, whether in business, government or other settings, are encouraged to elect courses in La Salle's Graduate Business Program. Students should consult with their advisors when choosing electives.

XV. Independent Study

Students may take some courses on an independent study basis when approved by the Program Director.

It is the student's responsibility to contact the faculty member who is to supervise the independent study. Once the student has the approval of the faculty member, they should contact the graduate office to get the approval of the director. If approved by the director, a contract will be drawn up and the student will be sent a copy for their records.

Ordinarily, skills courses and required courses regularly scheduled in the program sequence may not be taken as independent study.

XVI. Transfer of Credit

Graduate courses taken at another school may be considered for transfer of credit. The maximum allowable number of transfer credits is nine (9). This limit does not apply to the transfer of credit from other graduate programs at LaSalle University.

Only courses with a grade of "B" (3.00) or higher may be transferred.

Transfer of credit must be approved by the Program Director when the student first matriculates. Transfer will not be granted for skills courses or courses at the 600 level. After a student matriculates, permission to take courses at other universities for credit must be approved by the Program Director. Skills courses cannot be transferred.

XVII. Graduation

Students who have satisfactorily completed all course work and internships, who have received satisfactory evaluations of skills development, and who have passed oral and written Comprehensive Examinations before the end of the term will receive the degree of Master of Arts at the end of that term. Formal commencement exercises are held in May each year.

Students about to graduate will receive written instructions covering participation in baccalaureate and commencement exercises.

STUDENT LIFE

I. Statement of Student Development

In training as a counseling professional, the student assumes an ever-increasing responsibility for his/her professional development. To become an effective practitioner, the student must become aware of sensitive to the circumstances which impact upon the lives of clients. To do so, it is important to acquire and hone skills to search out, analyze and apply information effectively. While these skills are taught, modeled, and reinforced in the classroom and field placement agencies, they are ultimately the student's responsibility. Moreover, it is equally important the student develop a meaningful and valid yardstick for measuring progression of his/her own competencies. The following are some practical things for the student to do to progress as a counseling professional:

- Seek out and be open to feedback from a variety of sources. In this regard, faculty and fellow students-can be a valuable mirror for you.
- Become acquainted with area resources.
- Regularly read professional journals and newsletters.
- Develop a deliberate and disciplined reading program, in addition to assigned materials.
- Attend off-campus lectures, workshops, and conferences. Many of these are informative and inspiring, and the Philadelphia area with its many universities and medical centers is particularly fortunate in this regard.
- Join appropriate professional organizations as a student member (e.g., American Psychological Association, American Counseling Association, American Association for Marriage and Family Therapy, Pennsylvania Counseling Association) – see the next section for more information.

Give serious consideration to obtaining personal counseling/therapy. This is a potentially rich source of personal development as well as a valuable experience for a counselor in training.

Use the competency guidelines provided to you as a guide throughout your program. Be especially responsive to the feedback from the faculty.

II. Membership in Professional Organizations

It is commonplace today for professionals to belong to local, regional, and national groups which advance the goals and objectives of their profession. Three such organizations are the American Psychological Association, the American Counseling Association and the American Association for Marriage and Family Therapy. Links to these and other organizations can be found on Blackboard.

- A. **The American Psychological Association** (APA) is a national professional and scientific organization of psychologists with membership exceeding 100,000. APA publishes 23 journals. It has 47 divisions representing diverse specialties in the field of

psychology. Graduate students are eligible to join APA as Student Affiliates.

- B. **The American Counseling Association (ACA)** is a nationwide organization with members from counseling, therapy, and personnel specialties. It is generally recognized as an organizational leader in these fields, and as such, sets professional standards, develops programs, sponsors legislation, encourages public awareness, and processes considerable information of practical and professional relevance. Its sixteen divisions address a wide range of concerns, including religious and value issues in counseling. Membership entitles the student to be a part of this system and its functioning. Members will receive three highly regarded periodicals: Journal of Counseling and Development, The Guidepost and American Counselor. Also, the student will be eligible to attend conferences and workshops sponsored by the Association. As a special benefit the student will also be able to purchase, through ACA, low-cost professional liability insurance which the student will need to have once he/she undertakes his/her clinical training. The Pennsylvania Counseling Association is a state branch of ACA. It is an important resource for licensure as a Professional Counselor and other state issues.
- C. **The American Association for Marriage and Family Therapy (AAMFT)** is the professional association for the field of marriage and family therapy. It is a national organization with in excess of 30,000 members throughout the United States, Canada and abroad. It sets the standards for research and education within the field. For eligible graduate students, it makes available low cost student membership with numerous benefits. With membership, the student will receive two professional journals, invitations to national and local conferences, and the ability to purchase low-cost liability insurance for his/her practicum year through the AAMFT plan. The student will also be included as a member in the State Association.
- D. The **Society for Industrial/Organizational Psychology (SIOP)** is Division 14 of the American Psychological Association and an Organizational Affiliation of the Association for Psychological Science. The Society's mission is to enhance human well-being and performance in organizational and work settings by promoting the science, practice, and teaching of industrial-organizational psychology. To join, you have to be a member of the American Psychological Association or Association for Psychological Science.
- E. **Psi Chi** is the national Honor Society in psychology. The La Salle chapter of Psi Chi is open to both graduate and undergraduate students who meet eligibility requirements.

III. Advisement

As previously mentioned, the Program maintains a system of Faculty Advisors to ensure that each student receives timely information and support at all points in the program.

It should be noted that other faculty of the Program, though not formally designated as advisors, are also prepared to offer assistance. The advisement process is an exchange: from the advisement the student gains accurate information about courses, requirements, and program development from the faculty member; the Administration and Faculty of the Program gain a valuable source of student input which is vital for scheduling, program development, and morale.

- We require that students make an appointment with their advisor during their 1st semester of the Program to plan their course of study, and 1 to 2 semesters before starting Field Placement to determine the best training opportunities. In addition, while all students are encouraged to contact an advisor whenever they deem, it appropriate, students who have been accepted conditionally or who have been placed on probation are required to contact the advisor for an appointment during pre-registration periods.
- Students are required to make an appointment with the Director of Field Placement (for Professional Counseling and Addictions students), or the Field Placement Coordinator (for Marriage and Family students) or the Advisor (for Industrial/Organizational students), to review your eligibility requirements for field placement, resume/cover letter, and list of sites, in order to be certified as eligible for field placement.

Also, students who will not be taking courses during the coming term are required to consult their advisors.

IV. Student Portfolio

Students are encouraged to create and maintain a portfolio containing syllabi, paperwork, work samples, and other materials documenting what was learned and achieved in the M.A. Program. The portfolio, at minimum, should contain:

- *Syllabi* from all courses
- *Field Placement forms* (Approval form, Student/Supervisor Contract, Hours Records, Supervisor Evaluation, Student Evaluation)
- *Writing Samples* (e.g., testing reports, case conceptualizations)
- *Resume*
- *Graduation Worksheet* outlining your plan of study
- *Training Certificates, Child Abuse Clearances*

V. Master's Program Student Association (MPSA)

MPSA is a student-run body that provides a forum for representation of student interests and needs in the program. It is a channel of communication among students, faculty, and administration. The organization encourages student involvement in planning and execution of appropriate aspects of the program in order to foster group spirit, support, and development. This group is responsible for all student appointments to standing committees.

The following particulars apply:

All matriculated students in the Clinical-Counseling Psychology Program are eligible to become members and therefore hold office. Only currently enrolled students who are MPSA members are eligible to vote in the election of officers.

Student memberships run annually beginning in the Fall semester, are strictly voluntary, and carry a small monetary fee.

Five students shall hold office of equal status from September to August; however, special elections for these officers will be held as needed. Nominations are open four weeks prior to the end of the Summer semester and must be received by the Student Government no later than the final day of that semester. The slate of nominees will be posted within one week following the end of Summer session, and elections will be held during the two week period following posting of nominees. Appointments will be effective the beginning of Fall semester.

A faculty advisor for MPSA is appointed by the MA Program Director.

The student officers shall meet at their discretion, but there shall be a minimum of one general meeting per semester.

VI. Alumni Mentoring

Graduate clinical counseling psychology students now have available a group of experienced resource persons to whom they can turn for consultation. These alumni have offered to serve as mentors to interested students.

MENTOR SERVICES

Mentors are prepared to:

- Assist in field placement planning
- Advise on comprehensive examination preparation
- Advise on graduate level study skills and writing
- Work with graduate students to develop workshops on topics of interest to students
- Plan social and professional activities with interested students
- Offer guidance in selecting and applying to doctoral programs
- Provide career/employment information

VII. Student Communication

Communication with students in the M.A. Program happens in a variety of ways. Students are responsible for all Program communications:

1) La Salle email.

All official University and MA Program announcements are sent to students' La Salle email (this is University policy). Therefore, students are responsible for regularly checking this account. Students may forward their La Salle email to some private accounts by following these instructions: <http://www.lasalle.edu/email/facstaff.html>

2) Listserv.

The MA Program strongly recommends that all students join the student listserv – announcements about opportunities such as trainings, jobs, and field placement positions are posted here. This is also a place for students to communicate to each other. To join, click on the link at the bottom of this webpage:

<http://www.lasalle.edu/schools/sas/psychology/index.php?section=student&page=info>

3) Student Folders.

Hardcopies of information is communicated through your student folder. Students are responsible to check their folder weekly for any correspondence. On Main Campus, folders are located in Wister Mezzanine lounge filing cabinets (by the stained-glass window). On the Bucks Campus the folders are located at the Front Desk. At the Montco Campus the folders are in the Graduate Clinical Counseling Office (Room 121). To obtain a student folder, call 215.951.1767

VIII. Web Information

La Salle has implemented a line of web products to enhance functionality of Programs and student data.

1) Blackboard.

All MA Program information can be found on the MA Program Blackboard course. Blackboard may be accessed directly (<https://ecourses.lasalle.edu>) or through the *mylasalle* portal. To access Blackboard through the portal:

1. Log onto *mylasalle*– you can access it by going to the University homepage (www.lasalle.edu) and click on the *mylasalle* icon:
2. Sign into the *mylasalle* portal
3. On the top right of your screen, click on the Blackboard icon:



Once you are the Blackboard homepage:

4. Sign into Blackboard with your portal username & password
5. Scroll down the center column and click the link for the class “MAPsych-” – you will be brought to the MA Program’s Homepage. If you do not have the “MAPsych” course on your list, contact 215.951.1767 to be added.

For general assistance with Blackboard, visit <http://www.lasalle.edu/provost/tlr/bb/Bb62srg.pdf> or contact the Information Technology Helpdesk (215.951.1788).

2) Br.LUWIS.

Students can now perform the following on BrLUWIS:

- Register online
- View final grades
- View current account information

- View student schedule
- Review and update email address
- View holds (financial, academic, disciplinary, etc.)

BrLUWIS may be accessed directly (<https://ecourses.lasalle.edu>) or through the *mylasalle* portal. To access Blackboard through the portal:

1. Log onto *mylasalle*– you can access it by going to the University homepage (www.lasalle.edu) and click on the mylasalle icon:
2. Sign into the mylasalle portal
3. On the top right of your screen, click on the BrLUWIS icon:



3) MA Program website.

For general information, as well as links to resources, visit: <http://www.lasalle.edu/admiss/grad/psych/index.php>

IX. LICENSURE IN PENNSYLVANIA

The following are the standards for licensure in Pennsylvania. They are given in a somewhat digested form as they would apply to the MA Program in Clinical-Counseling Psychology. Refer to the links on Blackboard to licensure regulations for PA and other states.

The MA Program prepares students for one of two licenses:

- 1) The Professional Counselor license (LPC)
- 2) The Marriage and Family Therapist license (LMFT)

The general standards for each are as follows:

For the **Professional Counselor license**, the applicant must have completed a planned program of 60 semester hours of graduate coursework in counseling or in a field determined by the board to be closely related to the practice of professional counseling. This must include a 48 hour master's degree in counseling, or a field closely related, from an accredited educational institution.

The specific educational requirements include courses in the following:

- Human growth and Development PSY 504 or 508
- Social and Cultural Foundations PSY 619
- Helping Relationships PSY 500 or 502, 602 610, 611
- Group Work PSY 612
- Career and Lifestyle Development PSY 644
- Appraisal PSY 509 or 649
- Research and Program Evaluation PSY 506 or 510
- Professional Orientation PSY 661 and PSY 680/81/82
- Clinical Instruction* PSY 660 and PSY 690/91/92

* Clinical instruction includes 100 clock hours of supervised practicum experience (one semester) and 600 hours of supervised internship experience (calendar year).

In addition to the educational requirements, the applicant must have completed at least three years or 3600 hours of supervised clinical experience, acceptable to the Board, after the completion of 48 hours of graduate coursework. At least one-half of the supervised experience must be obtained by providing services in one or more of the following areas; Assessment, Counseling, Therapy, Psychotherapy, Consultation, Family Therapy, Group therapy. The applicant must have 180 hours of individual supervision - half of these hours must be supervised by a licensed Professional Counselor (the other 90 hours may be supervised by another person licensed in a related field).

The applicant must also pass an examination in professional counseling. For most of La Salle's graduates, the examination will be the National Counselors Examination for Licensure and Certification (NCE) given by NBCC. La Salle University has been approved by NBCC to administer this examination. Announcements for the NCE are sent through the student listserv.

For the **Marriage and Family Therapist license** the applicant must have completed a planned program of 60 semester hours of graduate coursework in marriage and family therapy or in a field determined by the board to be closely related to the practice of marriage and family therapy. This must include a 48 hour master's degree in marriage and family therapy or in a field closely related, from an accredited institution.

The specific educational requirements include courses in the following:

Human Development (3 courses)	PCMF 503, 504, 603
Marriage and Family Studies (3 courses)	PCMF 505, 628, 634
Marriage and Family Therapy (3 courses)	PCMF 602, 614, 616, 624, 626
Professional Studies	PCMF 680/81/82
Research	PCMF 506
Internship *	PCMF 690/91/92

* Internship involves a period of one calendar year and must include 300 hours of supervised direct client contact with individuals, couples and families.

In addition to the educational requirements, the applicant must have completed at least three years or 3600 hours of supervised clinical experience, acceptable to the board, after the completion of 48 hours of graduate coursework. At least one-half of the supervised experience must be obtained by providing services in one or more of the following areas; Assessment, Counseling, Therapy, Psychotherapy, Consultation, Family Therapy, Group therapy. The applicant must have 180 hours of individual supervision - half of these hours must be supervised by a licensed Marriage & Family Therapist (the other 90 hours may be supervised by another person licensed in a related field).

The applicant must also pass an examination in marriage and family therapy. The examination required is the AMFTRB National MFT Examination. It is usually given annually unless the board approves a special administration.

APPENDIX

I. Plagiarism

A. What is Plagiarism?

1. Definition: “Presenting someone else’s ideas as your own, whether deliberately or accidentally” (Fowler, 1986. p. 501)
2. Plagiarism is derived from a Latin word meaning “kidnapper” (Folwer, 1986. p.570).
3. Forms of plagiarism:
 - a. “The use of another’s writing without proper use of quotations marks. Do not, under any circumstances, copy onto your paper a direct quotation without providing quotation marks and crediting the source” (Lester, 1967. p. 47).
 - b. “The borrowing of a word or phrase, the use of an idea, or the paraphrasing of material if that phrase, idea, or material is not properly introduced and documented. Also included in plagiarism is the mere rearrangement of phrases from the original into a new pattern” (Lester, 1967. p. 47).
 - c. It is also plagiarism to “take, buy, or receive a paper written by someone else and present it as your own” (Corder & Ruszkiewicz, 1985. p. 633).
 - d. Another form of academic dishonesty that is related to plagiarism is collusion which is defined as “collaboration with someone else in producing work you claim to be entirely your own” (Corder & Ruszkiewicz, 1985. p. 633).

B. How Plagiarism Can Be Avoided

1. Acknowledge all borrowed material by introducing or following the quotation or paraphrase with the name of the authority from whom it was taken.
2. Enclose all quoted materials within quotation marks, even single words and phrases.
3. Make certain that all paraphrased material is written in your own style and language.
4. Provide a reference entry for every source that appears in a written work.
5. Be certain that all written work you submit is your own. You may (and in some cases should) ask others to review your work, but “any changes, deletions, rearrangements, or corrections should be your own work” (Corder & Ruszkiewicz, 1985. p. 633).

C. Why is Plagiarism Wrong?

1. It is considered to be a criminal offense (i.e., the theft of intellectual property) and can result in fines and/or imprisonment.
2. It is academically dishonest and can lead to serious sanctions from the college.
3. It undermines the academic integrity and ethical atmosphere of the college.
4. It violates the mission of college to emphasize “a respect for knowledge.”
5. It involves a passive, rote learning process that obstructs the acquisition and understanding of meaningful academic material.
6. It stalls or retards intellectual, moral, and social development.
7. It violates and disables the process of critical thinking.
8. It promotes feelings of lowered self-esteem in those who practice it.
9. It produces alumni whose inferior knowledge, abilities, and moral standards tarnish the public image of the college and lower the perceived value of a college degree in the eyes of those who evaluate current college students who are seeking employment or admission into graduate school.

References

Corder, J.W., & Ruszkiewicz, J. J. (1985). Handbook of current English. Glenview, IL: Scott, Foresman and Company.

Fowler, H. R. (1986). The Little Brown Handbook. Boston: Little, Brown and Company.

Lester, J. D. (1967). Writing research papers: A complete guide. Glenview, IL: Scott, Foresman and Company

DIRECTORY

All university numbers start with 215-951: except office Fax # 215-991-3585

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Dir. Of MFT and Off-Campus Programs	Donna A. Tonrey	991-3573
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Director of Field Placement	LeeAnn Cardaciotto	5119

Financial Aid	Financial Aid Office	1070
I.D. Cards	Gold Card Office	1578
Job Placement	Career Planning	1075
Library	Circulation Desk	1292
Refunds of Tuition	Bursar's Office	1055
Security	Carriage House	1111
Textbooks	Textbook/Campus Store	1397
Transcripts and Grade Reports	Registrar's Office	1020
Tuition Payments	Accounts Receivable	1055

Concentration Coordinators (For students who began the MA Program before Fall 2009)

Addictions Counseling	Denise Maida*	
Industrial / Organizational	Tim Erb	1355
Marriage and Family Therapy	Donna A. Tonrey	991-3726
Marriage and Family Therapy	John A. Smith*	
Professional Counseling	Cori McFadden*	
Professional Counseling	D. Hannigan*	
Professional Counseling	LeeAnn Cardaciotto	5119

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