



Fieldwork Manual

School Counseling and Bilingual School Counseling Programs

Updated Spring 2026

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Introduction

This fieldwork manual is a guide for Hunter College School Counseling students (enrolled in either the School Counseling Program or Bilingual School Counseling Program), fieldwork course instructors, and site supervisors who are involved in practicum and internship placements. It is intended to help you understand policies, roles, and expectations, and to assist you in the planning process. Counseling proficiency, professional values, and knowledge of the social service system cannot be learned in a classroom alone. It is because we are deeply committed to a partnership of field and coursework that our program emphasizes fieldwork as an essential element in the student's education. [CACREP Standard 4.G]

The site supervisor is central to learning, serving as teacher, role model and mentor. We welcome supervisors to this task, stand ready to offer assistance and hope that you will

undertake this process with interest and pleasure. Your contribution to the mutual work of developing new and competent colleagues is greatly appreciated and valued. [CACREP Standard 4.D]

This manual represents policies and procedures relating to the fieldwork student's placement in the field. It is given to students, site supervisors, and fieldwork instructors so that all individuals involved in the fieldwork courses will be aware of the policies and procedures of the Department of Educational Foundations and Counseling. It is assumed that it will be read carefully and that students will be responsible for the information included herein. Since fieldwork placements (placement in a field setting) are an integral part of the student's graduate training, the curriculum is built around the skills and experiences that are developed in the placement. The department acknowledges that a successful field placement is a mutual arrangement, whereby the training setting receives services and input from students and where students gain experience. It is, therefore, vital that all parties are knowledgeable about the procedures and expectations of the field placement and have clear and open channels of communication.

Counseling Program Mission Statement and Objectives

Counseling Program Mission Statement

Our mission is to train clinicians who are clinically insightful, capable of practicing in various clinical settings, and committed to serving a diverse population that reflects the fabric of New York City. We value an education that promotes cultural humility, curiosity, empathy, critical thinking, self-awareness, ethical practice, advocacy, and an appreciation of human diversity. Our aim is for trainees to provide therapeutic interventions that are evidence-based, offer practical solutions to everyday concerns, foster personal insight, and promote self-efficacy and overall well-being.

Program Objectives

Counselor education students will demonstrate a set of values and attitudes consistent with the highest professional standards. They are expected to identify with the counseling profession and to adhere to the counseling program's objectives.

1. Students develop a professional identity aligned with the roles and functions of professional school counselors.
2. Students become effective counselors who use clinical skills and evidence-based strategies to improve the lives of their clients.

3. Students apply ethical standards, principles, and legal considerations in their work with clients.
4. Students develop and demonstrate multicultural humility, knowledge, skills, and advocacy by actively minimizing stereotyping, prejudice, and stigmatization.
5. Students develop an awareness of and a strengths-based approach to human development across the lifespan, including the impact of family, community, and environmental factors, and apply strategies to promote wellness.
6. Students demonstrate the competencies to work both individually and systemically within complex systems by advocating for access, equity, and social justice.

Fieldwork Requirements for Students

The Department approves students in fieldwork settings for a total of three semesters. The first semester fieldwork experience is called a practicum, while the second two semesters of fieldwork experience is called an internship. Students may begin practicum in the spring semester only (subject to change in any year). Students may begin an internship in the fall semester only. The department distinguishes between the practicum and internship as follows:

Practicum

- Practicum represents 100 hours in the clinical setting with the student having the opportunity to develop basic counseling skills, with 40 hours of direct client contact required. [CACREP Standard 4.Q,R]
 - If a student exceeds this 100-hour minimum, which occurs at many sites, these additional hours cannot count towards their 300-hour internship requirement, even if the student completes both fieldwork experiences at the same site.
 - Students are covered by individual professional counseling liability insurance [CACREP Standard 4.B]
- Students are required to meet for a minimum of 1 hour each week, face-to-face, with their on-site supervisor for supervision [CACREP Standard 4.S]
- Students are required to meet weekly in Practicum Seminar (COUNS 718) for small group supervision; scheduled at 5:20 – 7:00 PM or 7:15 – 8:55 PM throughout the semester. [CACREP Standard 4.T]
 - Practicum Seminar (COUNS 718) should not exceed 12 students per class [CACREP Standard 4.Z,AA,BB]

Upon successful completion with a grade of B or higher in practicum, students may start their two-semester internship the following fall semester.

Internship

- Internship is a one-year (two-consecutive semesters) field placement experience that must start in the fall semester and end in the following spring semester.
- Internship represents a minimum of 600 hours over two consecutive semesters (300 hours per semester) during one academic year. These include a minimum of 240 hours of direct service (120 hours per semester). [CACREP Standard 4.U,V]
- School Counseling students and Bilingual School Counseling students are required to follow the new NYS School Counselor certification requirements. In summary, students are required to intern in two separate grade groups, elementary OR middle school (grades K – 8) AND high school (grades 9 – 12). Regardless of the grade level that students worked with during their practicum experience, they are required to split their internship year between two grade levels, elementary or middle AND high school.
- Students are covered by individual professional counseling liability insurance [CACREP Standard 4.B]
- Students are required to meet for a minimum of one hour each week, face-to-face, with their site supervisor for supervision. [CACREP Standard 4.W]
- Students are required to meet weekly in Internship Seminars (fall semester: COUNS 725 and spring semester: COUNS 726) for two consecutive semesters of internship, with faculty supervisors while engaged in internship. Students are required to meet for small group supervision, scheduled at 5:20 - 7:00 PM or 7:15 - 8:55 PM throughout each semester (fall and spring.) [CACREP Standard 4.X]
- Internship Seminars (fall semester: COUNS 725 and spring semester: COUNS 726) should not exceed 12 students per class. [CACREP Standard 4.Z,AA,BB]

Notes

- Some agencies ask for more than the minimum number of hours required by this program. In these cases, students and placement sites must negotiate the number of hours.
- Credit for each semester will be given only if the student has recorded the required number of hours, has a satisfactory evaluation from the field supervisor and has met requirements for Practicum Seminar or Internship Seminar.

Bilingual School Counseling Fieldwork Students Only

- A minimum of one semester of fieldwork (practicum semester or fall internship or spring internship semester) must be under the supervision of a bilingual certified school counselor.

Winter Semester Break

- Students may begin an internship in the fall semester only. Students may begin practicum in the spring semester only. Students may not begin fieldwork during winter break.
- Hunter College has a break between the fall and spring semesters, the end of December through the end of January. While student interns are not required by the college to attend fieldwork during this time, we recognize that this is an unusually long period to be away from clients. Students are required to work out an arrangement with their site supervisor so that service to clients is not compromised during this time. Most often students continue to attend field placements during part of the winter break.
- Hours accrued during winter break are considered volunteer hours, not counted towards fieldwork.

Summer Break

- Summer fieldwork placement sites are not offered.
- In the case that students are completing internship at the same site as where they've completed practicum, site supervisors may require that students maintain continuity of care with their assigned clients. While fieldwork students are not required by the college to attend fieldwork during this time, we recognize that this is an unusually long period to be away from clients. Students are required to work out an arrangement with their site supervisor so that service to clients is not compromised during this time. Most often students continue to attend field placements during summer break.
- Hours accrued during summer break are considered volunteer hours, not counted towards fieldwork.

Expected Start Date for Field Placements

- Students are expected to begin field placements by the first day of each semester. The specific start date must be coordinated with the site supervisor, which may be earlier or later than the first day of the semester.

- Students may begin field placement on or after one week prior to the official start date of the semester. For example: If the official start date of spring semester is January 25th, students may begin accruing hours towards fieldwork on or after January 18th.
- If the official start date of fall semester is August 25th, students may begin accruing hours towards fieldwork on or after August 18th.

Credit for Field Placement

- In order to receive credit for field placement, students must also pass their practicum and internship courses (COUNS 718, 725, 726) with a grade of no less than B.
- A student receiving any grade below a B in any of these clinical courses may be placed on academic probation and offered a second and final attempt at fieldwork or may be academically dismissed from the program. If logs are not received or if too few hours are reported, this will adversely affect the grade, which may lead to a grade below B.

Number of Ongoing Individual Clients Per Week

Practicum

Based upon a minimum 8 to 10 hours per week the number of ongoing individual clients per week is a minimum of 5 and a maximum of 6.

Internship

Based upon a minimum 20 hours per week the number of ongoing individual clients per week is a minimum of 8 and a maximum of 10.

Audio Recording/ Privacy and Confidentiality [CACREP Standard 4.C]

- Students are required to record client sessions with written consent of the clients or their responsible adults. These recordings will be reviewed by the practicum or internship instructors. Students must be aware of this requirement and plan for this with their site supervisors. Students need to discuss with site supervisors to select clients who are appropriate for recordings. Once students obtain a written informed consent from clients or the responsible adult, students can conduct audio recordings. The device in which as student records such sessions must be approved by the site supervisor. In addition, the site supervisor must approve that the recording is allowed to leave the site and the transcription may be completed off site as well. If not, all recordings and written transcriptions must be completed at the site and kept confidential.

- Bilingual School Counseling Fieldwork Students only:
 - Bilingual School Counseling students will be required to provide translated transcripts of the entire interview or parts of interviews as deemed appropriate by the practicum or internship course instructor.
 - Bilingual School Counseling students will be required to complete a minimum of two recorded sessions that will be reviewed with their onsite bilingual supervisor to assess counseling proficiency.
- To protect client privacy and maintain confidentiality, audio recordings need to be uploaded from the student's password-protected FERPA compliant email to the password-protected FERPA compliant email of their practicum or internship instructors to review. Students will upload their recordings to Brightspace (CUNY LMS) or Hunter College SOE Google
- Classroom which are password-protected and FERPA-compliant systems. Students should not share their recordings outside of the classroom, except with their site supervisors. All audio recordings must be destroyed from the personal devices at the end of each semester once the practicum or internship student has completed the fieldwork experience. Students are instructed to protect the identity of their clients by using only initials or fictitious names in all materials including case notes, transcriptions, presentations, and journals.
- The Hunter College Counseling Program is aligned with the HIPAA Privacy Rule, which states: The HIPAA Privacy Rule establishes national standards to protect individuals' medical records and other individually identifiable health information (collectively defined as “protected health information”) and applies to health plans, health care clearinghouses, and those health care providers that conduct certain health care transactions electronically. The Rule requires appropriate safeguards to protect the privacy of protected health information and sets limits and conditions on the uses and disclosures that may be made of such information without an individual's authorization. The Rule also gives individuals rights over their protected health information, including rights to examine and obtain a copy of their health records, to direct a covered entity to transmit to a third party an electronic copy of their protected health information in an electronic health record, and to request corrections.
- The Hunter College Counseling Program is aligned with the [FERPA Privacy Rule: FERPA/HIPAA](#).

Potential Primary Skills and Competencies acquired through Fieldwork Experiences [CACREP Standard 4.E]

- Counseling microskills
- Individual & Group Counseling
- Intake Interview
- Career exploration and development
- Vocational Evaluation/Assessment
- Job Development and Job Placement
- On-the-job support and coaching
- Personal and social adjustment
- Family Counseling
- Abuse/Neglect Reporting
- Crisis Management
- Case Management
- Documentation skills
- Telehealth Counseling
- Assisted Technology

Requirements for Fieldwork Sites

- The fieldwork site must provide an appropriate variety of clients and professional activities and involve the student in moving into relevant functions, considering the student's readiness and interests [CACREP Standard 4.D]
- The department will not approve any field placement where students must pay a fee at the site for supervision, training, or client contact.
- Students are expected to complete their field placement in a setting with a site supervisor who has the appropriate credentials in their specific counseling discipline.
- There should be an opportunity for student participation in staff meetings, in-service training and relevant interpersonal and inter-professional contacts.

- There needs to be an opportunity for audio recording of some individual client contacts. It is mandatory that recordings of individual client contacts be reviewed by Hunter fieldwork instructors as required for fieldwork [CACREP Standard 4.C] (see page 7 in this manual.)
- Bilingual School Counseling Students ONLY: Bilingual School Counseling students will be required to complete a minimum of two recorded sessions that will be reviewed with their onsite bilingual supervisor to assess counseling proficiency.
- All placements must be deemed appropriate for each individual student based on learning needs as determined by the Counseling faculty.
- Each student needs to lead or co-lead at least one group during work in field placements. Co- leading groups may take place at any time during the practicum (optional) and internship and must be supervised by site supervisors. [CACREP Standard 4.E]. In the case that the fieldwork site does not provide group counseling to the clients, school counseling students will lead or co-lead a psychoeducational group for students in the classrooms.

Qualifications for fieldwork site supervisors [CACREP Standard 4.P]

- a minimum of a master's degree, preferably in counseling or a related profession;
- active certifications and/or licenses in the geographic location where the student is placed, preferably in counseling or a related profession.
- a minimum of two years post-master's professional experience in the field of school counseling or bilingual school counseling.
- relevant training for in-person and/or distance counseling supervision.
- relevant training in the technology utilized for supervision; and
- knowledge of the program's expectations, requirements, and evaluation procedures for students.

Role And Responsibility of Site Supervisors [CACREP Standard 4.H]

- **Provide Regular Individual Supervision**
 - Students must receive a minimum of one hour of individual supervision each week throughout the semester. Supervisors may utilize developmental approaches, including teaching/modeling interventions, facilitating self-reflection, and engaging in collaborative consultation.

- **Create a Supportive Learning Environment**
 - Provide adequate workspace, resources, and consistent supervision to support student learning, professional development, and successful integration into the placement setting.
- **Orient Students to the Site and Their Role**
 - Students should receive an orientation to the setting, including clarification of their role, responsibilities, title, lines of communication, and expectations for professional conduct.
- **Ensure Access to Clinical and Administrative Support**
 - Students must be informed of crisis procedures, relevant policies, and available support personnel who can provide assistance when the site supervisor is unavailable.
- **Facilitate Appropriate Clinical Experiences**
 - Site supervisors are responsible for assigning and coordinating client caseloads and learning activities that promote the development of counseling competencies and professional growth.
- **Support Ethical and Professional Practice**
 - When permitted by agency policy and informed consent procedures, students may audio-record counseling sessions for supervision and training purposes. Supervisors should ensure adherence to ethical, legal, and confidentiality standards.
- **Provide Ongoing Feedback and Mentorship**
 - Supervisors are expected to provide timely, accurate, and constructive feedback regarding students' strengths, areas for growth, and progress toward professional competencies. Supervisors are responsible for ongoing assessment of student performance, completion of midpoint and final evaluations, and verification of students' fieldwork hours and required documentation.
- **Maintain Regular Communication with the Counseling Program**
 - Site supervisors should communicate regularly with the fieldwork course instructor to discuss student progress, address concerns, and support student development. At least two communications with the fieldwork instructor via phone calls or videoconferencing each semester, with additional support provided by the Fieldwork Coordinator as needed. The

instructor will document the communication using the Contact Logs (Appendix 6).

- **Model Professional Practice and Foster Growth**
 - Supervisors should understand the objectives of the graduate counseling program, serve as professional role models, and ensure that the placement experience contributes meaningfully to the student's development as a counselor while benefiting the agency.
- **Participate in Training**
 - New site supervisors must attend the counseling program's site supervisor orientation at the beginning of the semester. Site supervisors are invited to the annual supervisors' breakfast, in which the counseling program invites guest speakers to deliver training in the field.

Site Supervisors Professional Development Opportunities [CACREP Standard 4.K]

Site supervisors are invited to the annual site supervisors' breakfast, where we invite a guest speaker in the field to provide training in their area of expertise.

In addition, CUNY provides professional development opportunities to fieldwork site supervisors for all program delivery types. CUNY Course Voucher: Internship supervisors are entitled to a CUNY Course voucher. This incentive is available to all internship supervisors who have supervised students for 2-consecutive semesters. In May of the year you supervise your intern, you'll receive an email informing you of how to retrieve your CUNY Course Voucher.

Requirements for Fieldwork Course Instructors - CACREP Standard 4.N

Qualifications of Fieldwork courses instructors

1. relevant certifications and/or licenses
2. relevant training for in-person and/or distance counseling supervision, and
3. relevant training in the technology utilized for supervision.

Roles and Responsibilities of Instructors

COUNS 718, 725 or 726 Instructors

The fieldwork course instructor acts as a liaison between the Counseling Program, the fieldwork site, and the student. Their role is to:

- **Provide Weekly Group Supervision and Instruction**
 - Meet with students weekly to facilitate group supervision, integrate counseling theory and practice, and support students' professional development throughout the fieldwork experience.
- **Review and Evaluate Student Learning Activities**
 - Critique and provide feedback on journals, case documentation, transcriptions, audio recordings, and other required assignments to promote skill development and reflective practice.
- **Serve as a Liaison Between the Program, Site, and Student**
 - Maintain communication among the Counseling Program, fieldwork site, and student to ensure that field experiences align with program objectives and professional standards.
- **Communicate Regularly with Site Supervisors**
 - Consult with site supervisors at least twice each semester to discuss student progress via phone calls or videoconferencing, address concerns, and support student learning and professional growth. Document the communication in the contact logs (Appendix 6)
- **Support Student Development and Address Placement Concerns**
 - Collaborate with students and site supervisors to monitor student performance, facilitate learning, and resolve challenges that may arise during the placement. The Fieldwork Coordinator may be consulted when additional support or intervention is needed.
- **Facilitate Effective Communication and Problem Resolution**
 - Remain available to discuss issues raised by students or site supervisors and utilize appropriate channels of communication to address concerns in a timely manner.

- **Participate in Clinical Consultation and Evaluation Activities**
 - Attend clinical instructor meetings with program faculty and the fieldwork coordinator each semester and collect, review, and follow up on field placement evaluations and feedback from students and site supervisors.
- **Assess Student Performance and Assign Final Grades**
 - Evaluate student progress based on fieldwork performance, supervision requirements, and course assignments, and assign final grades with input from the site supervisor.

Role and Responsibility of the Fieldwork Coordinator

The Fieldwork Coordinator is a member of counseling faculty who assists students and faculty in the identification and selection of trainee placements and placement of students in those settings. The functions of the Fieldwork Placement Coordinator are as follows:

Fieldwork placement and support [CACREP Standard 4.A]

- **Support Student Fieldwork Placement**
 - Provide ongoing guidance and assistance to students in identifying and securing fieldwork placements that offer the quality, quantity, and variety of experiences necessary for professional preparation as clinical rehabilitation counselors.
- **Maintain and Develop Field Placement Sites**
 - Maintain a current database of approved fieldwork agencies, including contact information, client populations served, available learning opportunities, application procedures, and placement requirements.
- **Review and Approve New Fieldwork Sites**
 - Vet and approve new field placement sites that have not previously hosted Hunter Counseling students to ensure that program, supervision, and CACREP requirements can be met.
- **Provide Fieldwork Orientation and Training**
 - Conduct fieldwork orientation sessions each semester to inform students about fieldwork requirements, application procedures, timelines, and available placement opportunities.

- **Advocate for Student Placement Opportunities**
 - Communicate with prospective and existing fieldwork sites on behalf of students to facilitate placement opportunities and strengthen partnerships with community agencies.
- **Develop and Maintain Relationships with Site Supervisors**
 - Meet with site supervisors and agency representatives interested in hosting practicum and internship students to establish and sustain effective fieldwork partnerships.
- **Review Fieldwork Documentation**
 - Review and approve fieldwork applications, affiliation agreements, and other required documentation to ensure compliance with program policies and accreditation standards.
- **Provide Individualized Student Support**
 - Meet with students who require additional assistance during the fieldwork search and placement process and provide consultation, problem-solving, and referral to appropriate resources as needed.

Site supervisor training and consultation - CACREP Standard 4.H, I, J

- Reviews and approves site supervisor agreements.
- Provides supervisor orientation meetings once a year, consult with agencies so that they can meet Hunter's requirements and standards.
- Facilitates supervisor trainings and consultation to monitor student learning and performance.
- Provides contact information of fieldwork course instructors to site supervisors.

Fieldwork course instructor support

- Conducts clinical meetings with field work course instructors to monitor student learning and performance.
- Meets with fieldwork students who encounter challenges at their fieldwork sites and their fieldwork course instructors.

Policy for Student Retention, Remediation, and Dismissal - CACREP Standard 1.O; 4.G

Professional Conduct

Students are expected to adhere to the ethical and professional guidelines of the [American Counseling Association Professional Standards](#) and the [Hunter College of the City University New York](#). Agency staffs invest a considerable amount of time and energy for training and it is expected that students are respectful of staff's efforts and time. As such, students must represent the highest standards of professional behavior consistent with the values of the setting and personal and professional ethics. This relates to standards of dress, punctuality, client, staff and professional contacts and all other interpersonal relationships. Failure to maintain these standards will result in negative evaluations that reflect poorly on the Counseling Student as well as the Counseling Program. Violations of professional standards can result in termination of placement.

Grounds for Remediation, Probation, or Dismissal

A student may be identified for remediation, probation, or dismissal when they demonstrate one or more of the following:

1. Failure to maintain the minimum progress standards required by Hunter College, School of Education, and the Counseling Programs.
2. Failure to achieve the minimum performance threshold on Key Performance Indicators (KPIs) and Key Professional Dispositions (KPDs).
3. Violation of the ethical standards of the counseling profession, including applicable ethical codes (e.g., ACA Code of Ethics, ASCA Ethical Standards, CRCC Code of Professional Ethics).
4. Unsatisfactory performance in fieldwork experiences.

Remediation Process for Concerns of Fieldwork Placement Site Regarding Student Performance

If a fieldwork placement site encounters problems related to the Fieldwork Student's ("Counseling Student") conduct:

1. The fieldwork placement site shall inform the Clinical Coordinator of Fieldwork Placements ("Fieldwork Coordinator") and/or the Fieldwork Course Professor of the problem(s) in a timely manner.

2. Fieldwork Coordinator, Fieldwork Course Professor and Counseling Student meet to discuss the concerns and assess the severity of those concerns.
3. Fieldwork Coordinator, Program Coordinator and Counseling Faculty develop a remediation plan.
4. The Counseling Student is notified in writing of the remediation plan.
5. The Counseling Student must follow the remediation plan.
6. If the Counseling Student does not satisfactorily comply with the remediation plan, the placement organization will contact the Fieldwork Coordinator in a timely manner.
7. If this process does not lead to a satisfactory conclusion and the placement organization terminates the Counseling Student for cause, the Counseling Student will receive a failing grade in the fieldwork course(s). Removal from a fieldwork site is at the discretion of the site. Please refer to the Removal Policy below.

In addition, the counseling program fieldwork student will be placed on academic probation for a minimum of one semester and the Counseling Student will be given no more than one opportunity at another placement (this would amount to a total of two placements including the initial unsuccessful fieldwork placement).

Termination from Fieldwork Placement Site

When a Counseling Student has been removed for cause from their fieldwork placement the Counseling Faculty will inform the Department Chair and Associate Dean of this matter.

The Counseling Student:

- Must withdraw immediately from their Fieldwork Seminar course and will no longer be eligible to attend that course;
- When a student is terminated after the official withdrawal period for the semester has closed, a student will no longer be eligible to attend that course and earns a grade of "F" in the course;
- Cannot attend the placement site from which they were terminated and must immediately cease contact with the placement organization and any of their clients, patients, or students;
- Is not eligible to start at any other placement site for the remainder of the semester; and,

- Will not receive course credit (COUNS 718, 725, or 726) nor credit for any clinical hours accrued once terminated from the fieldwork site.

In such a case, the Counseling Faculty, Department Chair and Associate Dean will:

1. Conduct an investigation to review the Counseling Student's behavior(s) and reason(s) for termination.
2. Report findings of the investigation to the Counseling Faculty.
3. A disposition is made and reported to the Counseling Student in writing, and to the Department Chair and Associate Dean. Dispositions can result in one of the following two outcomes:
 - a. Replacement at a second fieldwork placement organization will be granted the next semester the same course is offered.
 - b. Termination from the Counseling Program.
 - i. If the Associate Dean and Chair determine that re-placement is not appropriate, they will recommend this action be reviewed by the School of Education's Clinical Standards Committee (CSC), which shall be composed of the School of Education's Dean and one or more School of Education's Department Chairs. The Counseling Student will be placed on academic probation until the CSC issues a written decision. This decision shall serve as the final determination by the College's School of Education.
4. When replacement is appropriate, the Counseling Student will be placed on academic probation for a minimum of one semester and a Behavioral Contract is developed by the Counseling Faculty and will be presented to the Counseling Student.
 - a. The Counseling Student will be held to the requirements and standards of the Behavioral Contract.
 - b. After a Behavioral Contract is in place, steps toward finding a new field placement site can begin.
 - c. It is the responsibility of the student to contact the Counseling Faculty and Fieldwork Coordinator to start this process the semester prior to starting their second and final fieldwork placement.
5. The Counseling Student must successfully complete this second and final attempt at their field placement including adherence to the Behavioral Contract. If the

Counseling Student does not successfully complete their second and final attempt at the field placement, termination from the Counseling Program will result.

Removal by a Fieldwork Placement Organization

A Counseling Student should be aware that as a member of the College community, they must follow the procedures listed in this document as well as the other policies referenced herein. As such, if a fieldwork placement organization removes a Counseling Student from a fieldwork placement for cause (including but not limited to unprofessional or egregious conduct and/or unsatisfactory performance), the College cannot mandate that the placement organization take the Counseling Student back.

Academic Probation and Dismissal

Students may be placed on academic or professional probation when concerns are significant or when remediation efforts have not resulted in satisfactory improvement.

Probation may include:

- Restricted enrollment;
- Delayed progression to practicum or internship;
- Increased monitoring by faculty;
- Remediation plans; or
- Other conditions deemed appropriate by the Counseling Faculty.

If a student's Hunter GPA falls below the established retention level (1.50 for 0-12 credits; 1.75 for 13-24 credits or 2.00 for 25 or more credits), they are automatically placed on academic probation. Probationary status remains in effect until faculty determine that the student has met all remediation requirements and demonstrated sustained improvement.

If the minimum GPA is not achieved during this period, the student will be automatically dismissed from the college. If a student is dismissed from the college, they may attend the first summer term at Hunter to improve their GPA with only grades earned at Hunter calculated into the Hunter GPA. Students are advised to attend a Dismissal Advising Workshop where they will be given information about the dismissal appeals process, the possibility of readmission and other education options.

Recommendation for Dismissal

Dismissal may be recommended to the Dean of School of Education when a student:

- Fails to successfully complete remediation requirements;
- Demonstrates persistent academic deficiencies;

- Demonstrates persistent deficiencies in professional dispositions;
- Violates professional ethical standards;
- Engages in behavior that places clients or others at risk;
- Is removed from fieldwork and deemed unsuitable for continued clinical training;
or
- Otherwise fails to meet the standards of the counseling profession.

Prior to dismissal, the Counseling Faculty will review all relevant documentation and determine whether continued enrollment is appropriate.

Dismissal Review Process

When dismissal is recommended:

1. Counseling Faculty will prepare written documentation outlining the concerns, remediation efforts, and rationale for dismissal.
2. The recommendation will be submitted to the Department Chair and Associate Dean for review.
3. Following review, the matter may be referred to the School of Education Clinical Standards Committee (CSC).
4. The School of Education Clinical Standards Committee (CSC) will review all documentation and make a recommendation to the Dean of the School of Education.
5. The Dean will issue the final determination regarding the student's status in the program.

The student will receive written notification of the final decision.

Appeals Process

A Counseling Student who wishes to appeal the disposition (i.e., the disposition from the Counseling Program, School of Education Department Chair/Dean, and/or Hunter College administration) may submit a written appeal to the School of Education Dean of Hunter College, stating reasons for their appeal, within 30 days of being notified by the Counseling Program disposition. The School of Education Dean will decide the appeal within a reasonable time period and this decision will be the final decision by the School of Education. Students also have the right to appeal their course grade (consult the Hunter College policy on Grade Appeals).

Removal by a Fieldwork Placement Organization

A Counseling Student should be aware that as a member of the College community, they must follow the procedures listed in this document as well as the other policies referenced herein. As such, if a fieldwork placement organization removes a Counseling Student from a fieldwork placement for cause (including but not limited to unprofessional or egregious conduct and/or unsatisfactory performance), the College cannot mandate that the placement organization take the Counseling Student back.

Step-By-Step Guidelines For Fieldwork Experience

Securing A Fieldwork Placement

1. Fieldwork Orientation

- a. Students are required to attend Fieldwork Orientation the semester in which they are applying for fieldwork. Orientation meetings are scheduled every September in addition to fieldwork advisement sessions offered throughout each semester.
- b. Students are advised to contact the Fieldwork Coordinator by mid-semester if they haven't yet secured a placement. Fieldwork Coordinator and student meet individually to discuss placement options.

2. Identify a Site

- a. Use Hunter Resources: Hunter provides a List of Agencies/Schools with contact information on Brightspace Counseling Program Fieldwork Information Site
- b. Contact the site, introduce yourself and explain that you are a Hunter College student in a master's degree program seeking a field site. Ask if they would be interested in having a student intern.
- c. If they are interested:
 - i. Ask about the supervisor's qualifications and the number of professional school counselors they have on site. You are required to be supervised by someone with either of these credentials with a minimum of 2 years pertinent professional experience. [CACREP Standard 4.P]
 - ii. Ask if the site allows for a minimum of two audio recordings of counseling sessions with clients each semester.

- iii. Ask the representative at the site what is the best way to find out if those certified professionals would accept an intern or practicum student.

3. Interview with Sites

- a. Treat this process similar to a job interview (wear professional attire, bring/forward your resume, etc.)
- b. During the interview, ask questions about the job responsibilities of the professionals at their sites. You are looking for a site that can meet all course and program requirements as well as provide an excellent learning experience.
- c. Follow up with a thank you email after each interview
 - i. Be sure Site Supervisor allows audio recording of counseling sessions with client and will provide weekly individual supervision for one hour. Supervision must be provided by a Certified Professional. The site supervisor must have a minimum of 2 years pertinent professional experience.
 - ii. Ask what days and times would be reserved for on-site supervision.

4. Site Approval

- a. Students applying at a site that has not previously supervised a Hunter Counseling fieldwork student, must have that site vetted and approved by Program Site Developer. The formal vetting process assures that all program requirements will be met.
- b. Once a prospective site has confirmed your candidacy for interning at their site, the site and site supervisor must be approved by Michelle Lask, Counseling Program's Fieldwork Placements Clinical Coordinator.
- c. If a site requires formal vetting, the Site Developer meets with the site supervisor of record to discuss all program requirements in detail and respond to any questions the site supervisor has. If program requirements and the site's fieldwork opportunities are aligned, the site can be approved and the student may begin fieldwork the following semester.
- d. The Counseling Program provides ongoing support to help students find fieldwork sites that are sufficient to provide the quality, quantity, and variety of expected experiences to prepare students for their roles and responsibilities.

- e. Students who have not secured an interview after one month of starting their search are advised to contact Michelle Lask (mlask@hunter.cuny.edu) for additional support.

Different Field Placement Settings for Practicum and Internship

The department strongly recommends that students have a different field placement for the second year in the program. If a student believes that it is in his/her interest to remain in the same setting for the second year, the following procedure must be followed:

The Hunter College Dept. of Educational Foundations & Counseling Programs now offers fieldwork students in the School Program the opportunity to complete their practicum and internship fieldwork experiences at the same site, provided that the fieldwork site accepts both practicum and internship placements. While completing practicum and internship at the same site is now an option, students remain eligible to have a different trainee placement for the two experiences, practicum, and internship, if they feel this is in their best interest.

Students are required to reapply at their current practicum site to be eligible to continue their training at the same site for their internship. You must reapply to your internship site using the standard internship application process (documentation, deadline, and all required paperwork) to complete your internship at your practicum field placement site. Both the site supervisor and Fieldwork Placement Coordinator must approve reapplication.

Decisions about field placement training are important for your professional development as a counselor. Counseling Program faculty strongly recommend you discuss field placement training options with your faculty advisor during advisement week, held toward the end of each semester.

Field Placement in Setting Where Employed

Field Placement is for the purpose of the acquisition and development of skills in relation to the training curriculum. The department is willing to consider field placements in settings where students are newly employed for no more than three months prior to starting field placement.

In addition, the student may not be supervised for the field placement by his/her work supervisor and the student must have a client caseload selected specifically for purposes of the field placement.

Students cannot work and complete their field placement at the same site unless the following two circumstances exist:

1. The student has worked at the site less than three months, or,

2. The student trains in a completely different department with a different supervisor.

In the latter case, the student must provide the Fieldwork Placement Coordinator with a description of the job and of the training to delineate the difference, and the Fieldwork Placement Coordinator will follow up with the student's site supervisor for approval.

Documentation for Field Placement

- Forms to document field placement may be found on Brightspace.
- The following forms must be printed immediately and given to the fieldwork program coordinator upon completion:
 - One copy of the Fieldwork Placement Agreement Form by the first week of December for the Fall semester and the first week of May for the Spring semester
 - One copy of the Fieldwork Placement Information Sheet by the first week of December for the Fall semester and the first week of May for the Spring semester
 - One copy of the New Fieldwork Application Form by the first week of December for the Fall semester and the first week of May for the Spring semester. This document is only required if this is a new site.
 - One copy of the Letter Confirming All Requirements Can Be Met by the first week of December for the Fall semester and the first week of May for the Spring semester
 - One copy of Memorandum of Insurance as proof of liability insurance by the first week of December for the Fall semester and the first week of May for the Spring semester
 - One copy of Activity Logs four times a semester

Students are responsible for knowing the contents of this manual. An electronic copy of this manual will be forwarded to site supervisors at the start of each semester.

After Securing a Site

You will need to complete the following steps to complete your fieldwork application.

Safety and Liability

Students must be covered by individual professional counseling liability insurance while enrolled in practicums and internships. [CACREP Standard 4.B]

Liability Insurance must be purchased. Each student will be required to purchase a one or two-year policy and all insurance must be on the same policy. Since Hunter's Counseling Programs require that students have active membership in a professional counseling organization (ex: ACA or NRCA), you may have some level of coverage through your active membership. However, this insurance does NOT MEET REQUIRED LIMITS. NOTE: All insurance coverage must come from the same policy; you may not have coverage from 2 different policies.

You will need to purchase a professional liability student policy that covers (\$2,000,000 per incident and \$4,000,000 aggregate).

Complete Required Paperwork (Electronic signatures required on some documents)

- Submit completed documents with electronic signatures by the deadline to the Fieldwork Placements Clinical Coordinator, Michelle Lask
- Required documents:
 - Field Placement Information Sheet
 - New Site Application Form
 - Fieldwork Agreement Letter. This form is signed by you and your site supervisor
 - Letter Confirming All Requirements Can Be Met - Signed by you and your site supervisor
 - Copy of your Liability Insurance Certificate/Memorandum of Insurance
 - Copy of your Hunter Counseling (graduate) Program unofficial transcript, retrieved from CUNYfirst

During Fieldwork Experience: Practicum (COUNS 718) And Internship (COUNS 725 and 726)

Fieldwork seminar courses are designed for students who are doing practicum or internship to continue building the counseling skills and self-awareness developed in previous course work. Professional issues in the specialty areas will be discussed. The seminar courses are designed as a group supervision, where students will present their cases in practicum or internship.

Students are eligible to register for COUNS 718 or COUNS 725/726 once their fieldwork application is approved by the Fieldwork Coordinator who then assigns the student to a designated section of their Seminar course.

Recording of Fieldwork Hours

- All hours must be recorded on the appropriate log forms included in the appendix of this manual. A minimum of four logs must be completed during each semester of fieldwork. Students will receive credit only if hours are properly documented and each log is signed by the site supervisor. The department is unable to provide for copies of these logs.
- During practicum semester, a minimum of 100 hours must be completed. Of these 100 hours, a minimum of 40 hours must be direct clients contact hours, which must be documented throughout the semester. During the internship year, a minimum of 600 hours must be completed (300 hours per semester.) Of these 300-semester hours, a minimum of 120 hours must be direct clients contact hours, which must be documented throughout each semester. A minimum of 240 direct client contact hours must be completed throughout the internship year.
- Work done must fall within the scope of practice of the specialization for which the hours are recorded.
- Students may count all of the hours spent in the placement toward the total sum of the required hours per semester. If a client does not show for a counseling session that may count toward 'other hours', but not toward 'direct client contact hours'. Direct client contact hours are hours spent in face-to-face counseling with clients, consultation with agency staff, consultation with client's family, and family/support network.
- Logs must be completed, signed and turned in to the fieldwork instructors on or before the last day of instruction of each semester. Students will not receive credit for the field placement if logs are not turned in on time or if the appropriate number of hours have not been completed (i.e., 100 hours for practicum and 300 hours per semester for internship).
- Students are expected to negotiate with the trainee setting to meet the setting's requirements for hours (e.g., many agencies/schools will require more than the minimum for placement as a condition for accepting a student with more than 20 hours often required).
- Credit for each semester will be given only if the student has recorded the required number of hours, has a satisfactory evaluation from the field supervisor and from the Hunter faculty (COUNS 718: Practicum; COUNS 725/726 Internship).

Group Counseling Suggestions

Each student needs to lead or co-lead groups during the course of work in field placements. Co- leading groups may take place during the practicum semester, however, is required during the internship year, and must be supervised by the agency supervisor.

After The Fieldwork Experience: Evaluations - CACREP Standard 4.F

All evaluation data are maintained in strict professional confidentiality and used for individual advising or program evaluation consistent with due process. Online evaluations are maintained in Qualtrics by the SOE Institutional Research.

- Evaluation is an ongoing process in any educational enterprise. In this field, learning is not simply a cognitive act; it involves changes in attitudes and feelings and an integration of complex processes, which include intellectual mastery, a developing sense of the professional role, and the student's use of self. Evaluation is part of the student's fieldwork experience and is a process in which agency site supervisor, student and clinical course instructor all are involved. Hunter practicum students have several supervisors, both on-site and in-class. It's important that all supervisors have consistent knowledge of how each student is performing both experientially and academically.
- Site Supervisor Final Evaluations must be completed at the end of each semester. Should be done in consultation with the student. The site supervisor will be emailed this online evaluation directly and submits the information via email. Site supervisors complete a final evaluation as a part of the students' final grade in both the internship and practicum courses. Supervisors evaluate students' clinical skills, knowledge, and professionalism which are aligned to the counseling program objectives. Site supervisor evaluations are sent to all the supervisors at the end of the practicum (COUNS 718) and internship (COUNS 725, 726) courses.
- The Fieldwork Coordinator discusses feedback from the site supervisor with the fieldwork course instructors twice per semester to learn about students' progress. Integration of all supervisory feedback is necessary for students to have the most cohesive experience. All Hunter instructors working with a student in a supervisory capacity (COUNS 718, 725, and 726) will communicate with the Fieldwork Coordinator consistently throughout the semester.
- Written evaluations must be completed, signed, and returned to the clinical course instructor two weeks prior to the last week of instruction. Students will not receive credit for the field placement if forms are not returned on time or if the evaluation is not satisfactory. The clinical course instructor will determine the grade to be given for the semester based upon input from the site supervisor and the student's academic coursework.

The following formal evaluations are required:

- Fieldwork Final Evaluations are to be completed at the end of each semester. Should be done in consultation with the student. The site supervisor will be emailed this online evaluation directly and submits the information via email. Site supervisors complete a final evaluation as a part of the students' final grade in both the internship and practicum courses. Supervisors evaluate students' clinical skills, knowledge, and professionalism which are aligned to the counseling program objectives. Site supervisor evaluations are sent to all the supervisors at the end of the practicum (COUNS 718) and internship (COUNS 725, 726) courses.
- Counseling Student Evaluation of the Fieldwork Experience - At the end of practicum and internship semesters, the Office of Institutional Research, Assessment and Accreditation send out this survey to all fieldwork students completing their internship (COUNS 725 and 726) or practicum (COUNS 718) experience. The goal is to evaluate their fieldwork site and the tasks performed during their clinical experience. The results of this survey are used by program faculty to improve the program's clinical experiences and better understand the needs of students in the field. It does not impact the students' final course grade. [CACREP Standard 4.L.M.]

Appendix 1. Summaries for Students

Summary For Practicum Students - CACREP Standard 4.D.E.Q.R.S.

You must meet the following requirements to successfully complete your practicum Fieldwork Experience:

- Audio recording clients with their consent or their parent's consent
- 100 hours/semester = 8 - 10 hours/week minimum
- 40 hours of direct service/semester

The following services are considered Direct Service Activities:

- One to One Individual Counseling
- Group Counseling
- Family Meetings

The following services are not Direct Service Activities:

- Supervision
- Progress Note Documentation/Recordkeeping

- Case Management
- Research
- Professional Development
- Information and Referral
- In-service meetings
- Staff meetings
- Telephone Contacts w/ client and or client's team
- Direct supervision by a Certified professional.

Supervision

- School Counseling Students need to be supervised by a Permanently Certified School Counselor (also known as a Professional School Counselor) with a minimum of 2 years pertinent professional experience.
- 1 hour of weekly on-site supervision by a Permanently Certified School Counselor (also known as a Professional School Counselor)
- Assigned a caseload of 5 to 6 clinical interactions each week

Bilingual School Counseling Fieldwork Students Only

- A minimum of one semester of fieldwork (practicum semester or fall internship or spring internship semester) must be under the supervision of a bilingual certified school counselor.
- The student must not be currently employed at this fieldwork site

Summary For Internship Students - CACREP Standard 4.D.E.U.V.W.

You must meet the following requirements to successfully complete your internship fieldwork experience:

- Audio recording clients with their consent or the parent's consent
- 300 hours/semester = 20 hours/week minimum for 2 consecutive semesters.
- All internship hours must be completed at the same site.
- 120 hours of direct service/semester (same as above)
- Direct supervision by a Certified professional.

School Counseling Student

- Permanently Certified School Counselor (also known as a Professional School Counselor) with a minimum of 2 years pertinent professional experience.

Bilingual School Counseling Fieldwork Students Only

- A minimum of one semester of fieldwork (practicum semester or fall internship or spring internship semester) must be under the supervision of a bilingual certified school counselor.

Supervision

- 1 hour of weekly on-site supervision by a Permanently Certified School Counselor (also known as a Professional School Counselor)
- Assigned a caseload of 8 to 10 clinical interactions each week
- The student must not be currently employed at this fieldwork site

During The Final Month Of The Semester

- Student submits online site evaluation form
- Supervisor submits completed student evaluation online
- All weekly logs should be submitted unless otherwise discussed

Appendix 2. Summaries For Site Supervisors

- Plan for student's arrival, space, and phone, and alert the staff. Consider the role of the student and help the student develop a professional identity.
- Familiarize the student with the structure and function of the agency/school and its relationship with other community agencies and resources.
- Provide appropriate clients for students to have direct experiences in working with clients. An individual counseling caseload of approximately 5-6 clients for practicum students and 8-10 for internship students, chosen with regard to the student's background, experiences, skills and educational needs, is suggested.
- Provide a minimum of one hour per week for individual supervision. Review students' written material (e.g., case notes, intake reports)
- Provide students with opportunities to participate in staff meetings, and in-service training, as well as consultations with professionals in other disciplines.

- Complete final evaluations of students at the end of each semester. Site supervisor should involve students in the evaluation process and provide each student with a copy of the evaluation.
- Communicate with Hunter College faculty and the fieldwork coordinator as necessary.

Appendix 3. Required Documentation

Once a Prospective Site has confirmed your candidacy for working at their site, the site and site supervisor must be approved by the program by Michelle Lask.

Complete Required Paperwork (5 or 6 Documents)

- If the site has been used by Hunter students previously, then no advance clearance is required. Fill out Field Placement Information Sheet (Document 1).
- If the site has not previously been used by Hunter students, then advance clearance is required. For new sites, students must also submit a New Site Application Form (Document 1A) in addition to the Field Placement Information Sheet. The New Site Application Form provides site information to be reviewed by Michelle Lask, who will confirm that all requirements may be met at this site.
 - Please print clearly or type this form and include all information requested. Your supervisor's name, address, professional email, and phone must all be included or the paperwork will not be accepted.
 - Be sure you have an established start date with your supervisor. This is critical. Ideally, starting 1 week before classes start at Hunter is the best choice. If you start late, you will have more difficulty with recordings, etc.
 - New Department of Education Procedure Fall 2017: You must be enrolled in the Galaxy HR system at the school you plan to complete fieldwork prior to your start date.
- Fieldwork Agreement Letter. This form is signed by you and your site supervisor (Document 2).
- Copy of your Liability Insurance Certificate/Memorandum of Insurance (page 4 of your policy) – not the whole policy, (Document 3).
- Copy of your Hunter Counseling (graduate) Program Unofficial Transcript, retrieved from CUNYfirst (If unable to print, I'll print it for you. Do not pay for a copy from the registrar) (Document 4).

- Inform Michelle Lask of date of your PETS Enrollment and date of fingerprinting processing.
 - No written proof necessary. Note the dates on your practicum packet.
- Letter Confirming All Requirements Can Be Met - Signed by you and your site supervisor (Document 5).

Signatures

Site Supervisors and students are required electronically sign the necessary documents. If a site supervisor cannot sign the documents, students are required to follow this procedure:

- A. Supervisor emails the completed form
- B. Subject line of email: "This email serves as my electronic signature."
- C. Supervisor attaches the completed documents (Fieldwork Agreement Form and Letter Confirming All Requirements Can Be Met)
- D. Student uploads this email as part of their online application.

Purchase Liability Insurance

Toll free number is 1-800-375-2764 or visit Proliability Insurance Solutions.

Steps to complete online application

1. Click "Healthcare Professionals" you should choose "Students"
2. Click on "Get a Quote" (orange box)
3. Getting Started:
 - a. When would you like coverage to begin: Effective Date should be the latest date they allow you to start the policy, which is usually 45 days after today's date. You will need to renew your policy if you complete all fieldwork (practicum and internship) after the expiration date of this policy. Applying for a 2-year policy is suggested if you start practicum in spring and plan to start internship the following fall. Failure to renew during a semester could result in you being asked to leave your placement site. We cannot, and will not, support students continuing to work at placements without appropriate and effective liability insurance coverage.
 - b. Member of one of these associations: "No"

- c. Area of Study: Counselor (Rehab Counseling Students may choose "Rehabilitation Counselor")
- d. Policy Term: 1 or 2 years (2 years is recommended to cover you throughout fieldwork)
4. Complete Applicant Information (First Name, Last Name, Email Address, Contact Phone).
5. Preferred Limits of Liability: \$2,000,000 per Incident \$4,000,000 Aggregate (= \$80 for 2 years)
6. Click "Apply Now"
7. Applicant Information: Your Occupation = Counselor
8. Applicant Information: Practice Type = Student
9. Click "Continue" (be patient while the quote loads)
10. Once the quick quote loads you should see two acceptable options for your situation: The first column reads \$2,000,000 per Incident \$4,000,000 Aggregate Annual certificate \$41 premium. The second column should read \$2,000,000 per Incident \$4,000,000 Aggregate Annual certificate \$80 premium.
11. You may choose any of these two options. Be aware that you must have active coverage during both practicum AND internship. If your policy expires before you complete internship, you will be required to renew your policy for an additional year. Make your purchase based on your known plans but be prepared to purchase additional coverage should your plans change.
12. Complete the Applicant Information section
13. Complete Payment Details. You'll need a Credit Card (MASTERCARD or VISA only)
14. Complete your purchase and print out your Memorandum of Insurance. You may not start your placement until you have provided Michelle Lask with your certificate of coverage. Your policy must be in effect before you can start your placement.

Example of Memorandum of Insurance

0000000	Client #
MEMORANDUM OF INSURANCE	
Date Issued December 5, 2024	

Producer Marsh U.S. Consumer a service of Seabury & Smith, Inc. P.O. Box 14576 Des Moines, IA 50306-3576 www.proliabi lity.com		This memorandum is issued as a matter of information only and confers no rights upon the holder. This memorandum does not amend, extend or alter the coverages afforded by the Certificate listed below.			
Insured Name Address		Company Affording Coverage Liberty Insurance Underwriters, Inc.			
This is to certify that the Certificate listed below has been issued to the insured named above for the policy period indicated, notwithstanding any requirement, term or condition of any contract or other document with respect to which this memorandum may be issued or may pertain, the insurance afforded by the Certificate described herein is subject to all the terms, exclusions and conditions of such Certificate. The limits shown may have been reduced by paid claims.					
Type of Insurance	Certificate Number	Effective Date	Expiration Date	Limits	
Professional Liability Student Counselor	ABC - 123456789	01/01/2025	01/01/2027	Per Occurrence	\$2,000,000
				Aggregate	\$4,000,000
General Liability				Per Occurrence	
				Aggregate	
Evidence of Insurance					

Memorandum Holder: Addl Insd/Cert Holder	Should the above described Certificate be cancelled before the expiration date thereof, the issuing company will endeavor to mail 30 days written notice to the Memorandum Holder named to the left, but failure to mail such notice shall impose no obligation or liability of any kind upon the company, its agents or representatives.
	Authorized Representative Joan O'Sullivan



Fieldwork Placement Information Sheet

Semester: _____

Please check one:

- ☐ Fieldwork
- ☐ Internship

Student Information

- CUNYFirst ID (8 Digits): _____
- Name: _____
- Address: _____
- Phone: _____
- Email: _____
- Program: _____

For School Counseling Students only please check one:

- ☐ I am pursuing Bilingual Extension
- ☐ I am not pursuing Bilingual Extension

Site Information

- Name: _____
- Address: _____
- Doing Business As (DBN) (If New York City Public School: _____
- Website: _____

Site Supervisor Information

- Name: _____
- Office Phone: _____
- Work Email: _____

Bilingual Site Supervisor Information

For School Counseling Students who are pursuing Bilingual Extension only.

- Name: _____
- Office Phone: _____
- Work Email: _____
- Website: _____

Site Supervisor Certification Information

Please check all that apply:

- ☐ Permanently Certified School Counselor
- ☐ Bilingual Permanently Certified School Counselor
- ☐ Additional Certifications: _____

Fieldwork Schedule

Notify Michelle Lask if schedule changes.

- ☐ Start Date: _____
- ☐ Monday Hours: _____
- ☐ Tuesday Hours: _____
- ☐ Wednesday Hours: _____
- ☐ Thursday Hours: _____
- ☐ Friday Hours: _____
- ☐ Saturday Hours: _____

Sunday Hours: _____

Placement Approval

- ☐ Yes
- ☐ No

Clinical Coordinator of Fieldwork Placements Signature

Michelle Lask (Clinical Coordinator of Fieldwork Placements) Signature Date



Application Form for New Fieldwork Site

Semester: _____

Please check one:

- ☐ Fieldwork
- ☐ Internship

Student Information

- CUNYFirst ID (8 Digits): _____
- Name: _____
- Address: _____
- Phone: _____
- Email: _____
- Program: _____

For School Counseling Students only please check one:

- ☐ I am pursuing Bilingual Extension
- ☐ I am not pursuing Bilingual Extension

Site Information

- Name: _____
- Address: _____
- Doing Business As (DBN) (If New York City Public School: _____
- Website: _____

Site Supervisor Information

- Name: _____
- Office Phone: _____
- Work Email: _____

Bilingual Site Supervisor Information

For School Counseling Students who are pursuing Bilingual Extension only.

- Name: _____
- Office Phone: _____
- Work Email: _____
- Website: _____

Site Supervisor Certification Information

Please check all that apply:

- ☐ Permanently Certified School Counselor
- ☐ Bilingual Permanently Certified School Counselor
- ☐ Additional Certifications: _____

For School Counseling Students who are pursuing Bilingual Extension only.

Site Services

Please provide a list and brief description of the site's services. Use back page if necessary. A brochure may be attached if available.



Agreement between Fieldwork Supervisor, Student, and Hunter College

Dear Fieldwork Site Supervisor,

Student's Name: _____

I am writing to ask your assistance in providing the above-named individual, a graduate student in the Hunter College Counseling Program with an opportunity to fulfil her/his required fieldwork experience at your site.

All counseling students complete two fieldwork placements during their course of study in our program. The first placement is the Practicum and the student must spend at least one day each week during the semester engaging in counseling related activities. The second placement is the Internship and the student must spend at least 20 hours each week engaging in counseling related activities during the academic year (fall and spring semesters). Such activities should include individual and group counseling, testing and assessment, educational and career development, etc. To facilitate the professional growth of the student, s/he must have counseling relationships, preferably of twenty minutes or more in length, with individual clients. Additionally, students are required to make audio recordings of counseling sessions for evaluation. To ensure both ethical practice and confidentiality, the client (or guardian) must consent in writing to the taping, and the tape is erased after it has served its purpose. A sample of a consent form has been given to the student and is available for your review and modifications.

- For School Counseling students: The on-site supervisor must be a NYS certified school counsellor with a minimum of 2 years pertinent professional experience.

Site Supervisor Roles and Responsibilities

- Provide Regular Individual Supervision
 - Students must receive a minimum of one hour of individual supervision each week throughout the semester.

- **Create a Supportive Learning Environment**
 - Provide adequate workspace, resources, and consistent supervision to support student learning, professional development, and successful integration into the placement setting.
- **Orient Students to the Site and Their Role**
 - Students should receive an orientation to the setting, including clarification of their role, responsibilities, title, lines of communication, and expectations for professional conduct.
- **Ensure Access to Clinical and Administrative Support**
 - Students must be informed of crisis procedures, relevant policies, and available support personnel who can provide assistance when the site supervisor is unavailable.
- **Facilitate Appropriate Clinical Experiences**
 - Site supervisors are responsible for assigning and coordinating client caseloads and learning activities that promote the development of counseling competencies and professional growth.
- **Support Ethical and Professional Practice**
 - When permitted by agency policy and informed consent procedures, students may audio-record counseling sessions for supervision and training purposes. Supervisors should ensure adherence to ethical, legal, and confidentiality standards.
- **Provide Ongoing Feedback and Mentorship**
 - Supervisors should provide timely and constructive feedback regarding students' strengths, areas for growth, and progress toward professional competencies. Supervisors are responsible for ongoing assessment of student performance, completion of final evaluations, and verification of students' fieldwork hours and required documentation.
- **Maintain Regular Communication with the Counseling Program**
 - Site supervisors should communicate at least two times with the fieldwork instructor via phone calls or videoconferencing each semester, with additional support provided by the Fieldwork Coordinator as needed. The instructor will document the communication using the Contact Logs (Appendix 6).
- **Model Professional Practice and Foster Growth**
 - Supervisors should understand the objectives of the graduate counseling program, serve as professional role models, and ensure that the placement

experience contributes meaningfully to the student's development as a counselor while benefiting the agency.

- **Participate in Training**
 - New site supervisors must attend the counseling program's site supervisor orientation at the beginning of the semester. Site supervisors are invited to the annual supervisors' breakfast, in which the counseling program invites guest speakers to deliver training in the field.

Student Responsibilities

- Students are expected to approach supervision with openness to learning and developing as a counselor.
- Students are required to audio record a minimum of two client sessions, and the course Instructor will listen to parts of these audio records throughout the semester. Recording is done to protect the client as well as the counselor.
- Students are expected to discuss cases in supervision as well as explore personal issues that are affecting their counseling work.
- Students are expected to be on time for supervision and attend all supervision sessions.
- If a student is experiencing a conflict with her or his on-site supervisor, it is expected that he or she will try to speak with the supervisor about the conflict and/or seek guidance from the course Instructor.
- Students are required to attend weekly practicum/internship seminars (COUNS 718, 725, or 726).

Hunter College Fieldwork Course Instructor Roles and Responsibilities

The fieldwork course instructor acts as a liaison between the Counseling Program, the fieldwork site, and the student. Their role is to:

- Provide weekly group supervision and instruction
- Review and evaluate student learning activities
- Serve as a liaison between the program, site, and student
- Communicate regularly with site supervisors
- Support student development and address placement concerns
- Facilitate effective communication and problem resolution
- Participate in clinical consultation and evaluation activities
- Assess student performance and assign final grades

Hunter College Fieldwork Coordinator Roles And Responsibilities

- Maintain and develop field placement sites
- Review and approve new fieldwork sites
- Provide fieldwork orientation and training
- Advocate for student placement opportunities
- Develop and maintain relationships with site supervisors
- Review fieldwork documentation
- Provides supervisor orientation meetings once a year, consult with agencies so that they can meet Hunter's requirements and standards.
- Conducts clinical meetings with field work course instructors to monitor student learning and performance.
- Meets with fieldwork students who encounter challenges at their fieldwork sites and their fieldwork course instructors.

All supervisors should make a copy of this agreement for their files. Each student keeps a copy and the original is given to the Fieldwork Coordinator at Hunter College. If you require any additional information, please do not hesitate to contact me.

Please sign this agreement.

Respectfully submitted,

Michelle Lask, CRC, LMHC

Clinical Coordinator of Fieldwork Placements

email: mlask@hunter.cuny.edu

Supervisor's Signature

Date

Supervisor's Printed Name

Certification Number

Fieldwork Agency/ Site Name

Student's Signature

Student's Printed Name

Date



Practicum Site Supervisor Checklist

Dear School Counseling Practicum Site Supervisor,

Please review all requirements and confirm, by placing an X on each line for each requirement and signing below, that all may be met at your agency next semester:

The student will:

- Complete 100 hours/semester = an average of 8 hours/week. Of these 100 hours, 40 hours must be direct client services.
- Complete at least two audio recording clients w/ their consent or their parent's consent.
- Engage in 5-6 clinical interactions/week throughout the semester.
- Have an opportunity to lead or co-lead group counseling sessions or psychoeducational groups (optional).

The site supervisor will

- Provide 1 hour of weekly on-site supervision.
- Provide ongoing verbal and written feedback for the student's clinical skills and documentation.
- Communicate with Hunter College fieldwork instructor at least two times per semester and when concerns arise.
- Complete an online final evaluation at the end of the semester.

Supervisor's Signature

Supervisor's Printed Name

Date

Supervisor's Licensure Number

Fieldwork Agency/ Site Name

Student's Signature

Student's Printed Name

Date



Internship Site Supervisor Checklist

Dear School Counseling Internship Site Supervisor,

Please review all requirements and confirm, by placing an X on each line for each requirement and signing below, that all may be met at your agency next semester:

The student will:

- Complete 300 hours/semester = a minimum of 20 hours/week for 2 consecutive semesters. Of these 300 semester hours, 120 hours must be direct client services.
- Complete at least two audio recording clients w/ their consent or their parent's consent.
- Engage in 8 - 10 clinical interactions/week throughout each semester for 2 consecutive semesters.
- Have an opportunity to lead or co-lead group counseling sessions or psychoeducational groups at least twice per semester.

The site supervisor will

- Provide 1 hour of weekly on-site supervision.
- Provide ongoing verbal and written feedback for the student's clinical skills and documentation.
- Communicate with Hunter College fieldwork instructor at least two times per semester and when concerns arise.
- Complete an online final evaluation at the end of the semester.

Supervisor's Signature

Supervisor's Printed Name

Date

Supervisor's Licensure Number

Fieldwork Agency/ Site Name

Student's Signature

Student's Printed Name

Date

Appendix 4. Student Checklist of Requirements for Enrollment in Practicum

- Pre- or Co-requisite Courses: COCO 700 and COUNS 717
- Co-Requisite Courses: COUNS 718 and COUNS 719
- Obtain a field site
- Complete and submit to the Agreement Between Fieldwork Supervisor, Student and Hunter College Form – Signed by Site Supervisor & Student
- Letter of Confirmation that Requirements Can be met – Signed by Site Supervisor and Student
- Complete and submit to Fieldwork Placement Clinical Coordinator the Fieldwork Placement Information Sheet OR Complete and submit to Fieldwork Placement Clinical Coordinator the Application Form for New Fieldwork Site (when applicable)
- Submit Memorandum of Insurance as proof of liability insurance with required limits
- Submit a copy of your Hunter Counseling (graduate) Program Unofficial Transcript, from CUNYfirst (If unable to print, Coordinator will print it for you. No need to pay for a copy from the registrar)
- SCHOOL COUNSELING ONLY: Inform Fieldwork Placement Clinical Coordinator about the date of PETS Enrollment and Fingerprinting Processing – NO WRITTEN PROOF NECESSARY.
- Obtain permission to enroll in practicum courses:
 - Meet with your academic advisor during Advisement Week to review that all pre-requisite courses have been met to be eligible to apply for practicum.
 - COUNS 718: Practicum Seminar:
 - Indicate a time preference for COUNS 718 when you submit your completed fieldwork paperwork. Every effort will be made to accommodate your preference; however, this cannot be guaranteed.
 - Michelle Lask will email you VIA YOUR HUNTER EMAIL with the information required to register for your assigned section of COUNS 718 & COUNS 71

Appendix 5. Checklist of Requirements for Enrollment in Internship

- Pre-requisite Courses: COUNS 718, 719, COCO 706
- Pre- or Co-requisite Courses: COUNS 721
- Obtain a field site
- Complete and submit to Fieldwork Placement Clinical Coordinator the Fieldwork Placement Agreement Form – Signed by Site Supervisor & Student
- Letter of Confirmation that Requirements Can be met – Signed by Site Supervisor & Student
- Complete and submit to Fieldwork Placement Clinical Coordinator Fieldwork Placement Information Sheet
- Complete and submit to Fieldwork Placement Clinical Coordinator the New Fieldwork Placement Information Sheet (when applicable)
- Submit Memorandum of Insurance as proof of liability insurance with required limits
- Submit a Copy of your Hunter Counseling (graduate) Program Unofficial Transcript, from CUNYfirst (If unable to print, Coordinator print it for you. No need to pay for a copy from the registrar)
- Become a student member of ACA or ASCA (optional)
- Obtain permission to enroll in internship course:
 - Meet with your academic advisor to review that all pre-requisite courses have been met to be eligible to apply for internship.
 - Indicate a time preference for COUNS 725 (when you submit your completed fieldwork paperwork (due 5/8/YEAR.) Every effort will be made to accommodate your preference however this cannot be guaranteed. This is a year-long course. You will be assigned to this same section in fall and spring semesters.
 - The Fieldwork Coordinator will email you VIA YOUR HUNTER with the information required to register for COUNS 725: Internship 1 in fall semester. The Fieldwork Coordinator will email you VIA YOUR HUNTER EMAIL with the information required to register for corresponding section of COUNS 726: Internship 2 in spring semester.

Appendix 6. Site Supervisor Contact Logs

Fieldwork Site Supervisor Contact Log

Course

- ☐ COUNM
- ☐ COUNR
- ☐ COUNS 71800
- ☐ COUNM
- ☐ COUNR
- ☐ COUN 72500
- ☐ COUNM
- ☐ COUNR
- ☐ COUNS 72600

Semester

- ☐ Fall
- ☐ Spring

Year

Information

- Student Name: _____
- Site Name: _____
- Site Supervisor Name: _____
- Course Instructor: _____

Contact 1

- Today's Date: _____

Comments

Indicate an overview of the conversation in the space provided.

- Instructor Signature: _____

Contact 2

- Today's Date: _____

Comments

Indicate an overview of the conversation in the space provided.

- Instructor Signature: _____