San José State University  
College of Social Sciences  
Psychology 243, Fieldwork, Spring, 2017  

Fieldwork Placement Requirements

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Office Hours: M & W 1:30 - 2:30
Class Days/Time: Tuesdays 12:00-2:45
Classroom: DMH 308
Prerequisites: Admission to MS Clinical Program and student in good standing

Grading: Credit/No credit

Faculty Web Page and MYSJSU Messaging
Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on SJSU’s learning management system, Canvas. You can get there directly or through my faculty web page accessible through the SJSU home page (search my last name) or http://www.sjsu.edu/people/glenn.callaghan.

Course Description
This is the course attached to your fieldwork placement (pre-degree internship) in the MS Clinical Program. You are required to enroll in 3 units of Fieldwork for both Fall and Spring semesters in your second year. You may not accrue clinical hours unless you enroll in PSYC 243 (this course) units (you are covered over Winter break). Satisfactory completion of the course (credit) is received if clinical hours have been achieved and documented, attendance has been consistent, and all contracts and feedback forms (both supervisor and student) have been completed.
This is the second part of your yearlong graduate course intended to directly complement your required clinical fieldwork placement as part of your training in the MS Clinical program here at SJSU. The course serves multiple functions including addressing and developing professional skills, addressing challenges in fieldwork placements, and providing general consultation of ongoing clinical cases.

Note that neither this course nor the instructors at SJSU will ever provide direct supervision of cases in lieu of that required by fieldwork placement supervisors. However, we will use the opportunity of meeting to discuss broader issues as they apply to the clinical training of qualified psychotherapists and provide case consultation as needed.

We will attempt to use the fieldwork course across both semesters to address and ameliorate any deficits in training that become apparent to the student clinician, the instructor of this course or any other, or the program director. This may include creating assignments during the semester to develop or strengthen these identified skills areas. Any assignments that are created for the course will be mandatory.

Course credit will be assigned based on attendance of the course, participation, completion of and verification of hours, AND completion of the contract and evaluations required during the semester.

Discussion topics we will engage may include:

- Professional Issues such as
- Understanding the roles of other health care professionals in interdisciplinary teams
- Communicating with other health care professionals
  - including consulting with MDs/Psychiatrists
- Developing case presentation skills
- Dealing with chronically suicidal clients
- Handling a client’s suicide
- Accountability and data management
- Interpersonal Development Issues such as
- Therapist disclosure
- Issues of “countertransference” and therapist feelings in-session
- Dealing with sexuality and attraction in-session

These focused discussions are intended to stimulate both intellectual engagement and the personal challenges and concerns inherent in each topic. I am asking that each student be willing to “show up” to the discussions ready to talk both about the academic issues and personal struggles he or she may have in each area. This course is not a designed to be process group, and you are not required to disclose more than you would in any other professional arena. However, in order to get the most out of these discussions, I am asking that you be willing to come at the discussion thoughtfully and non-defensively.
Faculty Requirements for Fieldwork

Faculty instructors for this course will be required to make contact with fieldwork supervisors to inform the fieldwork agency director and/or supervisor about the expectations of SJSU students and the role of consultation groups and the second year comprehensive exams.

Faculty members will enter a dialog with fieldwork supervisors about the importance of data collection (given constraints or policies of agency) and the faculty member’s role as a consultant on cases for the student. This dialog will include a clarification of the roles of supervisor of record (agency, not faculty member) and create opportunities to problem solve in the event of conflicting information given in supervision at the agency and consultation in teams at SJSU.

Ultimately, and given the values of the MS Clinical Program at SJSU, it is the consultant’s goal to foster empowerment and eventual autonomy of the student therapist to be able to problem-solve and achieve his or her needs on placement. However, in the event that there are difficult to solve or egregiously problematic issues at the placement, the SJSU consultant, then the SJSU Director of Clinical Training may become directly involved with the supervisor or agency.

Course Goals and Student Learning Objectives

Specifically, our course objectives are as follows:

- **CLO1** – to develop case presentation and conceptualization skills
- **CLO2** – Facilitate and trouble-shoot receiving adequate on-site supervision of therapy cases for fieldwork
- **CLO3** – Develop consultation skills for providing suggestions to other therapists
- **CLO4** – Develop professional skills for engaging various aspects of the mental health profession
- **CLO5** – Refine skills to engage in the highest level of professional and ethical mental health service provision
- **CLO6** – Provide illustrations of competent clinical practice including the use of clinical data
- **CLO7** – Continue to develop an understanding of strengths and challenges as a psychotherapist
- **CLO8** – Develop an understanding of professional burnout and the importance of self-care as a psychotherapist

Program Learning Outcomes (PLO)

Upon successful completion of the MS in Clinical Psychology requirements:

1.1 Students will demonstrate breadth of knowledge of a variety of psychotherapy
theories and in-depth knowledge of one chosen theory of intervention

1.2 Students will demonstrate knowledge of empirically supported clinical interventions and evidence ability to select treatments for individual clients given this literature

2.1 Students will demonstrate effective integration and communication of clinical case material

2.2 Students will demonstrate the ability to synthesize contextual and cultural variables into presentations of client materials

2.3 Students will effectively respond to queries about clinical material and engage in discussions about their clients with supervisors and peers

2.4 Students will be able to think and discuss cases other than their own, applying theories, principles, and relevant empirical findings to those cases

3.1 Students will demonstrate understanding of different assessment devices and strategies for assessing client outcome over the course of treatment including standardized nomothetic and idiographic approaches

4.1 Students will demonstrate depth and breadth of understanding in areas including, but not limited to, psychotherapy theory, service delivery, ethics, assessment, research methods, family therapy, cultural diversity, psychopharmacology, and issues relevant to adult and child clinical populations. Students will be able to apply this knowledge to clinical cases

5.1 Students will demonstrate fulfillment of coursework and other pre-degree licensing requirements outlined by the Board of Behavioral Sciences

As a fieldwork experience course, it is designed to meet PLOs 1 – 5, with an emphasis on 5.1, where specific hours must be accrued to become licensed as an MFT and/or LPCC.

Licensure Learning Outcomes (LLO)

Licensing requirements for academic coursework toward the MFT and/or LPCC will be met for this course in the following way:

LLO1: For the LPCC requirements, this course is designed to fulfill the six semester units specified in BPC Section 4999.33(d)(3) where the student receives not less than six (6) semester units of supervised practicum or field study experience, or the equivalent, in a clinical setting that provides a range of professional clinical counseling experience, including the following for a minimum of 280 hours of face-to-face supervised clinical experience counseling individuals, families, or groups. Experience gained will be in applied psychotherapeutic techniques; assessment; diagnosis; prognosis; treatment; issues of development, adjustment, and maladjustment; health and wellness promotion; professional writing, including documentation of services, treatment plans, and progress notes; how to find and use resources; and other recognized counseling interventions
LLO2: For the MFT (according to BPC Section 4980.36(d)(1)(B)(iv)) requirements, this course provides the minimum of six (6) semester units of practicum in a supervised clinical placement that provides supervised fieldwork experience, including:

   a. A minimum of 225 hours of face-to-face experience counseling individuals, couples, families, or groups (up to 75 hours may be gained performing client centered advocacy).
   b. Training in all of the following:
      i. The applied use of theory and psychotherapeutic techniques
      ii. Assessment, diagnosis, and prognosis
      iii. Treatment of individuals and premarital, couple, family, and child relationships, including trauma and abuse, dysfunctions, healthy functioning, health promotion, illness prevention, and working with families
      iv. Professional writing, including documentation of services, treatment plans, and progress notes
      v. How to connect people with resources that deliver the quality of services and support needed in the community

LLO3: In addition for the MFT (according to BPC Section 4980.36(e)) requirements, the course will provide instruction and supplement previous instruction from other courses in all of the following:

   a. Case management
   b. Systems of care for the severely mentally ill
   c. Public and private services and supports available for the severely mentally ill
   d. Community resources for persons with mental illness and for victims of abuse
   e. Disaster and trauma response
   f. Advocacy for the severely mentally ill
   g. Collaborative treatment

Additional Requirements for fieldwork and licensing

LPCC: In addition to the requirements set for the LPCC in the LLO stated above, the following must be observed according the BBS:

§4999.34. PRACTICUM AND FIELD EXPERIENCE; SETTING REQUIREMENTS; TRAINEE
A clinical counselor trainee may be credited with predegree supervised practicum and field study experience completed in a setting that meets all of the following requirements:

(a) Lawfully and regularly provides mental health counseling and psychotherapy.

(b) Provides oversight to ensure that the clinical counselor trainee's work at the setting meets the practicum and field study experience and requirements set forth in this chapter and is within the scope of practice for licensed professional clinical counselors.
(c) Is not a private practice.

(d) Experience may be gained by the clinical counselor trainee solely as part of the position for which the clinical counselor trainee volunteers or is employed.

§4999.36. TRAINEE ACTIVITIES AND SERVICES; APPLICANT AND SCHOOL RESPONSIBILITIES

(a) A clinical counselor trainee may perform activities and services provided that the activities and services constitute part of the clinical counselor trainee's supervised course of study and that the person is designated by the title "clinical counselor trainee."

(b) All practicum and field study hours gained as a clinical counselor trainee shall be coordinated between the school and the site where hours are being accrued. The school shall approve each site and shall have a written agreement with each site that details each party's responsibilities, including the methods by which supervision shall be provided. The agreement shall provide for regular progress reports and evaluations of the student's performance at the site.

(c) If an applicant has gained practicum and field study hours while enrolled in an institution other than the one that confers the qualifying degree, it shall be the applicant's responsibility to provide to the board satisfactory evidence that those practicum and field study hours were gained in compliance with this section.

(d) A clinical counselor trainee shall inform each client or patient, prior to performing any professional services, that he or she is unlicensed and under supervision.

(e) **No hours earned while a clinical counselor trainee may count toward the 3,000 hours of postdegree internship hours.**

(f) A clinical counselor trainee shall receive an average of at least one hour of direct supervisor contact for every five hours of client contact in each setting. For purposes of this subdivision, "one hour of direct supervisor contact" means one hour of face-to-face contact on an individual basis or two hours of face-to-face contact in a group of not more than eight persons in segments lasting no less than one continuous hour.

**MFT:** In addition to the requirements set for the MFT in the LLO stated above, the following must be observed according the BBS:
4980.36(d)(1)(B) Requirements for Practicum

Practicum that involves direct client contact, as follows:

(i) A minimum of six semester or nine quarter units of practicum in a supervised clinical placement that provides supervised fieldwork experience.

(ii) A minimum of 150 hours of face-to-face experience counseling individuals, couples, families, or groups.

(iii) A student must be enrolled in a practicum course while counseling clients, except as specified in subdivision (c) of Section 4980.42.

(iv) The practicum shall provide training in all of the following areas:

(I) Applied use of theory and psychotherapeutic techniques.

(II) Assessment, diagnosis, and prognosis.

(III) Treatment of individuals and premarital, couple, family, and child relationships, including trauma and abuse, dysfunctions, healthy functioning, health promotion, illness prevention, and working with families.

(IV) Professional writing, including documentation of services, treatment plans, and progress notes.

(V) How to connect people with resources that deliver the quality of services and support needed in the community.

(v) Educational institutions are encouraged to design the practicum required by this subparagraph to include marriage and family therapy experience in low-income and multicultural mental health settings.

(vi) In addition to the 150 hours required in clause (ii), 75 hours of either of the following: (I) Client-centered advocacy, as defined in Section 4980.03.

(II) Face-to-face experience counseling individuals, couples, families, or groups.

Definition of a Credit Hour

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities. Other course structures will have equivalent workload expectations as described in the syllabus.

The credit hour is defined as the amount of work represented in intended learning
outcomes and verified by evidence of student achievement that is an institutionally
established equivalency that reasonably approximates not less than one hour of
classroom or direct faculty instruction and a minimum of two hours of out-of-class
student work each week for approximately fifteen weeks for one semester.

The expectation of work for a 3-credit course is 150-minuts of direct faculty instruction
and six hours of out-of-class student work each week.

Professional Communication

The best method of contacting me is via email. Please allow 1-2 business days for a
response. I don not typically respond to email on weekends.

Email me using the address given above. Please do not email using D2L. I will not
respond to those messages.

As a University student, you are encouraged to engage in professional communication
with faculty, staff, and your fellow students. This is especially important in electronic
mail notes that you might send. When sending email, I would encourage you to create
an email account that includes your name (e.g., Joe.Student@internet.com. If you do
not create such an email, be certain to include your name in the correspondence.
Please be sure to follow the following basic guidelines when communicating in a
professional capacity:

1. In the Subject line, state what specific issue you are emailing about (e.g., exam 3,
   quiz 7, absence on 7-11-16).
2. In the greeting, please address your professor by his or her title (e.g., Dr. or
   Professor).
3. Be sure to identify yourself clearly by stating your full name and the specific
course and section number you are in.
4. Be clear in your statement about what you are asking for or of what you are
   informing the reader.
5. Consider your request before you make it. If you believe you can make that
   request in a professional way and support your reasons for your request, please
   ask. If you have overslept, are tired, hangover, or whatever, please do not make
   requests based on those reasons.
6. Use a polite and respectful tone.
7. Use complete sentences.
8. Do not use abbreviations for words that are often used in text messages.
9. Use upper and lower case letters.
10. Be sure to use correct grammar and spelling in your message.
11. If you need a reply to the email you have sent, please request that clearly. I
    strongly encourage you to request a response back if you send something that
    needs to be graded in a timely matter to be certain it was received.
12. If you do not hear back within a reasonable amount of time from the person you sent the email to, politely request a response and resend the original message (you can use the forward function here).

**Required Texts/Readings**
This will be determined by the faculty supervisor given the specifics of the therapist in training and the case being addressed.

**Grading Policy**
This class is taken as credit/no credit. Credit is given to the student for satisfactory progress towards the required hours for fieldwork for completion in the second semester.

Credit cannot be given for the course if the student does not meet the minimum number of supervised hours and stipulations for those hours by the end of the second semester of this course as set by the BBS for the MFT and/or the LPCC tracks. In the event that a student fails to meet those requirements, the student will continue in the summer term (and longer if required) to complete this course and received credit toward graduation.

**Classroom Protocol**
This is a graduate seminar, so I expect you to be attentive in meetings, participate in discussions, and limit other distractions. Please place cell phones on silent mode during meetings. If you must make or answer a call, please excuse yourself from class for such activity. Please do not browse the web during out meetings. Most importantly, please be respectful of your classmates’ opinions, as this is a seminar course and we are likely to discuss topics for which students will have differing opinions. Also, if you discuss patient-related content in class, please be sure to protect that person’s confidentiality. Students are asked not to share these discussions outside of class.

Attendance is not required, but it is strongly encouraged. I expect you to come to every class. If you do not attend classes, you will definitely miss material that will appear on the exams. If you have to miss a class, please let me know ahead of time. If you have to miss a few classes, please make an appointment with me so that we can discuss your progress in the course and your reasons for not attending class.

**University Policies**
Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs’ Syllabus Information web page at http://www.sjsu.edu/gup/syllabusinfo/
**Academic integrity**

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 at http://www.sjsu.edu/senate/docs/S07-2.pdf requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at http://www.sjsu.edu/studentconduct/.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified.

**Campus Policy in Compliance with the American Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) to establish a record of their disability.

**SJSU Writing Center**

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at http://www.sjsu.edu/writingcenter. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.

**SJSU Counseling Services**

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling Services website at http://www.sjsu.edu/counseling.