

**MONTCLAIR STATE UNIVERSITY
COUNSELOR EDUCATION PROGRAM**

**COUNSELING
PRACTICUM AND INTERNSHIP
MANUAL**

2019 - 2020

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**STUDENT'S NAME AND IDENTIFYING PRACTICUM / INTERNSHIP SITE
INFORMATION**

Student Name: _____

For COUN 624, **Practicum**

Name of Practicum Site: _____

Name of on-site supervisor: _____

Supervisor's work phone: _____

Supervisor's e-mail: _____

Client population: _____

For COUN 654, **Internship I** (*If same site, write "Same" for Name and leave rest blank*)

Name of Internship Site: _____

Name of on-site supervisor: _____

Supervisor's work phone: _____

Supervisor's e-mail: _____

Client population: _____

For COUN 674, **Internship II** (*If same site, write "Same" for Name and leave rest blank*)

Name of Internship Site: _____

Name of on-site supervisor: _____

Supervisor's work phone: _____

Supervisor's e-mail: _____

Client population: _____

Part I

**Introduction to Your Clinical Experience –
Counseling Practicum and Internship**

Introduction

The clinical (practicum and internship) experience is the final step in your training as a counseling student at Montclair State University. This is an opportunity to further enhance your counseling, diagnostic, treatment planning, psychoeducational, administrative, and guidance skills. You are undertaking a serious professional responsibility and working with diverse client populations in school, community, addictions, and college student affairs settings. This experience is the culmination of your theoretical and practical skills training, allowing the faculty to assess your ability to fulfill the professional responsibilities and mastery of an entry-level counselor within your chosen concentration.

You are not in this experience alone. During your practicum and internship, you will be supervised by a qualified, on-site, appropriately certified/licensed counseling professional. This person is a seasoned professional who will serve as your On-Site Supervisor and meet with you minimally for 1 hour per week for individual supervision. Additionally, you will attend a weekly practicum or internship class with an MSU professor serving as your Practicum or Internship instructor. The class offers group supervision during which you receive feedback both from the internship instructor and from fellow internship students.

During Practicum and Internship, you are required to adhere to “ethical practice” as described by the American Counseling Association’s (ACA) *2014 Code of Ethics and Standard of Practice*. You can obtain a copy of the ACA ethical standards by visiting the ACA website at www.counseling.org. You might make a copy of the ACA standards for your On-Site Supervisor. Additionally, the Montclair State University’s counseling program follows the Practicum and Internship standards as outlined by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). CACREP is the national accrediting organization for counselor education programs, and this manual follows CACREP guidelines for the Internship experience. Therefore, you are required to adhere to the guidelines provided in this manual throughout your clinical training.

Planning your clinical experience

Preparing yourself for Practicum and/or Internship requires more than a belief that “I’ve completed my course work and can now enroll for the class.” Review the items below as you’re thinking about advancing to the clinical stage of your training. Completing an Internship, particularly if you’re still working another job full or part-time, requires serious consideration of how you can 1) complete the necessary hours; 2) complete those hours in a way that allows you to give your full attention to your training; and 3) complete the hours and not feel overwhelmed that the stress interferes with your training. The items below relate to some aspect of preparing yourself for Practicum and/or Internship; read each one and check it as “completed” after you have given it careful consideration and believe that you have prepared adequately for that item.

_____ I’m confident that I have the requisite knowledge to work with clients

_____ I’m confident that my counseling skills are developed enough to provide professional counseling services to clients

- _____ I can work the requisite 8 – 12 hours (Practicum) or 18-20 hours (Internship) per week on site into my current work, school, and personal schedule (requisite hours will double if taken during the eight or ten week summer session)
- _____ I can begin to spend time interviewing with potential placement sites
- _____ I am prepared emotionally to deal with the additional responsibilities and stress that often accompany an Internship experience

Definitions of terms used in this manual

Throughout this manual, certain terms related to the clinical experience are used repeatedly. These terms are defined below, which will help you better understand the clinical requirements and give you more information about the clinical experience itself.

1. Clinical Experience: the three semesters of practical training comprised of Practicum, Internship I and Internship II.
2. Practicum: the first part of the clinical/practical training for counseling students in a professional setting aligned with their counseling concentration. **There is only one exception where students may be permitted to do their practicum outside their chosen concentration --- school concentration students choosing to do their Practicum in the summer semester. While it is permissible for school students to do their practicum in the summer, it is not recommended due to the limited number of schools possibilities during the summer.** The training requires one semester of 100 hours (minimally), during which time students provide counseling, guidance, psycho-educational, and administrative services similar to professional counselors working in that setting. This includes 40 hours of direct client contact, and 60 hours of indirect work in the field at a placement site. Of the 40 direct hours, you must accrue a minimum of 25 individual counseling hours and a minimum of 8 group hours (if offered at your site). In the event group hours are not available during practicum, students will be permitted to make up these 8 hours during Internship. This is practical training whereby students implement the theoretical and practical knowledge and skills learned in counseling courses in direct service to clients. Students are expected to be involved in one-on-one counseling, group counseling, group guidance (if applicable), diagnosis and treatment planning (if applicable), consultation, intake interviews, programming responsibilities, case management (if applicable), administrative responsibilities, and other job duties required by a professional counselor in that setting.
3. Internship: the second part of the clinical/practical training for counseling students in a professional setting aligned with their counseling concentration. **There are no exceptions – all internships MUST be concentration appropriate.** This training requires two semesters (Internship I and Internship II) of 300 hours (minimally) each semester, during which time students provide counseling, guidance, psycho-educational, and administrative services similar to professional counselors working in that setting. Each semester includes 120 hours of direct client contact, and 180 hours of indirect work in the field at a placement site. This is practical training whereby students implement the theoretical and practical knowledge and skills learned in counseling courses in direct service to clients. Students are expected to be involved in one-on-one counseling, group counseling, group guidance (if applicable), diagnosis and treatment planning (if applicable), consultation, intake interviews, programming responsibilities, case management (if applicable), administrative responsibilities, and other job duties required by a professional counselor in that setting.
4. Intern: an MSU student currently completing the clinical/practical training as a professional counselor in an appropriate professional site

5. Practicum and/or Internship Site (or Site): the professional setting approved by the MSU program for a student to complete a one semester Practicum and a two-semester Internship (used interchangeably with placement or placement site), whereby students provide direct one-on-one and group counseling and other services to clients within that setting. A site must be approved by MSU as meeting all the requisites for a clinical experience as outlined in the “Practicum and Internship Requirements” section of this manual.
6. Supervision: a triadic experience between an Intern, Site Supervisor, and Practicum or Internship instructor whereby the student receives guidance, feedback, and evaluation on all aspects of the clinical experience
7. Site Supervisor or On-Site Supervisor: a designated counseling professional employed by the Internship site, holding minimally a master’s degree in counseling or related field, with a minimum of two completed years of experience in professional practice and appropriate certification /licensure required to work in that specialty (e.g., certified school counselor (for school concentration), LPC, LCSW or PhD (for mental health counseling) or LCADC (for addictions counselor); this professional provides the direct, weekly, one-on-one, site supervision (minimally for 1 hour/week) for the Intern’s counseling cases, programming, and administrative responsibilities. This individual provides practical training and assigns the work duties for the Intern at the site and works closely with the Internship Instructor/Supervisor.
8. Practicum / Internship Instructor/Supervisor: an MSU professor providing weekly group supervision for up to 10 students in a practicum or internship class; this person maintains direct contact with the On-Site Supervisor, as well as the Intern. This individual is ultimately responsible for providing feedback, evaluation, and assigning a course grade for an intern’s clinical/practical training.
9. Site Manager: the individual who has administrative responsibility for the employees of the organization or who has direct administrative responsibility for the employed counselors. In a school setting this would be the Principal.
10. Direct Hours: the face-to-face (or via telephone, as in hotline counseling) counseling services being offered to clients; examples include one-on-one or group counseling, consultation, assessment, classroom guidance, workshops, and intake interviews.
11. Indirect Hours: all other services provided for the client population, Practicum or Internship Site not involving direct contact with clients; examples include participating in orientations, staffings, in-service training, preparing for workshops or guidance activities, writing progress notes or treatment plans, receiving supervision, and being involved in case management activities.
12. Practicum / Internship Evaluation: the formal written feedback provided by both the Practicum or Internship Instructor and On-Site Supervisor at least twice per semester, even though formal feedback can be provided verbally and documented in writing at any time, as well as informal feedback during the training process.
13. Program: if capitalized, indicates the Counselor Education Program at Montclair State University.
14. Clinical Coordinator: the MSU faculty member who handles all administrative aspects of the Program’s Practicum and Internship experience.

Part II
**Applying for and Enrolling in Practicum and/or Internship
and Finding an Appropriate Placement**

Prerequisites:

The prerequisites to apply for COUN 624 – Practicum in Counseling are:

COUN 552 (Introduction to Counseling); COUN 577 (Counseling Theories); COUN 584 (Group Counseling); COUN 588 (Counseling Techniques); COUN 595 (Multicultural Counseling); and Department approval. Students must have a minimum GPA of 3.0 and must have earned a minimum grade of B in COUN 584 and in COUN 588. It is the expectation of the counseling faculty that students have completed the majority of the coursework for the degree, so that the Intern has as much information and practice as possible before working with clients at a Clinical Placement Site. **For this reason it is REQUIRED that students complete a minimum of 24-27 credits in a 48 credit program or a minimum of 36-39 credits in a 60 credit program before beginning Practicum.**

The prerequisites to apply for COUN 654 – Internship in Counseling I, followed by COUN 674 – Internship in Counseling II are:

the successful completion of a minimum of **30 credits in a 48 credit program or a minimum of 42 credits in a 60 credit program including:** COUN 552 (Introduction to Counseling); COUN 577 (Counseling Theories); COUN 584 (Group Counseling); COUN 588 (Counseling Techniques); COUN 595 (Multicultural Counseling); COUN 624 (Counseling Practicum – having earned a grade of “B” or better). In addition, School Counseling Students must have completed COUN 583 (counseling in Schools) and Community / Addictions Students must have completed COUN 604 (Clinical Diagnosis and Assessment), and Student Affairs / Higher Education students must have completed one course in their concentration. For students entering COUN 674 (Internship II, a grade of “B” or better must be earned in COUN 654 (Internship I). Students must earn a grade of “B” or better in Internship II to successfully complete the counseling program.

Procedures for Applying for Practicum:

1. In order to be eligible to enroll in Practicum (COUN 624) a student must attend an orientation session, but only the semester before the student plans on enrolling in COUN 624. During the fall and spring semesters, the Clinical Coordinator will conduct an orientation for all students planning to enroll in Practicum (COUN 624) for the semester following the orientation. This orientation is usually within the first month of the semester. Notices regarding the date and time of the Orientation Session will be posted on the counselor education program listserv and in the Program’s suite, University Hall Rm. 3162.
2. Upon receiving the list-serve e-mail, students planning to begin Practicum must meet with their advisor to obtain approval to attend a Practicum Orientation Session. Together with your advisor you must complete the “*Practicum Approval for Orientation*” form, (Appendix A). Once your advisor has signed this form you will need to provide it to the Clinical Coordinator who will register you to attend a mandatory Orientation session.

3. Several days before your scheduled orientation, the Clinical Coordinator will notify you (by MSU only e-mail) of the location of the Orientation Session. The Orientation will be an information session providing the student with all necessary information and documentation for securing an appropriate placement site as well as a forum to answer questions and concerns.

Procedures for Applying for Internship I:

1. All students enrolling in Internship I (COUN 654) must complete a “*Request for Internship Application*”, (Appendix B), and submit it to the Clinical Coordinator before they can be registered for an Internship Orientation session. During the fall and spring semesters, the Clinical Coordinator will conduct an orientation for all students planning to enroll in Internship I (COUN 654) for the semester following the orientation. This orientation is usually within the first month of the semester. Notices regarding the date and time of the Orientation Session will be posted on the counselor education program listserv and in the Program’s suite, University Hall Rm. 3162.
2. Attendance at an Internship orientation session is mandatory for beginning Internship I. The counselor education faculty must approve each Master’s level student for Internship. Students are notified of their approval for enrollment in COUN 654 by the Clinical Coordinator.

Procedures for Applying for Internship II:

1. Students enrolling in Internship II (COUN 674) do not need to attend another orientation. However, if an Intern intends on changing sites, she/he must review the decision with the Clinical Coordinator who will provide permission to change to a new Site; the Intern must then file the appropriate placement paperwork. The new Internship Site must be approved by the Clinical Coordinator.

Selecting a Practicum and/or Internship site:

Students are ultimately responsible for obtaining an approved Practicum and/or Internship Site. However, the Clinical Coordinator will assist students as necessary with a referral to a previously approved site if one is available. The Clinical Coordinator, with the advice from the Program faculty, ultimately gives the final approval of whether or not a student can be successful in a chosen Site. The Clinical Coordinator can, at any time, decide that a student does not have the knowledge and/or skill to be approved for a particular Practicum and/or Internship Site. Practicum and Internship sites must be within a reasonable driving distance to Montclair State University. Students are not permitted to complete clinical experiences outside of the area, generally using 1 hour drive time as a gauge for approved distances. Students who wish to complete their clinical experience out of state and within this distance parameter must inform the Clinical Coordinator of their intentions prior to gaining site approval.

In Choosing a Site Ask Yourself the Following

- _____ Have you discussed potential Internship Sites with your advisor? She/he may be able to help you assess the suitability of any Site for your career development needs.
- _____ Does a proposed Site have an appropriate Site Supervisor who meets the qualifications (see definition) for supervising an MSU counseling Intern?

- _____ Is the Site one that has already been approved by the MSU program?
- _____ If it hasn't already been approved, can it offer an internship experience as outlined in the Internship Requirements, Section III, of this manual?
- _____ What was your impression of the setting for a potential Internship when you interviewed with the Site? Would you be satisfied there? Would it meet your own professional development needs? Overall, is it a good fit?

If a student desires to do a Practicum or Internship in a Site not already approved, the Clinical Coordinator must be informed and provided with the appropriate placement forms as soon as possible. The Clinical Coordinator will contact the Site and confirm that the requirements for a Practicum or Internship can be obtained at that Site. Ultimately, the Clinical Coordinator makes the determination if the Site meets the requirements as an approved Site for an MSU internship.

Applying to the site to obtain an internship:

Students initiate the contact with their preferred placement sites and request an interview to discuss the possibility of completing a practicum and/or Internship at that Site. Site Managers and/or Site Supervisors have the authority to determine if the student is a suitable Intern for placement at the site. If accepted by the Site Manager as an Intern, the student must turn in the Placement Agreement (Appendix D), the Site Profile (Appendix E), the Practicum Contract (only if enrolling in Practicum) (Appendix F) and the Orientation Agreement (Appendix C) and the Supervision Agreement/Consent to Permit Taping (Appendix G) to the Clinical Coordinator for approval to complete an Internship at the Site.

Complete Internship Documentation. This manual contains all the forms required and which must be completed for students to receive a permit to enroll for COUN 624, 654, and 674 indicating that the Internship Site is an approved setting. All required forms must be completed and submitted the semester prior to beginning Internship, by the deadlines established by the Clinical Coordinator. Placements will not be approved if paperwork is submitted after the deadline.

Registration and Permits: Clinical classes are by “permit only”. The forms specified above must be completed, submitted to, and approved by the clinical coordinator in order to receive a permit to register. Once a placement has been approved, the clinical coordinator will issue a permit for a student to enroll in a clinical class.

Upon Choosing a Site have you completed the following?

_____ **Orientation Agreement (Appendix C)**

Both the student and the on-site supervisor sign this document verifying that all requirements have been discussed with student and agreed to.

_____ **Placement Agreement (Appendix D)**

The Site Manager, the Site Supervisor, the Student and the Clinical Coordinator must sign this agreement, which indicates that the counselor education program faculty and the Site administrators approve the student's application to complete an Internship at the Site.

_____ **Internship Site Profile (Appendix E)**

The Site Manager or Site Supervisor, must complete the *Internship Site Profile*. The *Internship Site Profile* describes the types of counseling, guidance, programming and other services offered at the site, as well as summarizes the Site Supervisor's professional background.

_____ **Supervision Agreement/Consent to Permit Taping (Appendix G)**

The Site Manager and Site Supervisor, as well as intern sign verifying agreement to supervisor requirements and consent to permit taping.

_____ **VERIFICATION OF AUDI-RECORDING CLIENT CONSENT FORMS AND MAINTENANCE BY PLACEMENT SITE (Appendix T)**

This is a brand new form (beginning Spring 2019 semester). In compliance with HIPPA regulations and confidentiality standards, this form must be signed by primary site supervisor. It verifies that the site will obtain and maintain a signed consent form for every client/student a practicum and/or internship student audio-records during their semester on site. Only one form will be required each semester and will cover any and all clients recorded by students. Individual consent forms will no longer be provided to MSU but will only be maintained by the site.

_____ **Practicum in Counseling Contract (*for Practicum only*) (Appendix F)**

The Site Manager or Site Supervisor, the Intern and the Clinical Coordinator must sign this agreement, which indicates the responsibilities and expectations of all parties.

_____ **Affiliation Agreement (Appendix H)**

The *Affiliation Agreement* is an agreement between the Internship Site and the Counselor Education Program at Montclair State University. If the Site has been approved in the previous academic year, the Site Manager may have previously signed an *Affiliation Agreement*. If the Site has not been previously been approved as a placement site for counseling interns by the Clinical Coordinator, then the Site Manager must be willing to enter into an Affiliation Agreement prior to the student being issued a permit. This agreement will be prepared by the clinical coordinator, after approval by MSU legal department and provided to the site only upon completion and submission of all required documentation (as stated above).

_____ **Professional Liability Insurance (must have policy in advance of the beginning of the semester).**

In addition to completing the forms listed above, Interns must obtain professional liability insurance (\$1,000,000-\$3,000,000 aggregate). This may be obtained through student membership in the American Counseling Association (ACA). Membership in ACA and professional liability insurance

is a requirement for all Interns. Proof of professional liability insurance must be turned into the Clinical Coordinator or the Internship Instructor no later than the first day of class. However, every effort should be made to provide the Clinical Coordinator proof of professional insurance by the end of the semester prior to enrollment in COUN 624.

***** Interns can not be on site without insurance.** If a student Intern does not have liability insurance at this time, the student will be withdrawn from COUN 624, 654 or 674.

Change in Internship Site

It is recommended that Interns complete at least two of their three semesters of clinical work at the same Internship Site. Most Sites prefer to have an intern for all semesters in order to provide the complete range of training experiences required as one becomes more experienced. No decision should be made to change an Internship Site for COUN 654 or 674 without first consulting the On-Site Supervisor, the Internship Instructor, and the Clinical Coordinator. An appropriate reason for changing Sites (e.g., not able to get enough direct hours) must ultimately be presented to the Clinical Coordinator. If an Intern does leave his/her Internship Site, then the Program faculty expects that the Intern will engage in the appropriate termination process with clients and with the on-site personnel prior to leaving the setting.

Change in Site Initiated by the Intern or Internship Instructor during the Semester:

If an Internship Site becomes problematic, the Intern or the Internship Instructor may desire to change the placement. In this case, the following procedures must be followed:

1. The Intern, the instructor, and the Site Supervisor discuss the problem(s) and determine whether a solution can occur within the existing placement. The Intern may be asked to continue with the placement until the end of the semester, and an agreement may be made that a change of placement will occur for the following semester.
2. If a solution is not found, and a change of placement is necessary during the semester, the request for change of Internship must be completed in writing by the Intern and provided to both the Internship Instructor and the Clinical Coordinator. The Intern must summarize the reasons for wanting a change in Site, and the request must be signed by both the Intern and the Internship Instructor. A summative evaluation in the form of the *MSU Counseling Intern Evaluation* (Appendix J) must be completed by the current Site Supervisor and attached to the written request. Additionally, an *MSU Counseling Internship Site Evaluation* (Appendix K) must be attached to the written request. The Clinical Coordinator, with the Internship Instructor, will make a decision whether or not the Intern should change to another Site during the semester. The Intern/student is not guaranteed another placement during that semester or for any future semester.
3. The Intern and the Clinical Coordinator will then explore new placement options. The Intern/student must follow all procedures outlined in this section of the manual to obtain a new Internship Site.
4. The Clinical Coordinator reserves the right to confer with the Intern's Site Supervisor at any time during this process.

Withdrawal from placement at the desire of the Site Manger, Site Supervisor, or Counselor Education Faculty:

When a Site Manager or Site Supervisor or the Program faculty decides to terminate a student's placement, the following procedures will be followed:

1. The Intern, the instructor, the Clinical Coordinator, and the Site Supervisor discuss the problem and determine if the problem can be resolved, allowing the Intern to remain at her/his current Site. If the Intern continues at the Site, an understanding may still be reached that the Intern will change to a new Site for the next course. Then the Intern must follow all the procedures outlined in this section of the manual, while finishing the current Internship.
2. If a solution is not found, the Intern may be terminated from her/his current Internship Site immediately. The Site Supervisor, Site Manager, Instructor and Clinical Coordinator will provide the intern a written summary of reasons for the termination on the *MSU Unsatisfactory Counseling Internship Work Performance Evaluation* (see Appendix L) if unsatisfactory performance is involved.
3. If the termination of placement is for unsatisfactory performance reasons, the Intern/student will be allowed a hearing with the Counselor Education faculty (Remediation and Retention Committee). If necessary, the Clinical Coordinator will confer with the Program faculty to devise a remediation plan for the Intern/student. The Intern/student is not guaranteed another placement during that semester or for any future semester. If the Intern is asked to leave the Site during the semester and this is due to unsatisfactory performance, then the Intern receives an "F" for the course.

Change of Internship Site Supervisor

If a change in Site Supervisor occurs at any time during Internship, the Internship Instructor and Clinical Coordinator must be consulted immediately, and the new supervisor must be approved as meeting the requirements for an MSU Site Supervisor, and revised documentation provided to the Clinical Coordinator. A professional not meeting the requirements for an MSU Site Supervisor is cause for the Intern to be removed from the Site (at no fault of the Intern).

When Should You Begin and End On-Site

All required hours must be accrued within the semester and cannot be either rolled over from a prior semester or accrued during a later semester. Students **MUST** begin the first week of the semester and complete hours by the last week. IF needed, hours may be accrued during exam week but completed and final log submitted the day their class would normally meet that week.

At all times students are on site they must be under the supervision of an MSU instructor and enrolled in a clinical class.

Practicum students may NOT begin on site before the first week of class under any circumstance.

Internship I students may NOT begin on site before the first week of class, even if they are returning to their Practicum site. Practicum and Internship are very different learning experiences.

Internship II students MAY begin on site up to two weeks prior to the beginning of the semester ONLY IF THE FOLLOWING REQUIREMENTS ARE MET:

- 1) Student must be returning to the same site, same department as Internship I.
- 2) Student must have the same instructor for Internship II as they had for Internship I and instructor must agree to provide supervision to student those additional weeks.
- 3) In the event Internship II instructor is not the same as Internship I, the new Internship II instructor MUST consent to supervise student throughout the two weeks prior to the semester and must provide e-mail verification to clinical coordinator BEFORE student returns to the site.

Students are responsible for advising site supervisor(s) of these policies at the time of the interview.

**Part III
Practicum and Internship Requirements**

The items below outline the expectations for completing an Internship for the Program. Students can use this information as they are planning their Internships to decide if they are able to complete the requirements at this time. Potential Site Supervisors can review this information to determine what is expected of an Intern and decide if they can provide an Intern with the necessary experience.

1. Number of hours to be completed:

	Direct Hours	Indirect Hours	Total Hours
Practicum	40	60	100
Internship I	120	180	300
Internship II	120	180	300
		TOTAL:	700

Check to Indicate Your Understanding

- _____ An adequate schedule will be developed with the Site Supervisor to complete the 100 hours (Practicum) and 300 hours (each for Internships) in a timely manner
- _____ A copy of the schedule is given to the Internship Instructor; no changes are made without the approval of the Site Supervisor and Internship Instructor
- _____ To meet the 100 hour Practicum requirement for one semester approximately 8-12 hours per week on site is necessary (*on site hours doubled for 8 week summer semester*)
- _____ To meet the 300 hour requirement for each Internship semester approximately 20-24 hours per week on site is necessary (*on site hours doubled for 10 week summer semester*)
- _____ All hours worked at the site are logged, and the Intern, Site Supervisor, and Internship Instructor each sign the log
- _____ To indicate satisfactory progress, consistent accumulation of hours toward the indirect and direct hours ratio must be reported.
- _____ Interns will work the agreed upon schedule throughout the semester, even if completing the 100 (Practicum) or 300 hours (Internships) before the end of the semester
- _____ Upon completing the three semesters of Practicum and Internship, appropriate termination with clients and site personnel must occur.

2. Internship Duties: Interns are ultimately expected to perform the duties of a regularly employed counselor or college student affairs professional at their Internship Sites. A Site is considered appropriate if it represents a typical setting within the Intern’s concentration, and it can provide experiences required for completing an Internship. **Interns are not permitted to staff a desk, file, or engage in regular office administrative activities normally performed by clerical or administrative staff members.**

Check to Indicate Your Understanding of Practicum and Internship Duties

- _____ 40 hours (Practicum) of Direct client service to include one-on-one counseling, group counseling, intake interviews, guidance activities, consultation or other services to address the needs of clients and their family members
- _____ 60 hours (Practicum) of Indirect service which involves a variety of professional activities such as record keeping, information and referral, staff meetings, program development or other activities regularly performed by staff
- _____ 120 hours (each Internship) of Direct client service to include one-on-one counseling, group counseling, intake interviews, guidance activities, consultation or other services to address the needs of clients and their family members
- _____ 180 hours (each Internship) of Indirect service which involves a variety of professional activities such as record keeping, information and referral, staff meetings, program development or other activities regularly performed by staff
- _____ Become experienced in the use of professional resources such as assessment instruments, technologies, print and non-print media, professional research in support of work with clients
- _____ Maintain a weekly (and monthly summary) log of all hours worked; the Instructor must ultimately approve all hours worked in consultation with the Site Supervisor
- _____ Maintain accurate documentation for individual clients, group counseling clients, prevention activities (e.g., classroom guidance), keeping such documentation in a secure and confidential location
- _____ Active involvement in supervision, helping to structure supervision sessions to request the necessary feedback on all services provided to clients
- _____ Attend a weekly class for group supervision with the class Instructor
- _____ Attend a weekly individual supervision session with the On-Site Supervisor
- _____ Provide evidence of completing work samples described below

3. Work Samples: In order to evaluate an Intern's progress, a variety of work samples are required to be completed by the Intern and given to her/his supervisors. The work samples provided below demonstrate that the Intern is completing the necessary requirements at the Site and allow supervisors to provide formative constructive feedback. The Site Supervisor and/or Internship Instructor may want other work samples or request that an Intern follow their specific format for certain work samples (e.g., like log of activities).

Check to Indicate Your Understanding of Work Samples

- _____ *Audio or videotapes* (DVDs may be acceptable if approved by the Internship Instructor): Permission to tape must be secured in writing from the client; if a minor then parents or a legal guardian must give permission as well. (See Appendix M for sample consent form.)
- _____ *Weekly and Monthly logs:* the weekly log is a summary of all activities completed for the Internship for a one week period (See Appendix N for sample weekly log form); the monthly log is completed once a month and summarizes the Direct and Indirect hours completed weekly over an entire month (See Appendix O for sample monthly log).
- _____ *Progress notes:* formal notes on individual or group counseling sessions; follow

the format suggested by the Site or the Internship Instructor and keep progress notes in a secure location.

_____ *Treatment plans:* maintained in client files for individual and group counseling clients; follow the format suggested by the Site or the Internship Instructor and keep in a secure location.

_____ *Guidance or workshop materials:* evidence of classroom guidance or workshop activities completed; for example, can be a complete package of outline and materials presented.

_____ *Case studies:* usually required for the Internship class involving a complete case presentation on a client presented to the class

_____ *Other:* either the Site Supervisor or the Internship Instructor may require other forms of work samples in order to provide formative feedback

4. Supervision - Two forms of supervision are provided to an Intern during the Internship. Individual supervision is one-on-one, face-to-face supervision provided by the Site Supervisor. If a Site has more than one Intern, then the Site Supervisor may conduct the face-to-face supervision in a small group format with no more than three Interns. Group supervision is provided by the Internship Instructor, including up to 10 Interns in an Internship class. Overall, supervision is a triadic relationship between the Intern, the Site Supervisor and the Internship Instructor. Unless otherwise requested and agreed to by a supervisor within a supervision session, either supervisor may contact the other supervisor to discuss any aspect of the Intern's progress throughout the internship experience. Supervision is recorded as Indirect Hours. The supervision described below is mandatory throughout Internship. A third form of supervision (University Doctoral) may be provided between Practicum and Doctoral Supervision classes.

Check to Indicate Your Understanding of Supervision

_____ *Individual, one-on-one supervision from Site Supervisor:* Interns must meet weekly with their Site Supervisors **minimally for 1 hour per week** for one-on-one, face-to-face supervision; this must be documented on the weekly log.

_____ *Group supervision provided by the Internship Instructor:* Interns must attend a weekly class with their Internship Instructors **minimally for one and one half hours per week**; this must be documented on the weekly log.

_____ *Other:* Additional supervision can be required at any time as determined by the Site Supervisor or the Internship Instructor.

5. Evaluations: Interns receive both formative and summative evaluations. Formative evaluation occurs throughout the semester in both written and verbal formats, providing Interns with continuous feedback on their knowledge and skills. The most structured form of formative feedback is the mid-term evaluation. Summative evaluation occurs in both verbal and written formats during the final evaluation. Evaluation is based on the Intern's (a) implementation of knowledge and skills into professional practice; (b) following the Internship requirements as detailed in this manual; and (c) mastery of the Counselor Education Program's learning objectives (described in Part V). (See Appendix I for a sample of a Counseling Intern Evaluation Form). Interns receive copies of each written evaluation and the evaluating supervisors must meet with them and discuss the results of the evaluation.

Check to Indicate Your Understanding of the Evaluation Process

- _____ At mid-term, a structured, formative, written evaluation will occur. The On-Site Supervisor and the Internship Instructor will both meet and discuss their evaluations with the Intern.
- _____ Toward the end of the semester, a structured, summative, written evaluation will occur. The On-Site Supervisor and the Internship Instructor will both meet and discuss their evaluations with the Intern.
- _____ A structured, formal evaluation can occur any time during the semester when an Intern is demonstrating unsatisfactory, unethical/illegal, or unprofessional performance in Internship (see Appendix L for unsatisfactory performance documentation).
- _____ Interns must also evaluate their placement sites and supervisors on Appendix K, *MSU Counseling Internship Site Evaluation Form*. This form is given to the Clinical Coordinator and is due no later than the last day of the Internship class.

Part IV Responsibilities

Internship is more than just another class; rather it is an on-the-job training experience during which students function as professional counselors. In order to have a successful Internship experience, certain responsibilities must be fulfilled by the student, as well as by the various professionals involved. The first responsibility is for Interns, Internship Instructors, Site Supervisors, and Site Managers to adhere to the following standards of practice.

- The 2014 *American Counseling Association Code of Ethics*.
- The 1993 *Association for Counselor Education and Supervision's Ethical Guidelines for Counseling Supervisors*.
- All legal statutes of the State of New Jersey governing counseling practice.

The responsibilities of the other professionals involved with Internship and the Intern her/himself are described below.

Internship Student

The responsibilities of students in Internship are to:

- _____ Develop a work schedule with the Site Supervisor and work that schedule until the end of the semester
- _____ Provide counseling/educational services to the client population while integrating knowledge from previous courses into professional practice
- _____ Demonstrate successfully the skills and knowledge required of a professional within the specified concentration and meeting the objectives for Internship listed in Section V
- _____ Complete appropriate documentation required by the Internship Site and by the Internship class, including weekly documentation, weekly audio and/or videotapes
- _____ Participate in weekly supervision at the university (via Internship class), on site, and any other supervision recommended during Internship
- _____ Take an active role in supervision by developing personal goals and helping structure supervision sessions by sharing needs and concerns for continued professional development
- _____ Follow all required ethical codes and legal statutes and the policies and procedures outlined in this manual
- _____ Demonstrate regular progress in meeting Internship hours
- _____ Inform the Internship Instructor and Coordinator of any potential change in the professional responsible for site supervision, in advance of the change

On-Site Supervisor Responsibilities

The responsibilities of On-Site Supervisors are to:

- _____ Help the Intern develop a work schedule that allows the Intern to meet the required Internship hours, as well as meet the needs of the organization
- _____ Meet with the Intern formally at least once per week for an hour of individual supervision, while consistently supervising the Intern's work while at the Site
- _____ Assign professional duties that allow the Intern to meet the professional activities required by the Internship class, as well as by the Site itself for professionals working in the area of concentration.

- _____ Evaluate the Intern's work formally through mid-term and final written evaluations (sample evaluation form included as Appendix G); these forms will be supplied by the Internship Instructor and the results of the evaluations must be discussed with the Intern and turned into the Internship Instructor
- _____ Assist the Intern in completing all documentation in a professional and timely manner
- _____ Consult whenever necessary with the Internship Instructor regarding the Intern's progress (or lack thereof)
- _____ Document formally through the *Counseling Internship Unsatisfactory Work Performance Evaluation* (Appendix L) at any time when an Intern is not meeting the professional responsibilities of the Site or demonstrating unsatisfactory, unethical or illegal performance in Internship; this can be done in consultation with the Internship Instructor
- _____ Attend at least one site supervisor workshop or continuing education seminar related to supervision each year

Internship Course Instructor

The Internship Instructor is directly involved with the Intern during a weekly class that meets for group supervision, minimally for 2 hours. The Instructor is responsible for:

- _____ Meeting with a group of no more than 10 Interns per class once a week for group supervision
- _____ Assuming the various roles involved in clinical supervision to help Interns develop professional skills in individual and group counseling, diagnosis and treatment planning, progress notes, psychoeducational work, and guidance activities
- _____ Following the course objectives as described in the syllabus and required by CACREP as meeting the requirements for clinical instruction
- _____ Providing summative and formative feedback on all aspects of the Intern's counseling practice
- _____ Meeting with Interns individually, minimally for a mid-term and final evaluation (and other times as necessary)
- _____ Following all ethical codes and legal statutes and assuring that Interns do the same
- _____ Serve as the Program liaison with the Site Supervisor and complete site visits when necessary
- _____ Collecting and maintaining Site Supervisors' mid-term and final evaluations on Interns
- _____ Assigning student grades while considering input from Site supervisors
- _____ Providing the Counseling Program with a final Internship folder on each Intern that minimally includes: all logs, placement paperwork, mid-term and final evaluations, and evidence of work completed like a case conference (optional)

Clinical Coordinator

The Clinical Coordinator functions as a manager for all aspects of the Internship experience, interacting as necessary with students, faculty, and on-site professionals. The Coordinator is responsible for:

- _____ Conducting a Practicum and/or Internship orientation for students applying for Internship
- _____ Providing final approval for a student to enroll in Practicum or Internship and giving the permit to register for a clinical class.

- _____ Approving all potential Practicum and Internship sites according to the requirements of the Program and CACREP guidelines.
- _____ Assisting in the development of policy and procedures related to the Internship experience
- _____ Assuring that appropriate ethical codes and legal statutes are adhered to by everybody involved with the Internship experience
- _____ Conducting appropriate supervisor training sessions
- _____ Resolving conflicts related to an Intern's placement or counseling practice in conjunction with faculty and On-Site professionals

Counseling Program Faculty

The Counseling Program Faculty may be asked to assist the Clinical Coordinator and the Internship Instructor at various times during the Internship experience. Counseling Program Faculty are responsible for:

- _____ Providing feedback related to a student's "readiness" to enroll for the Internship class
- _____ Being available for student hearings in cases of grievance
- _____ Assisting in the development of remediation plans for Interns when necessary
- _____ Providing feedback on any aspect of the Internship experience

Part V
Program Learning Objectives

Internship is the final step in a student's training as a professional counselor. It is a form of "on-the-job" training during which the student must demonstrate: 1) knowledge related to the theoretical courses taken, 2) skills learned related to the practice of counseling, and 3) multicultural competence in helping clients from diverse backgrounds. This course allows students to integrate theory into practice. The Internship experience is designed to reinforce students' learning while remaining accountable to:

- A. Clients, by consistently monitoring that they're receiving competent and ethical service
- B. Interns, by helping them develop the ability to work with clients and meet personal goals
- C. The counseling profession, by assuring that Interns are adequately prepared for professional practice.
- D. The Placement Site, by supporting the efforts of Site Supervisors to help Interns implement training goals that meet the needs of the Site's clients and professional staff.

Curricular Objectives

The Master of Arts program in Counseling at MSU requires the CACREP guideline of 48 credits for graduation from any concentration. The Internship is completed toward the end of the program, after students complete most of the course work. The curricular objectives for the program include the following:

- 1. knowledge of specific counseling theories and techniques;
- 2. knowledge of specific counseling, guidance, and programming skills and techniques in applied settings;
- 3. understanding of the cultural context of relationships, issues, and trends in a multicultural, international, and diverse society;
- 4. knowledge of individual, group, family and community strategies for working with diverse populations and ethnic groups;
- 5. understanding of ethical practice as it relates to any community, school, or college setting;
- 6. knowledge of human growth and development, adjustment, social/cultural differences, and needs of special populations;
- 7. knowledge and application of group counseling theory and techniques;
- 8. knowledge of research theory and methodology;
- 9. knowledge of individual appraisal theory, instrumentation, and test interpretation;
- 10. understanding of rights and responsibilities of both the counselor and client in the delivery of counseling and related human services;
- 11. knowledge of mental health, *DSM-V*, and developmental issues/diagnosis and ability to recommend effective treatment;
- 12. knowledge of the roles and responsibilities of the mental health counselor as a member of a community agency and as a change agent for clients (FOR COMMUNITY COUNSELING STUDENTS);
- 13. knowledge of the roles and responsibilities of the school counselor as a member of an educational organization and as a change agent for students (FOR SCHOOL COUNSELING STUDENTS);

14. knowledge of the roles and responsibilities of the college student affairs specialist as a member of an institution of higher education and as a change agent for students (FOR STUDENT AFFAIRS/COUNSELING in HIGHER EDUCATION STUDENTS);

15. knowledge of the roles and responsibilities of the addictions counselor as a member of a community drug and alcohol treatment facility and as a change agent for clients (FOR ADDICTIONS COUNSELING STUDENTS).

The Counseling Program's learning objectives for internship are organized into three major interrelated areas:

- Counselor Practice, Knowledge, and Skills
- Becoming a Professional Counselor
- Site and Community Skills

A brief description of each objective is described below, followed by an overview of specific competency-related skills. These skills are reflected in the initial evaluation (Appendix G) that is completed by both On-Site Supervisors and Internship Instructors.

Counseling Practice, Knowledge, and Skills

Interns will demonstrate appropriate (to the concentration – i.e., community, school, college student affairs, addictions) professional proficiency in the use of counseling, assessment and diagnosis, guidance, and programming skills, to include intervention strategies with systems of varying size and complexity. Multicultural counseling will be demonstrated for the diverse American populations of any placement site, along with demonstrating multicultural awareness for the special needs of international and immigrant clients. The emphasis is on direct and ethical counseling practice, using various modalities of practice to implement the didactic and experiential training received while in the Montclair State University Counselor Education Program. The competency-related skills will be demonstrated by the ability to:

- 1) Use core counseling skills of empathy, active listening, appropriate questioning, appropriate self-disclosure, respect, concreteness, genuineness, silence, cultural sensitivity and immediacy within the counseling process.**

The Intern is capable of using basic core counseling skills to communicate humanness, cultural sensitivity, genuineness, and respect in helping clients express their feelings, experiences, and reactions to various life situations. The Intern is able to help clients identify life issues and the potential for growth, and through problem-solving capacities help clients make appropriate life changes. The Intern is also able to distinguish personal feelings and opinions from a client's and uses self-disclosure appropriately only for the benefit and growth of a client.

- 2) Use advanced counseling skills such as advanced accurate empathy, confrontation, a theoretical approach(s), and culturally appropriate counseling strategies and techniques within the counseling process.**

The Intern is capable of using advanced counseling skills and techniques within a theoretical framework. The Intern uses advanced skills to demonstrate an understanding of what a client is unconsciously expressing and experiencing, uses confrontation to challenge client discrepancies, evasions, and resistances, and uses immediacy techniques to examine here-and-now relationship issues. The Intern has the ability to identify key underlying issues with a client and helps a client through the change process. The Intern demonstrates the ability to provide both individual and group

counseling and to select culturally appropriate counseling strategies and techniques that specifically address a client's life issues.

3) Engage in concrete service interventions appropriate to client needs, site function, and assigned professional responsibilities.

The Intern is capable of providing concrete services to clients through case management, psychoeducational programs, community referral, and consultation processes. The Intern provides appropriate services to the family system of a client, respecting a client's definition of family. The Intern coordinates services for a client, matching client with needed community resources, appropriate referrals, and professional follow-up. The Intern understands the role of advocacy in the counselor/client relationship. The Intern understands her/his role in the case management process and avoids dual therapeutic relationships as defined by the *ACA Code of Ethics*. The Intern provides psychoeducational services, such as workshops, seminars, and guidance activities, when appropriate to the placement site.

4) Provide counseling and concrete services within a culturally relevant framework.

The Intern is knowledgeable about the specific cultures, both American and International, within the placement site. The Intern is aware of personal biases, prejudices, and stereotypes related to any specific culture at the placement site and works with all clients fairly and respectfully. The Intern practices within an accepting and nonjudgmental framework and uses methods and techniques acceptable to the clients' cultures. The Intern understands the counselor's role in social justice, advocacy and conflict resolution in dealing with oppression or prejudices about any culture at the placement site. The Intern immediately seeks supervision with any difficulties related to practicing within a culturally relevant framework.

5) Complete diagnosis, assessment and testing within the scope of practice typical at the placement site.

The Intern is capable of completing a diagnosis using the *DSM-IV-TR* or a developmental assessment. The Intern administers standardized tests in individual and group formats, including computer-assisted instruments. The Intern understands the role of age, gender, sexual orientation, ethnicity, language, disability, culture, spirituality, nationality, and other factors related to the assessment and evaluation of individuals, groups, and specific populations. The Intern assesses for suicidal ideation and drug and alcohol abuse at the level expected by the placement site and reports all findings to the On-Site Supervisor and the Internship Instructor immediately. Using assessment results, the Intern incorporates assessment/testing results into a client's case conceptualization.

6) Formulate and implement a treatment plan to address a client's life issues.

The Intern develops an appropriate treatment plan with a client, which includes writing the plan and discussing a plan of action and rationale for it. The Intern carries out the steps of the plan in collaboration with the client and monitors the plan with the client, exchanging feedback about the process. The Intern maintains focus and continuity, revising assessments and contracts based on changing needs, circumstance and perceptions. The Intern includes individual, group, family counseling and concrete services in the plan as appropriate. The Intern practices only within the scope of her/his training and abilities as required by the *ACA Code of Ethics*. The Intern consults with both the On-Site supervisor and the MSU Internship Instructor if questioning her/his ability to work with a client before any referral is made, in which case, appropriate referral procedures are followed.

7) Terminate and evaluate the counseling relationship.

The Intern follows the appropriate steps leading to successful termination, including, if appropriate, transfer or referral. The Intern identifies and assesses the effects of termination on self and client. The Intern evaluates the client's movement toward planned goals for change, suggests next steps, and consults, if appropriate and with the client's consent, with the professional to whom the referral is made.

Becoming a Professional Counselor

Interns will demonstrate awareness and a willingness to examine personal thoughts, beliefs, feelings, and actions related to their growth as counselors and are active learners in achieving their own personal goals. Both are necessary for autonomous practice. Students will demonstrate competence in this area with ability to:

1) Apply the professional skills of self-observation and self-awareness.

The Intern identifies and assesses the effects of learning style, personal values, biases, and feelings about work performance, especially regarding issues of human diversity. The Intern consistently makes counseling interactions, case notes and treatment plans, case management services, and psychoeducational activities observable and subject to feedback. The Intern is open to examining and changing behaviors that interfere with successful work performance. The Intern acknowledges when personal impairment of any type interferes with the completion of internship, either self-identified or identified by another professional, and takes steps to either withdraw from internship or, if appropriate, receive professional intervention while continuing with internship; such decisions are made in collaboration with supervisors and counselor education faculty, even though the ultimate decision rests with the counselor education faculty.

2) Attend regular supervision and use supervision feedback for effective change.

The Intern collaborates with both the On-Site Supervisor and the Internship Instructor in formulating learning needs and interests. The Intern prepares work agendas, weekly contact logs, and case notes and regularly shares them with supervisors. The Intern asks questions when in doubt about a case/program and seeks other available learning resources, including professional staff, print and nonprint media, web-based, professional literature and research. The Intern meets weekly with both the On-Site Supervisor and the Internship Instructor to discuss assignments, cases, projects, challenges, and problems and accepts constructive feedback on both strengths and weaknesses. The Intern accepts feedback by fellow classmates/interns in the MSU internship class. The Intern incorporates recommended appropriate changes in work performance to initial learning goals and effect change in his/her own professional development.

3) Integrate theory from the Program into practice at the Internship Site.

The Intern integrates the knowledge and skills learned in the counselor education program into ethical practice with clients, colleagues, community resources, and fellow students. The Intern demonstrates knowledge of diversity issues during work with clients, during supervision, and during

classroom discussions. The Intern identifies ethical dilemmas in professional decision-making. The Intern implements a theoretical approach to counseling.

4) Manage time and work demands professionally.

The Intern establishes a regular schedule of work hours at the site and arrives on time at the site and for supervision and appropriately calls out and logs accurately when unable to report for work. The Intern plans and organizes available time to manage the flow of work and prioritizes tasks in relation to deadlines, site procedures, internship assignments, and client system needs. The Intern generates reports, presentations, case notes, weekly logs, case summaries, and tapes professionally and on time.

Site and Community Skills

Interns will be able to demonstrate an awareness of how human and organizational behavior is impacted by social class, age, gender, ability, sexual orientation, racial and ethnic differences, nationality, as well as culture and personality. Interns will understand, assess, and discuss the organizational and administrative policies and procedures of the Internship Site. Interns will demonstrate awareness of how organizational structures, policies, and work cultures impact the services to clients and employees. Competence will be displayed through the student's ability to:

1) Describe the organizational structure, administrative procedures, services offered, and responsibilities of employees.

The Intern understands the Internship Site's organizational lines of authority and structure, organization mission, and services offered to clients. The Intern completes administrative processes, such as intake interviews and admissions procedures, performed at the site. The Intern works with other staff members as necessary (e.g., assisting on projects) and understands the roles and functions of other staff members. The Intern is involved in staff meetings and projects and attends in-service training as required. The Intern functions as a member of work groups and demonstrates knowledge and skills for conflict resolution in an organizational setting.

2) Describe the impact of selected policies, legislation, and organizational structure on site services, clients, staff, and self.

The Intern follows the appropriate policies guiding the structure and activities of the Internship Site. The Intern understands how legislation (e.g., state and district funding for guidance positions; nonprofit funding) affects site services, clients, staff, and self. The intern identifies ways in which gender, race, social class, age, ability, sexual orientation, nationality, and ethnicity impact the organization and use of services. The Intern is aware of work climate issues and the impact on staff productivity and morale.

3) Identify how the typical client's community system plays a role in the client's life and use community resources in treatment planning.

The Intern is aware of critical aspects of the community which impact client functioning to include: key organizations or institutions, significant social, cultural, religious members of the community, family systems, and city, state, and national governmental human services providers. The Intern makes appropriate referrals to other service sites or community resources as part of effective treatment planning and case management. The Intern advocates on behalf of a client within the

community system and considers community systems in developing treatment plans. The Intern serves as an expert witness, if required by the site or legally, and testifies within the limits of practice and confidentiality as outlined by the *ACA Code of Ethics* and guidelines provided by the placement site.

4) Serve as a change agent for both the Internship Site and the community.

The Intern serves as a viable member of the work group at the Internship Site. The Intern provides feedback and recommends change if necessary with regard to client services, the organization, or the community, in a professional and responsible manner. The Intern promotes social justice and advocates on behalf of clients if appropriate and through the appropriate organizational procedures (working first with the On-Site Supervisor and Internship Instructor). The Intern handles conflict resolution within the organizational setting in a direct and professional manner.

Part VI Evaluation

Evaluation is a process that occurs continually throughout the Internship experience. Formative evaluation occurs at any time during Internship and can be in the form of verbal or written feedback on an Intern's work performance, work samples, or professionalism at the Internship Site or during the Internship class. Feedback can come from fellow students, supervisors, or other professional staff at the Internship Site. This feedback can be both informal and formal based on the purpose of the evaluation process at that time.

Regularly scheduled supervision sessions with On-Site supervisors is the opportune time for information evaluation to occur. Interns can receive feedback on their counseling skills, professional practice, and overall professionalism. This type of evaluation should also occur each week during the Internship class involving group supervision. Interns should use these supervision sessions to seek feedback on how supervisors perceive their progress in the skills, professional practice, and overall professionalism.

Formal evaluations can also occur at any time based on an Intern's work performance. However, minimally, two formal evaluations will be provided by supervisors, one at mid-term and a final evaluation. These summative evaluations are in written form assessing the overall progress of the Intern in achieving the objectives of Internship. Additionally, a plan for continued growth and development can be devised from the evaluations. The Counseling Intern Evaluation form (Appendix G) is usually used for the mid-term and final written evaluations.

The Counseling Intern Unsatisfactory Performance Evaluation (Appendix L) can be used at any time during the Internship when an Intern demonstrates unsatisfactory, unethical or illegal performance in internship. The evaluation form will be completed by a supervisor, shared with the Intern, given to the Clinical Coordinator, and eventually shared with the Counseling Program faculty.

Mid-Semester Evaluation: A formal written evaluation using the Counseling Intern Evaluation form (Appendix I and J). Both the On-Site Supervisor and Internship Instructor complete an evaluation form on an Intern. Supervisors should use this opportunity to summarize the strengths of the Intern, the progress made to date, and the areas the Intern yet needs to develop. Personal individual supervision sessions should occur during which the summary of the evaluation is shared with the Intern. Students are asked to inform On-Site Supervisors of the due date the mid-semester evaluation is due.

Final Evaluation: The final evaluation follows the same procedures as the mid-term evaluation, even though the Internship Instructor can develop a different evaluation form. The Internship Instructor should receive all evaluations no later than the last class period before final exam week on the University calendar. Again, students are asked to inform their On-Site Supervisors of the due date of the final evaluation.

Guide for Grade Recommendations: Ultimately, the Internship Instructor is responsible for assigning a final grade for the Internship class, even though On-Site Supervisors can provide input into the assignment of a final grade. The grade is based on work performance, professional behavior, and demonstrated competencies in the professional practice of counseling. All grades that might indicate dismissal from the Program must go through the Department Chair after the Program Faculty. Grades are assigned according to the following guidelines:

A = demonstrates superior performance of the professional practice of counseling and professionalism, as well as superior knowledge related to the practice of counseling

B = demonstrates satisfactory performance of the professional practice of counseling and professionalism, as well as satisfactory knowledge related to the practice of counseling

C = unsatisfactory performance. The student cannot continue to Internship I (COUN654) or Internship II (COUN 674) or complete the program (if grade is earned in Internship II), and remediation must occur before moving on in the program.

F = lacks the ability to demonstrate counseling skills and/or professionalism or there is evidence of unethical or illegal practices or other problems that prohibit effective counseling practice to occur. The student may be dismissed from the counseling program.

In order to continue from Practicum (COUN624) to Internship I (COUN 654) to Internship II (COUN 674), an Intern must receive a grade of “B” or above. In order to successfully complete the program, an Intern must receive a grade of “B” or above in Internship II (COUN 674).

Unsatisfactory performance: Evaluation is a part of the Site Supervisor and Internship Instructor’s responsibilities. Unsatisfactory performance should be noted early on and appropriate intervention should occur. If the unsatisfactory performance persists, then the Supervisor should document this using the Counseling Intern Unsatisfactory Performance Evaluation (Appendix L). Once it is documented in written form, then the Supervisor should share this with the Internship Instructor (or vice versa) and a meeting should be arranged with the Intern. The report must be dated and signed by the Supervisor and the Intern. The Intern’s signature indicates awareness of the Supervisor’s evaluation; it does not indicate agreement or approval of such. In the case of differences of opinion that cannot be resolved, the Intern should write an addendum, ask the Supervisor to read and sign it, and then attach it to the evaluation. The Internship Instructor is responsible for contacting the Internship Coordinator with regard to an unsatisfactory evaluation report, so that appropriate remediation or resolution of the situation can occur. If the Intern does not improve her/his inadequate performance during an agreed upon timeframe, then the Intern can be removed from the site, and a grade appropriate to the inadequate performance can be assigned.

Unethical or illegal performance of counseling services is sufficient cause to administratively withdraw a student from an Internship Site and to deny the student further enrollment in the Counselor Education program.

The following reasons are examples of when an Intern might be demonstrating unsatisfactory, unethical or illegal performance. Other reasons may be determined by the site supervisor or course instructor.

- _____ Failure to follow appropriate ethical codes or legal statutes
- _____ Failure to follow the administrative guidelines or expectations of counselors working at the Internship Site
- _____ Failure to demonstrate satisfactory counseling skills, thus failing to demonstrate the ability to help clients rather than harm them
- _____ Failure to attend or resisting supervision or failing to follow supervisory feedback

- _____ Failure to demonstrate professionalism (e.g., arriving late and keeping clients waiting; poor or inadequate documentation of cases or treatment plans; poor record keeping)
- _____ Failure to provide work samples for supervisors to evaluate
- _____ Failure to maintain ethical boundaries between personal and professional roles
- _____ Failure to maintain appropriate hours at the Site, keeping an appropriate ratio of direct to indirect counseling services.

If an Intern's work suggests that a final grade of C might be assigned, the supervisors should address the following steps (whenever possible):

- _____ Inform the Intern as early as possible that her/his work is occurring at the unsatisfactory level
- _____ Outline the unsatisfactory work as clearly as possible
- _____ Document this in written form, meet with the Intern and share the areas of deficiency, and have the Intern sign the document indicating that she/he understands the deficiencies
- _____ Develop a remediation plan in conjunction with all supervisors and the Intern to help the Intern work on the areas of deficiency
- _____ Provide an adequate time frame for the Intern to implement the remediation plan and begin working at a satisfactory or above level
- _____ Provide as much supervision and resources as necessary to help the Intern achieve success and reach a satisfactory level of work performance

If a grade of C is assigned for Practicum or Internship:

For Practicum (COUN 624):

- _____ A remediation plan (in the form of an independent study) can be devised to basically repeat the content and experience of the Internship course, during the semester following the assignment of the C (unless the Counseling Program faculty determines that the student should not continue with Internship or in the counseling program).
- _____ A grade of B or higher must be earned for the remediation plan in order for the student to continue in the Counselor Education program.
- _____ Hours accumulated during the remediation plan will be considered as part of the Practicum experience, regardless of the number of hours already accumulated.
An Intern who earns a C for the remediation work (synonymous to a second enrollment in Practicum) will be reviewed by the Counseling Program faculty to determine if she/he should continue in the program.

For Internship I (COUN 654):

The same procedures apply as those for Practicum.

For Internship II (COUN 674):

The same procedures apply as those for Internship I.

If an Intern's work performance is at the final grade of C or F level at any time during the semester, the supervisors should address the following steps:

- _____ The Intern should be assigned administrative work only and clients should be referred to other counselors.
- _____ A decision can be made by the Site Manager, Site Supervisor, or the Clinical Coordinator that the Intern be removed from the Internship Site.
- _____ If the reason for the evaluation is due to "lack of ability to demonstrate counseling skills and/or professionalism," then a decision should be made by the supervisors if remediation at that time in the semester is possible; if not, the Intern will be removed from the Site and will repeat the course the next semester.
- _____ If the reason for the evaluation is due to unethical or illegal practice on the part of the Intern, then a hearing must be conducted by the Counselor Education faculty to determine if a violation did occur and the extent of the violation; if a determination is made that a violation has occurred, the Intern will be removed from the Site.

If a grade of F is assigned for Internship:

- _____ If a student receives an F in Internship due to lack of skill or professionalism, the Counseling Program faculty, with the input of the On-Site Supervisor and the Internship Instructor, will determine if the student can repeat the Internship.
- _____ If a student receives an F in Internship due to unethical or illegal practice and after a hearing it is determined that a violation did occur, then the student may be dismissed from the Counselor Education program.

**APPENDIX A
MONTCLAIR STATE UNIVERSITY COUNSELING PROGRAM
COUN 624: PRACTICUM APPROVAL FOR ORIENTATION**

Name of Student: _____ Student ID#: _____

Name of Advisor: _____ Student e-mail: (MSU ONLY) _____

Intended Semester for Practicum: _____ I will attend orientation on: _____

**BOTH OF THE FOLLOWING GRIDS MUST BE COMPLETED OR FORM
WILL BE RETURNED TO YOUR ADVISOR FOR COMPLETION**

PRE-REQUISITES FOR PRACTICUM	SEMESTER TAKEN	GRADE RECEIVED	IF NOT ALREADY TAKEN - SEMESTER TO FULLFILL REQUIREMENT
COUN 552 (Intro. to Counseling)			
COUN 577 (Counseling Theories)			
COUN 584 (Group Counseling) (with "B" or better)			
COUN 588 (Counseling Tech.) (with "B" or better)			
COUN 595 (Multicultural Counseling)			

PRE-REQUISITES FOR INTERNSHIP I (with a "B" or better)	SEMESTER TAKEN	GRADE RECEIVED	IF NOT ALREADY TAKEN - SEMESTER TO FULLFILL REQUIREMENT
COUN 583 (Counseling in Schools I) SCHOOL COUNSELING STUDENTS			
COUN 604 (Clinical Diagnosis & Asses) COMMUNITY COUN. STUDENTS			
COMPLETION OF ONE SPECIALTY COURSE STUDENT AFFAIRS and ADDICTIONS (Provide Course Name)			

* IF A PERMIT IS ISSUED FOR PRACTICUM OR INTERNSHIP DURING A TERM A PREREQUISITE IS BEING COMPLETED, IT IS THE STUDENT'S RESPONSIBILITY TO NOTIFY BOTH THEIR ADVISOR AND THE CLINICAL COORDINATOR IF THE REQUIRED GRADE IS NOT RECEIVED. STUDENTS CANNOT TAKE PRACTICUM OR INTERNSHIP IF THEY DO NOT RECEIVE THE REQUIRED GRADE IN ALL PREREQUISITES. FAILURE TO ACHIEVE THE REQUIRED GRADE AND/OR MAKE THE PROPER NOTIFICATIONS WILL RESULT IN PERMITS BEING RESCINDED. *

Student Signature

Date

Advisor Signature

Date

It is REQUIRED that students complete a MINIMUM of 24-27 credits in a 48 credit program, and 36-39 credits in a 60 credit program prior to beginning Practicum. NO EXCEPTION WILL BE MADE. Ultimate enrollment in COUN 624, Practicum in Counseling, requires department approval, which must be given by the Clinical Coordinator. This "advisor approval form" only provides permission to attend the Practicum Orientation. Final approval to enroll in a Practicum class is provided by the Clinical Coordinator after several other steps occur, which will be explained at the Practicum Orientation.

Clinical Coordinator Signature

Date

APPENDIX B

**Montclair State University
Counseling Program**

REQUEST FOR INTERNSHIP APPLICATION

It is REQUIRED that students complete a minimum of 30 credits in a 48 credit program, and 42 credits in a 60 credit program prior to beginning Internship I. Please make sure you meet this requirement before submitting this Application.

Name: _____ Date of Application: _____

Local Address: _____

Permanent Address: _____

Home Phone: _____ Cell Phone: _____

Email: _____

Term of Internship I: _____

Semester

Year

Anticipated Term of Internship II: _____

Semester

Year

1. Date attending Internship Orientation _____

2. Academic Preparation:

No. of credits completed in the Counselor Education Program (including this semester): _____

3. Relevant Prior Work Experience (If no experience in working in human services, schools, or health agencies write none):

4. Two population groups with which you would like to gain experience:

5. Have you already made any contacts for Internship?

My signature indicates I have read and will conform to the policies and procedures of the Montclair State University Counselor Education Program Internship Manual.

Signature

Date

APPENDIX C-1

MONTCLAIR STATE UNIVERSITY
Clinical Practicum

ORIENTATION Agreement

Each item below provides additional information for your path toward completing your clinical experience (Practicum and Internship) at MSU. The items are “requirements” not “preferences or options.” They will also provide you with accurate information to discuss with potential site supervisors.

1. Attending the Clinical orientation is your first step toward being approved for a _____ Practicum. Ultimately, the faculty must agree that you are ready in terms of your knowledge, skills, and ability to counsel and provide guidance activities with clients in a community mental health agency, school, college, or addictions center.
2. **PRE-REQUISITES:** you cannot go into Practicum without having successfully completed a minimum of 24-27 credits (in a 48 credit program) or 36-39 credits (in a 60 credit program) including COUN 552, Introduction to Counseling, COUN 577, Counseling Theories, COUN 588, (with a B or better) Counseling Techniques, COUN 595, Multicultural Counseling and COUN 584, (with a B or better) Group Counseling.
3. Before Practicum begins, you must be a student member of the American Counseling Association (ACA) and receive (it’s free now with membership) their insurance program at a minimum of 1M – 3M annual aggregate; therefore you need to join ACA no later than _____ and be enrolled in an insurance program no later than the beginning of the semester. Nobody will begin Practicum until insurance is obtained and evidence of such is submitted to the Clinical Coordinator.
4. You must have an approved placement site no later than _____. **We will not approve people who do not have a placement site by this date.** While you have a responsibility to identify potential placement sites, the ultimate approval of the site for your clinical work rests with the Clinical Coordinator. The following guidelines relate to placement sites.
 - An approved site is one that has already been used successfully by another MSU student. Please check to make sure the site has not been taken off the list of “approved” sites.
 - The Clinical Coordinator must approve any site that has not already been approved by MSU. To be approved, a site must be able to guarantee that: 1) you will be able to do individual counseling, group counseling, workshops and guidance activities (where appropriate), write case notes, attend staff meetings, etc.; 2) receive one-on-one supervision at least once per week for a minimum of an hour with a qualified supervisor; 3) on-site supervisor available to

consult with class instructor via telephone at least every other week during the semester; and 4) be able to audio and/or video tape sessions.

- The Clinical Coordinator, with the help of the faculty, will ultimately determine if a student is prepared to work in a particular clinical site. The Clinical Coordinator reserves the right to assign a site at any time for any student.
 - For Practicum: You must be able to complete at least 100 contact hours for the semester. Those hours include: 40 direct client contact involving one-on-one sessions with clients, group counseling, and some other types of contact with clients, and 60 indirect client contact, involving any other work at the site. Direct hours must include a minimum of 25 hours individual counseling and a minimum of 8 hours group counseling. If the opportunity for group work is not provided during Practicum, students must complete this requirement during Internship. A student must be willing to commit approximately 8-10 hours per week at the site for Practicum.
 - Your supervisor must be appropriate to the specialization you are pursuing; they must hold a Master's degree AND be licensed / certified for a minimum of two full years, as follows: for school counseling, supervisors must be a certified school counselor; for community counseling, supervisors should either be a counselor (LPC), a psychologist (Ph.D.), or a social worker (LCSW); for addictions, supervisors may have any of the credentials specified for community counseling or be an LCADC, and for student affairs/higher education, supervisors must have an appropriate master's degree.
5. Each student will attend Practicum class throughout the duration of the semester. During this class, students will discuss issues related to Practicum, present cases and samples of taped sessions and review treatment plans. Missing any Practicum class is considered detrimental to your development as a counselor. If you already know you will miss 1 or more classes, it is better not to register for Practicum at this time. If you complete your 100 hours for the semester, you must continue with your agreed upon hours with your site. Each student will also meet with an assigned Doctoral student for 1 hour of individual supervision each week.
 6. Unprofessional behavior will not be tolerated. This means that you must conduct yourself like an employee while there (e.g., calling out ahead of time if you can't come to work on a particular day). You are expected to conduct yourself according to the ACA Code of Ethics as well as your respective ethical codes (e.g., ASCA).
 7. The Practicum instructor, along with the clinical coordinator, reserves the right at any time to withdraw a student from a practicum or internship class (thus from the placement site) when she/he thinks the student's work may be doing "more harm than good" for the client population. If this should occur, a remedial plan will be established for the student.

8. Your ultimate placement MUST be in your concentration in the counseling program. There is only one exception where students may be permitted to do their practicum outside their chosen concentration --- school concentration students choosing to do their Practicum in the summer semester. While it is permissible for school students to do their practicum in the summer, it is not recommended due to the limited number of schools possibilities during the summer. Additionally, for community counselors, you should find some population (e.g., women) or specific “special population” issues (e.g., domestic violence; HIV/AIDS; Hospice) that interest you enough potentially for future employment.
9. All community (including addictions) sites must have a “Memorandum of Understanding” in place prior to approval being given. Some school and higher education sites may request this as well. Please note that this is a long process that requires approval both by the practicum/internship site as well as MSU.
10. Officially, the logging of practicum/internship hours begins the first day of class and ends the date of the final exam (exceptions can only be made and approved in advance by the practicum/internship instructor).

I, _____, understand and agree to the conditions stated above in my application for COUN 624, Counseling Practicum.

Student Signature

Date



I, _____, have reviewed the conditions stated above with the student intern.

Site Supervisor Signature

Date

APPENDIX C-2

MONTCLAIR STATE UNIVERSITY
Clinical Internship

ORIENTATION Agreement

Each item below provides additional information for your path toward completing your clinical Internship experience at MSU. The items are “requirements” not “preferences or options.” They will also provide you with accurate information to discuss with potential site supervisors.

- 1 Attending the Clinical orientation is your first step toward being approved for a _____ Internship. Ultimately, the faculty must agree that you are ready in terms of your knowledge, skills, and ability to counsel and provide guidance activities with clients in a community mental health agency, school, college, or addictions center.
- 2 **PRE-REQUISITES:** You cannot go into Internship I without having successfully completed a minimum of 30 credits (in a 48 credit program) or 42 credits in a 60 credit program) including - COUN 552, Introduction to Counseling, COUN 577, Counseling Theories, COUN 584. Group Counseling, COUN 588, Counseling Techniques, COUN 595, Multicultural Counseling, COUN 624, Counseling Practicum (with a “B” or better). In addition, for school counseling students, you cannot go into Internship I without having successfully completed COUN 583, Counseling in Schools; for community counseling students, you cannot go into Internship I without having successfully completed COUN 604, the DSM course.
- 3 Before Internship begins, you must be a student member of the American Counseling Association (ACA) and receive (it’s free now with membership) their insurance program at a minimum of 1M – 3M annual aggregate; therefore you need to join ACA no later than _____ and be enrolled in an insurance program no later than the beginning of the semester. Nobody will begin Internship until insurance is obtained and evidence of such is submitted to the Clinical Coordinator.
- 4 You must have an approved placement site no later than _____. **We will not approve people who do not have a placement site by this date.** While you have a responsibility to identify potential placement sites, the ultimate approval of the site for your clinical work rests with the Clinical Coordinator. The following guidelines relate to placement sites.
 - An approved site is one that has already been used successfully by another MSU student and which continues to meet all requirements. Please check to make sure the site has not been taken off the list of “approved” sites.

- The Clinical Coordinator must approve any site that has not already been approved by MSU. To be approved, a site must be able to guarantee that: 1) you will be able to do individual counseling, group counseling, workshops and guidance activities (where appropriate), write case notes, attend staff meetings, etc.; 2) receive one-on-one supervision at least once per week for a minimum of an hour with a qualified supervisor; 3) on-site supervisor available to consult with class instructor via telephone at least every other week during the semester; and 4) be able to audio and/or video tape sessions.
 - The Clinical Coordinator, with the help of the faculty, will ultimately determine if a student is prepared to work in a particular clinical site. The Clinical Coordinator reserves the right to assign a site at any time for any student.
 - For Internship: You must be able to complete at least 300 contact hours each semester (within the parameters of the actual semester start and end), for two semesters. Those hours include: 120 direct client contact and 180 indirect client contact.
 - Your supervisor must be appropriate to the specialization you are pursuing; they must hold a Master's degree AND be licensed / certified for a minimum of two full years, as follows: for school counseling, supervisors must be a certified school counselor; for community counseling, supervisors should either be a counselor (LPC), a psychologist (Ph.D.), or a social worker (LCSW); for addictions, supervisors may have any of the credentials specified for community counseling or be an LCADC, and for student affairs/higher education, supervisors must have an appropriate master's degree.
- 5 Each student will attend an internship class for the two semesters of internship. During this class, students will discuss issues related to internship, present cases and samples of taped sessions, and review treatment plans. Missing any internship class is considered detrimental to your development as a counselor. If you already know you will miss 1 or more classes, it is better not to register at this time. If you complete your 300 hours before the end of the semester (for either semester), you must continue with your agreed upon hours with your site.
 - 6 Unprofessional behavior will not be tolerated. This means that you must conduct yourself like an employee while there (e.g., calling out ahead of time if you can't come to work on a particular day). You are expected to conduct yourself according to the ACA Code of Ethics as well as your respective ethical codes (e.g., ASCA).
 - 7 The Internship instructor, along with the clinical coordinator, reserves the right at any time to withdraw a student from an internship class (thus from the placement site) when she/he thinks the student's work may be doing "more harm than good" for the client population. If this should occur, a remedial plan will be established for the student.

- 8 Your ultimate placement MUST be in your concentration in the counseling program. Additionally, for community counselors, you should find some population (e.g., women) or specific “special population” issues (e.g., domestic violence; HIV/AIDS; Hospice) that interest you enough potentially for future employment.

- 9 All community (including addictions) sites must have a “Memorandum of Understanding” in place prior to approval being given. Some school and higher education sites may request this as well. Please note that this is a long process that requires approval both by the practicum/internship site as well as MSU.

- 10 Officially, the logging of internship hours begins the first day of class and ends the date of the final exam (exceptions can only be made and approved in advance by the internship instructor).

I, _____, understand and agree to the conditions stated above in my application for COUN 654, Internship in Counseling I and for COUN 674, Internship in Counseling II.

Signature

Date

I, _____, have reviewed the conditions stated above with the student intern.

Site Supervisor Signature

Date

APPENDIX D-1

**Montclair State University
Counseling Program**

PRACTICUM PLACEMENT AGREEMENT

This form documents the fact that _____
(name of student)

is approved to work as a *Counseling Practicum Student* at

(name of site)
for

(term of Practicum)

Each signature below indicates concurrence with the placement and acknowledges the need to promptly inform the other signers if an early termination seems warranted.

APPROVED

Site Manager / Principal Date _____

Practicum Site Supervisor Date _____

Name of Site Supervisor _____

Work Address _____

Work Phone (_____) _____

E-Mail Address: _____

Student Date _____

MSU Clinical Coordinator Date _____

APPENDIX D-2

**Montclair State University
Counseling Program**

INTERNSHIP PLACEMENT AGREEMENT

This form documents the fact that _____
(name of student)

is approved to work as a; Counseling I Intern or Counseling II Intern or Both at

(name of site)
for

(term(s) of Internship(s))

Each signature below indicates concurrence with the placement and acknowledges the need to promptly inform the other signers if an early termination seems warranted.

APPROVED

Site Manager / Principal Date _____

Intern's Site Supervisor Date _____

Name of Site Supervisor _____

Work Address _____

Work Phone (_____) _____

E-Mail Address: _____

Student Date _____

MSU Clinical Coordinator Date _____

APPENDIX E

**Montclair State University
Counseling Program**

PRACTICUM and/or INTERNSHIP SITE PROFILE

Name of Intern: _____

I. AGENCY/SCHOOL (Descriptive brochures attached? _____)

A. Site Name: _____ Phone: () _____

Address: _____

E-mail Address: _____

Hours of Operation: _____

Manager: _____

Contact Person: _____

B. Mission: _____

C. Supplemental Information:

Stipend: _____ Stipulations: _____

Transportation: Car Required: ___ Agency Car Available: ___ Mileage Reimbursement: ___

D. Primary Fields of Practice:

Family & Children's Services:

_____	Adoption	_____	Family Therapy
_____	Abuse & Neglect	_____	Foster Care
_____	Delinquency	_____	Geriatrics
_____	Developmental Disabilities	_____	Mental Therapy
_____	Domestic Violence	_____	School Services
_____	Public Welfare	_____	Other:

Health Care Services:

_____	Clinic	_____	Public Health
_____	Family Planning	_____	Rehabilitation
_____	Hospital	_____	Other:

Mental Health Services:

_____	Hospital/In-patient	_____	Alcohol Abuse
_____	Crisis Intervention	_____	Drug Abuse
_____	Community-based	_____	Other:

Education:

_____	Elementary	_____	Private School
_____	Middle	_____	Public School
_____	High	_____	Other:
_____	College/University		

E. Special Populations Served:

F. Services:

_____	Residential	_____	Crisis Intervention
_____	Inpatient	_____	Brief Intervention
_____	Outpatient	_____	Long-Term
_____	Case management	_____	Telephone Only
_____	Home Based	_____	Administration
_____	Policy Development	_____	Other:

G. Primary Interventions:

_____	Casework/Case Management	_____	Milleu Therapy
_____	Cognitive/Behavioral	_____	Task-Oriented
_____	Family Therapy	_____	Group Therapy
_____	Marital Therapy	_____	Play Therapy
_____	Existential/Humanistic	_____	Other:

H. Learning Experiences Available:

_____	Case Management/Casework	_____	Research
_____	Intake	_____	Use of computers
_____	Diagnosis/Assessment	_____	Budget/analysis
_____	Intervention	_____	Fundraising
_____	Psychosocial Studies	_____	Staff Development
_____	Community organization	_____	Legislative
_____	Community development	_____	Program coordination
_____	Community education	_____	Advocacy
_____	Marketing	_____	In-service training
_____	Group work	_____	Seminars
_____	Family/marital therapy	_____	Conference
_____	Individual Counseling	_____	Staffing/"rounds"
_____	Grant-writing	_____	Consultation
_____	Policy analysis/development	_____	Program evaluation
_____	Administration/planning	_____	Multicultural
_____	Program development	_____	Other:

II. DESIRED INTERN CHARACTERISTICS

A. Skills, Knowledge, Experience:

B. Personal Qualities:

C. Other:

III. PROFILE OF INTERN'S PROPOSED SITE SUPERVISOR

A. Supervisor Name: _____

Agency: _____

Work Address: _____

Email Address: _____

Work Phone: (____) _____

B. Graduate Degree and Field of Study:

C. Pertinent Additional Training:

D. Professional Experience:

E. Supervisory Experience:

F. License/Certification: _____

Document Number: _____ Specialty: _____

G. Primary Expertise:

_____	Aging	_____	Physical Health Services
_____	Alcohol/Drug Addiction	_____	Mental Health
_____	Delinquency	_____	School Social Work
_____	Public Welfare	_____	Children
_____	Family Therapy	_____	Adolescents
_____	Child Welfare Services	_____	Adults
		_____	Other:

H. Theoretical Orientation:

I. Philosophy of Supervision:

Site Supervisor's Signature

Date

III. PROFILE OF INTERN'S PROPOSED **EMERGENCY ALTERNATE SITE SUPERVISOR**
(Permitted to supervise intern only in emergency situations and not on a regular basis)

A. Supervisor Name: _____

Agency: _____

Work Address: _____

Email Address: _____

Work Phone: (____) _____

B. Graduate Degree and Field of Study:

C. Pertinent Additional Training:

D. Professional Experience:

E. Supervisory Experience:

F. License/Certification: _____

Document Number: _____ Specialty: _____

G. Primary Expertise:

_____	Aging	_____	Physical Health Services
_____	Alcohol/Drug Addiction	_____	Mental Health
_____	Delinquency	_____	School Social Work
_____	Public Welfare	_____	Children
_____	Family Therapy	_____	Adolescents
_____	Child Welfare Services	_____	Adults
		_____	Other:

H. Theoretical Orientation:

I. Philosophy of Supervision:

Site Supervisor's Signature

Date

APPENDIX F

**MONTCLAIR STATE UNIVERSITY
DEPARTMENT OF COUNSELING AND EDUCATIONAL LEADERSHIP
COUNSELING PROGRAM**

COUN 624, Practicum in Counseling Contract

Course Description: This is the second clinical core course in the graduate counseling program. The course requirements include advanced counseling practice supervised by the professor; further development of core counseling skills common to all theoretical approaches; and demonstration of the understanding of the ACA Code of Ethics and Multicultural Competencies. This course helps students further develop individual and group counseling skills.

DATE: _____

Student: _____

Site: _____

Site Supervisor: _____

I. Student Responsibilities

- a. Complete 100 hours at site; 40 Direct and 60 Indirect
- b. Minimum of 25 hours of individual counseling
- c. Minimum of 8 hours of group counseling (if offered at site)
- d. 7 hours can be used to become oriented to the other types of direct service offered at the site
- e. Minimum of 5 counseling tapes of individual counseling
- f. Complete individual and group supervision once per week each
- g. Complete 60 hours of Indirect work at the site involving appropriate documentation being used in the Practicum class and at site, as well as other administrative responsibilities assigned by the site
- h. Log all hours completed for Practicum weekly.

II. Site Responsibilities

- a. Allow student to be on site 8-10 hours per week
- b. Assign individual/group counseling clients and administrative work
- c. Help students with client signing of consent forms for taping
- d. Provide one-on-one supervision with student once per week (individual supervision can be completed in a 2 students per 1 supervisor method)
- e. Sign off on logs weekly
- f. Assign other duties/responsibilities as needed

- g. Interact minimally every other week with Practicum class instructor via phone or visit
- h. Minimally complete a mid-term and final evaluation on the student

III. MSU Responsibilities

- a. Provide necessary forms to complete Practicum
- b. Provide instruction on individual/group counseling, particularly related to a theoretical approach
- c. Provide weekly group supervision with students
- d. Provide individual supervision with students by doctoral student
- e. Sign off on logs weekly
- f. Interact minimally every other week with Practicum site supervisor via phone or site visit
- g. Keep Practicum file on students with all appropriate paperwork (e.g., logs)
- h. Minimally complete a mid-term and final evaluation for students

IV. Agreements Regarding Length of Hours of Practicum or Other Issues

- a. Length of Practicum: _____ Semester
- b. 8-10 hours per week on site; other out of office hours can count (e.g., preparing for a topic group) if approved by site supervisor and Practicum instructor
- c. Conferences for professional association meetings can be arranged and approved by site as vacation time from site

Approvals:

Site Supervisor Printed Name

Date

Site Supervisor Signature

Student Signature

Date

Clinical Coordinator Signature

Date

Appendix G-1
MONTCLAIR STATE UNIVERSITY
Clinical Practicum

**SUPERVISION AGREEMENT and
CONSENT TO PERMIT TAPING**

To be an approved clinical Practicum placement, a site agrees to the following:

1) students will have the opportunity to provide individual, group counseling, workshops and guidance activities (where appropriate), write case notes, attend staff meetings, etc.; Practicum students will complete at least 100 contact hours for the semester. These hours include: 40 direct client contact involving one-on-one sessions with clients, group counseling and other types of contact with clients, and 60 indirect client contact, involving any other work at the site which is counseling related. The 40 direct hours must include a minimum of 25 individual counseling hours and a minimum of 8 group counseling hours.

2) the Practicum site supervisor will provide one-on-one supervision at least once per week for a minimum of an hour; supervisor will listen to and critique taped counseling sessions as part of weekly supervision;

3) the Practicum supervisor will be available to consult with class instructor via telephone or e-mail at least every other week during the semester;

3) the Practicum supervisor will complete two formal, written, evaluations of student – one mid-term and one final evaluation which will be provided by student;

4) Practicum students will be permitted to audio and/or video tape client sessions; the on-site supervisor will assist student in getting clients to tape;

5) the on-site Practicum Supervisor is the individual whose signature appears on all submitted and approved documentation and attests to holding the required credentials as specified in the Orientation Agreement.

6) the on-site Practicum Supervisor has been advised by the student that upon completion and submission of paperwork to the MSU Clinical Coordinator, a “Supervisor Training Module” link will be provided. The on-site supervisor(s) agrees to complete this on-line module before the practicum placement can be approved.

By signing below, I am verifying that my chosen site is aware of the taping requirement and all other site approval requirements for practicum, and has consented to all the above.

Student Signature of Acknowledgement

Date

Site Manager/Principal Signature of Acknowledgement

Date

Site Supervisor Signature of Acknowledgement

Date

Appendix G-2

MONTCLAIR STATE UNIVERSITY

Clinical Internship

**SUPERVISION AGREEMENT and
CONSENT TO PERMIT TAPING**

To be an approved clinical Internship placement, a site agrees to the following:

1) students will have the opportunity to provide individual, group counseling, workshops and guidance activities (where appropriate), write case notes, attend staff meetings, etc.; Internship students will complete at least 300 contact hours for the semester. These hours include: 120 direct client contact involving one-on-one sessions with clients, group counseling and other types of contact with clients, and 180 indirect client contact, involving any other work at the site which is counseling related. The 120 direct hours must include a minimum of 75 individual counseling hours and a minimum of 8 group counseling hours.

2) the Internship site supervisor will provide one-on-one supervision at least once per week for a minimum of an hour; supervisor will listen to and critique taped counseling sessions as part of weekly supervision;

3) the Internship supervisor will be available to consult with class instructor via telephone or e-mail at the beginning and end of the semester, and “as needed” throughout the semester.

3) the Internship supervisor will complete two formal, written, evaluations of student – one mid-term and one final evaluation which will be provided by student;

4) Internship students will be permitted to audio and/or video tape client sessions; the on-site supervisor will assist student in getting clients to tape;

5) the on-site Internship Supervisor is the individual whose signature appears on all submitted and approved documentation and attests to holding the required credentials as specified in the Orientation Agreement.

6) the on-site Internship Supervisor has been advised by the student that upon completion and submission of paperwork to the MSU Clinical Coordinator, a “Supervisor Training Module” link will be provided. The on-site supervisor(s) agrees to complete this on-line module before the internship placement can be approved.

By signing below, I am verifying that my chosen site is aware of the taping requirement and all other site approval requirements for internship, and has consented to all the above.

Student Signature of Acknowledgement

Date

Site Manager/Principal Signature of Acknowledgement

Date

Site Supervisor Signature of Acknowledgement

Date

APPENDIX H

**Montclair State University
Counseling Program**

MEMORANDUM OF UNDERSTANDING

Memorandum of Understanding will be provided individually from the Internship Coordinator of the Counseling Program. This is based on your area of concentration and is distributed upon completion of the appropriate paper work for approval of an internship site.

APPENDIX I
Montclair State University
Site Supervisor's Evaluation

Intern's Name: _____ Supervisor's Name: _____

Date of Evaluation: _____ Midterm Evaluation _____ Final Evaluation _____

- Practicum**
- Internship I**
- Internship II**

Rate the student's performance on the five global dimensions and specific items using the following 5-point scale. These evaluations are made in reference to the expected performance given the student's developmental level (i.e., beginning, middle, or end of practicum or internship).

Note: You are rating students in practicum or internship. Practicum is the first field experience for most students; if the student displayed "skills deficiencies" at the start of practicum or internship, please specify so. If this forms requests information about skills not observed or areas not covered in practicum/internship rate them as n/o (not observed).

1	2	3	4	5
Not Observed	Development Required	Meets Developmental Expectations	Slightly Above Expectations	Considerably Above Expectations

Section A: Attending Skills and Relationship Building

- _____ a. **Non-verbal:** Exhibited appropriate, effective use of body language, vocal tone, facial expressions, and eye contact to convey warmth, positive regard, and acceptance. Aware of client non-verbals.
- _____ b. **Attending:** Demonstrated interest, focused on the client, encouraged the client to speak through the use of verbal and nonverbal encouragers.
- _____ c. **Active Listening:** Demonstrated the ability to follow the client with understanding in all aspects of communication.
- _____ d. **Respect & Warmth:** Demonstrated through open, positive, congruent verbal and nonverbal language.
- _____ e. **Nonjudgmental Attitude:** Demonstrated neutrality through body language and vocal quality; did not attempt to impose counselor values during the interview.
- _____ f. **Authenticity, Congruence:** Demonstrated genuineness and flexibility in response to client.
- _____ g. **Cultural Competence:** Demonstrated cultural sensitivity and ability to attend to cultural issues in the counseling process.
- _____ h. **Observation:** Paid attention to verbal and nonverbal behavior of client, interactions between client and counselor, and noted discrepancies.
- _____ i. **Use of Silence:** Allowed appropriate silences and demonstrated the ability to tolerate silence during the session.
- _____ j. **Positive Assets:** Attended to and noted the client's positive assets and strengths.

- _____ k. **Relationship Building:** Demonstrated the ability to develop a working alliance and rapport with client.
- _____ l. **Opening:** Opened sessions smoothly and effectively.
- _____ m. **Closing:** Allowed appropriate time for closing; set stage for next session.

- _____ Overall Evaluation (1 – 5; using the scale on Page 1 of this evaluation)

Section B: Information Gathering, Questioning Skills, Case Conceptualization and Counseling Plans

- _____ a. **Closed–Ended Questioning:** Demonstrated the use of purposeful, closed questions to inquire facts or information as needed but did not overuse.
- _____ b. **Open–Ended Questioning:** Demonstrated the use of purposeful, open questions to keep session on track, clarify, or to encourage further communication and understanding of the client’s world.
- _____ c. **Concreteness:** Sought out specific information and examples.
- _____ d. **Vocabulary:** Vocabulary used was developmentally and culturally appropriate for person being counseled.
- _____ e. **Assessment Skills:** Demonstrates ability to identify themes in clients’ issues, formulate diagnostic impressions (not necessarily using the DSM), and articulate how they reached these impressions.
- _____ f. **Counseling Plans:** Develops effective counseling plans, based on diagnostic impressions, goals agreed on with clients.
- _____ g. **Case Notes:** Case notes are clearly written and reflect work being done.
- _____ h. **Application of theory:** Demonstrates knowledge of and ability to apply theory to practice (case conceptualization and development of counseling plans).
- _____ i. **Application of Research/Professional Literature:** Uses information from professional literature in the formation of case conceptualization, development of counseling plans, and selection of interventions.
- _____ j. **Cultural Competence:** Demonstrates ability to attend to cultural issues that may influence the client’s issues and/or resolution of those issues as well as how the counselor’s own cultural background and worldview may influence case conceptualization and development of counseling plans.
- _____ k. **Advocacy Competence:** Identifies socio-political and other factors (at meso- and macro- level) that may be barriers to clients’ well-being or growth and strategies to address such barriers with (and/or on behalf of) clients

- _____ Overall Evaluation (1 – 5; using the scale on Page 1 of this evaluation)

Section C: Empathic Skills

- _____ a. **Paraphrasing/Reflection of Content:** Demonstrated the ability to briefly reflect the essence of what the client has said.
- _____ b. **Reflecting Feeling:** Demonstrated and communicated empathy by reflecting client emotions, explicit and implicit.
- _____ c. **Reflecting Meaning:** Demonstrated the ability to facilitate a client’s exploration of his/her values so that the client gains a deeper understanding of his/her thoughts and feelings which underlie his/her experience.
- _____ d. **Summarizing:** Demonstrated the ability to integrate and reflect the content, thoughts, feelings, and meaning presented by a client

- _____ Overall Evaluation (1 – 5; using the scale on Page 1 of this evaluation)

Section D: Counselor Attitudes and Behaviors in Supervision

- _____ a. **Self-Awareness:** Demonstrated an awareness of one’s strengths, challenges, worldview, values and biases, and how they impact working with a client.
- _____ b. **Comfort Level:** Demonstrated comfort with counseling as an overall process of helping.
- _____ c. **Empathic Response:** Demonstrated an understanding of the client’s world as evidenced by attending skills and accurate reflections.
- _____ d. **Preparation for Supervision:** Exhibited readiness for supervision as evidenced by having reviewed counseling session and submitting session evaluations, tapes, and paperwork in a timely manner.
- _____ e. **Goals:** Demonstrated ability to set goals based on a realistic evaluation of skills.
- _____ f. **Effective Use of Self-Disclosure in Supervision:** Demonstrated willingness to share with supervisor one’s own reactions about clients, supervisor, and factors in one’s own life that may influence counseling effectiveness.
- _____ g. **Use of Feedback/Growth:** Demonstrated openness to feedback and willingness to implement supervisory suggestions.

- _____ Overall Evaluation (1 – 5; using the scale on Page 1 of this evaluation)

Section E: Quality of Self-Analysis

- _____ a. **Transcription:** Conducted a thorough analysis of the clinical session utilizing insightful and critical commentary, identification of skills, and rephrasing of counselor’s responses.
- _____ b. **Contextualization of Session:** Included a background overview of the session and the clinical work done with this client to date including number of sessions, presenting problem, diagnosis, family background, and history of the problem.
- _____ c. **Case Conceptualization:** Analyzed and conceptualized the client’s case using a chosen theory and applied the theory to fully understand the case and develop appropriate goals.
- _____ d. **Self-Critique:** Completed the self-critique form AND wrote a narrative and insightful critical analysis of skills, dynamics of session, countertransference issues, and overall clinical approach.
- _____ e. **Treatment Goals:** Included a treatment plan or appropriate set of goals for the client.

- _____ Overall Evaluation (1 – 5; using the scale on Page 1 of this evaluation)

Supervisor’s Overall Recommendations for Continued Areas of Growth:

Supervisor’s Comments:

Supervisor’s Signature

Date

Intern’s Signature

Date

APPENDIX J
Montclair State University
Instructor's Evaluation

Intern's Name: _____ Instructor's Name: _____

Date of Evaluation: _____ Midterm Evaluation _____ Final Evaluation _____

- Practicum**
- Internship I**
- Internship II**

Rate the student's performance on the five global dimensions and specific items using the following 5-point scale. These evaluations are made in reference to the expected performance given the student's developmental level (i.e., beginning, middle, or end of practicum or internship).

Note: You are rating students in practicum or internship. Practicum is the first field experience for most students; if the student displayed "skills deficiencies" at the start of practicum or internship, please specify so. If this forms requests information about skills not observed or areas not covered in practicum/internship rate them as n/o (not observed).

1	2	3	4	5
Not Observed	Development Required	Meets Developmental Expectations	Slightly Above Expectations	Considerably Above Expectations

Section A: Attending Skills and Relationship Building

- _____ n. **Non-verbal:** Exhibited appropriate, effective use of body language, vocal tone, facial expressions, and eye contact to convey warmth, positive regard, and acceptance. Aware of client non-verbals.
- _____ o. **Attending:** Demonstrated interest, focused on the client, encouraged the client to speak through the use of verbal and nonverbal encouragers.
- _____ p. **Active Listening:** Demonstrated the ability to follow the client with understanding in all aspects of communication.
- _____ q. **Respect & Warmth:** Demonstrated through open, positive, congruent verbal and nonverbal language.
- _____ r. **Nonjudgmental Attitude:** Demonstrated neutrality through body language and vocal quality; did not attempt to impose counselor values during the interview.
- _____ s. **Authenticity, Congruence:** Demonstrated genuineness and flexibility in response to client.
- _____ t. **Cultural Competence:** Demonstrated cultural sensitivity and ability to attend to cultural issues in the counseling process.
- _____ u. **Observation:** Paid attention to verbal and nonverbal behavior of client, interactions between client and counselor, and noted discrepancies.
- _____ v. **Use of Silence:** Allowed appropriate silences and demonstrated the ability to tolerate silence during the session.
- _____ w. **Positive Assets:** Attended to and noted the client's positive assets and strengths.
- _____ x. **Relationship Building:** Demonstrated the ability to develop a working alliance and rapport with client.

- _____ y. **Opening:** Opened sessions smoothly and effectively.
- _____ z. **Closing:** Allowed appropriate time for closing; set stage for next session.

- _____ Overall Evaluation (1 – 5; using the scale on Page 1 of this evaluation)

Section B: Information Gathering, Questioning Skills, Case Conceptualization and Counseling Plans

- _____ l. **Closed–Ended Questioning:** Demonstrated the use of purposeful, closed questions to inquire facts or information as needed but did not overuse.
- _____ m. **Open–Ended Questioning:** Demonstrated the use of purposeful, open questions to keep session on track, clarify, or to encourage further communication and understanding of the client’s world.
- _____ n. **Concreteness:** Sought out specific information and examples.
- _____ o. **Vocabulary:** Vocabulary used was developmentally and culturally appropriate for person being counseled.
- _____ p. **Assessment Skills:** Demonstrates ability to identify themes in clients’ issues, formulate diagnostic impressions (not necessarily using the DSM), and articulate how they reached these impressions.
- _____ q. **Counseling Plans:** Develops effective counseling plans, based on diagnostic impressions, goals agreed on with clients.
- _____ r. **Case Notes:** Case notes are clearly written and reflect work being done.
- _____ s. **Application of theory:** Demonstrates knowledge of and ability to apply theory to practice (case conceptualization and development of counseling plans).
- _____ t. **Application of Research/Professional Literature:** Uses information from professional literature in the formation of case conceptualization, development of counseling plans, and selection of interventions.
- _____ u. **Cultural Competence:** Demonstrates ability to attend to cultural issues that may influence the client’s issues and/or resolution of those issues as well as how the counselor’s own cultural background and worldview may influence case conceptualization and development of counseling plans.
- _____ v. **Advocacy Competence:** Identifies socio-political and other factors (at meso- and macro- level) that may be barriers to clients’ well-being or growth and strategies to address such barriers with (and/or on behalf of) clients

- _____ Overall Evaluation (1 – 5; using the scale on Page 1 of this evaluation)

Section C: Empathic Skills

- _____ e. **Paraphrasing/Reflection of Content:** Demonstrated the ability to briefly reflect the essence of what the client has said.
- _____ f. **Reflecting Feeling:** Demonstrated and communicated empathy by reflecting client emotions, explicit and implicit.
- _____ g. **Reflecting Meaning:** Demonstrated the ability to facilitate a client’s exploration of his/her values so that the client gains a deeper understanding of his/her thoughts and feelings which underlie his/her experience.
- _____ h. **Summarizing:** Demonstrated the ability to integrate and reflect the content, thoughts, feelings, and meaning presented by a client

- _____ Overall Evaluation (1 – 5; using the scale on Page 1 of this evaluation)

Section D: Counselor Attitudes and Behaviors in Supervision

- _____ h. **Self-Awareness:** Demonstrated an awareness of one’s strengths, challenges, worldview, values and biases, and how they impact working with a client.
- _____ i. **Comfort Level:** Demonstrated comfort with counseling as an overall process of helping.
- _____ j. **Empathic Response:** Demonstrated an understanding of the client’s world as evidenced by attending skills and accurate reflections.
- _____ k. **Preparation for Supervision:** Exhibited readiness for supervision as evidenced by having reviewed counseling session and submitting session evaluations, tapes, and paperwork in a timely manner.
- _____ l. **Goals:** Demonstrated ability to set goals based on a realistic evaluation of skills.
- _____ m. **Effective Use of Self-Disclosure in Supervision:** Demonstrated willingness to share with supervisor one’s own reactions about clients, supervisor, and factors in one’s own life that may influence counseling effectiveness.
- _____ n. **Use of Feedback/Growth:** Demonstrated openness to feedback and willingness to implement supervisory suggestions.

- _____ Overall Evaluation (1 – 5; using the scale on Page 1 of this evaluation)

Section E: Quality of Self-Analysis

- _____ f. **Transcription:** Conducted a thorough analysis of the clinical session utilizing insightful and critical commentary, identification of skills, and rephrasing of counselor’s responses.
- _____ g. **Contextualization of Session:** Included a background overview of the session and the clinical work done with this client to date including number of sessions, presenting problem, diagnosis, family background, and history of the problem.
- _____ h. **Case Conceptualization:** Analyzed and conceptualized the client’s case using a chosen theory and applied the theory to fully understand the case and develop appropriate goals.
- _____ i. **Self-Critique:** Completed the self-critique form AND wrote a narrative and insightful critical analysis of skills, dynamics of session, countertransference issues, and overall clinical approach.
- _____ j. **Treatment Goals:** Included a treatment plan or appropriate set of goals for the client.

- _____ Overall Evaluation (1 – 5; using the scale on Page 1 of this evaluation)

Instructor’s Overall Recommendations for Continued Areas of Growth:

Instructor’s Comments:

Instructor’s Signature

Date

Intern’s Signature

Date

APPENDIX K
Montclair State University
COUNSELING INTERNSHIP SITE EVALUATION

Intern's Name _____

Name of Placement Site _____

Name of Site Supervisor _____

Period of Site Placement _____

Please respond with a "Y" for "yes" or an "N" for "no" to the following statements regarding the placement site:

- There was a formal orientation or introduction to training at this site.
- I received adequate introduction to the site's policies and procedures and my duties at this site.
- I received adequate physical space to provide counseling with appropriate confidentiality at this site.
- I was regularly assigned clients at this site.
- I had difficulty getting sufficient clients at this site to complete my direct hours requirements.
- I had difficulty getting opportunities to participate as a co-leader or a leader of counseling groups at this site.
- I had difficulty getting the necessary equipment and physical arrangements to video tape at this site.
- I was made a member of the regular staff at this site.
- I was treated with professional respect by all staff members at this site.
- I received adequate management and supervision at this site so I never felt unsupported in my decision making.
- This site provided me with adequate resources to continue my professional development.
- This site provided me opportunities to learn about applying various counseling theories and techniques.
- This site provided me opportunities to work with persons representing diversity in our community.
- I would recommend this site for other interns of the Montclair State University Counselor Education Program

Other comments I would like to make about this site include:

Signature of Student

Date

APPENDIX L
Montclair State University
UNSATISFACTORY COUNSELING INTERN
WORK PERFORMANCE EVALUATION

Name of Intern: _____

Name of Supervisor: _____

Placement Site: _____

Date of Evaluation: _____

- // 1st Notification
- // 2nd Notification
- // Final Notification
- // No former notice provided, but situation serious enough to terminate internship

Cause: Please check the overall area(s) of unsatisfactory performance

- // Counseling skills and/or knowledge
- // Implementing a theoretical approach to counseling
- // Professionalism (e.g., arriving late; doesn't complete work in a timely manner)
- // Poor documentation (e.g., inadequate progress notes or treatment plans)
- // Supervision issues (e.g., missing supervision sessions; failing to attempt changes recommended by supervisor)
- // Ethical codes or legal statutes (is in violation of)
- // Other (please explain):

Written summary of unsatisfactory performance: Please provide a brief written summary describing the unsatisfactory performance area(s).

Supervisor's Signature

Date

Student's Signature

Date

Internship Instructor's Signature

Date

Internship Coordinator's Signature

Date

APPENDIX M

**Montclair State University
SAMPLE OF CONSENT FORM FOR TAPING**

Selection of a specific tape permission form should be made in consultation with both your faculty supervisor and your on-site supervisor. Ultimately, the agency or school with which you work must be in full agreement with the taping process and the taping form.

CLIENT PERMISSION FORM

My signature below indicates that I understand counseling services are being rendered to me by a master's degree candidate under competent supervision, that sessions are being recorded for counselor training purposes, and that all relationships with counselors and supervisory staff will be kept confidential within the limits allowed by ethical guidelines for counselors. I understand that failure to grant permission to record sessions will not affect my eligibility for services. I also understand that I may withdraw this consent at any time.

Signature: _____ Date: _____

PARENT OR GUARDIAN PERMISSION FORM

(If a client is a minor, parent or guardian needs to complete this section.)

My signature below indicates that I understand that counselor service is designed to help my son/daughter as he/she makes vocational plans, education plans, and various other adjustments. I further understand that the counseling service will be rendered by a master's degree candidate under competent supervision, that counseling sessions will be recorded for counselor training purposes, and that all relationships with the counselors and the supervisory staff will be kept confidential within the limits allowed by ethical guidelines for counselors. I understand that failure to grant permission to record sessions will not affect my child's eligibility for services. I also understand that I may withdraw this consent at any time.

Signature: _____ Date: _____

APPENDIX O
Montclair State University

COUNSELING MONTHLY SUMMERAY LOG

Name of Intern: _____

Name of Supervisor: _____

Placement Site: _____

Instructions: At the end of each month of Internship, the student will 1) fill in this form as a summary of the month's Internship activities, and 2) attach all weekly logs to this form. This form will be turned into the Internship Instructor and maintained in the Intern's permanent file with the University.

Internship Log Summary for Month of: _____

WEEK OF:	# of DIRECT HOURS	# of INDIRECT HOURS
Monthly Totals		
Cumulative Totals:		

Intern's Signature

Date

Internship Instructor's Signature

Date

APPENDIX P

**Montclair State University
INTERN'S AGREEMENT TO THE COUNSELING INTERNSHIP MANUAL**

My signature below is to indicate that I have obtained a copy of the Counseling Program Internship Manual for the year _____ and that I will adhere to the policies and procedures describe therein as I enroll in the Counseling Practicum and Internship courses (COUN 624, COUN 654 and COUN 674) for the following semesters:

Practicum _____,
(academic term, year)

Internship I _____,
(academic term, year)

Internship II _____,
(academic term, year)

Signature of Student/Intern

Date

APPENDIX Q

Code of Ethics and Standards

Please visit the American Counseling Association (ACA) website to obtain a copy of the *Code of Ethics*.

Website: www.counseling.org

APPENDIX R

Ethical Guidelines for Counseling Supervisors

Please visit the ACA's website to obtain a copy of the Association for Counseling Education and Supervision's Ethical Guidelines for Counseling Supervisors.

Website: www.counseling.org

APPENDIX S

Montclair State University
 College of Education and Human Services
 Department of Counseling and Educational Leadership

Audiotape/Videotape Evaluation

Student: _____ Faculty Supervisor: _____

Date: _____ Evaluation Number (circle one): 1 2 3

<u>SPECIFIC CRITERIA</u>	RATING (poor to best)	<u>REMARKS</u>
1. Opening: To the degree appropriate, was beginning of sessions unstructured, friendly, and pleasant?	1 2 3 4 5	
2. Rapport: Did counselor establish good rapport with the counselee setting the stage for a productive session?	1 2 3 4 5	
3. Interview Responsibility: If not assumed by the counselee, did the counselor assume appropriate level of responsibility for interview conduct?	1 2 3 4 5	
4. Interaction: Were the counselee and counselor really communicating in a meaningful manner?	1 2 3 4 5	
5. Acceptance: Was the counselor accepting of counselee emotion, and expressed thoughts?	1 2 3 4 5	
6. Reflection of Feelings: Did counselor reflect and react to feelings or did the interview remain on an intellectual level?	1 2 3 4 5	
7. Counselor Responses: Were counselor responses appropriate in view of what the counselee was expressing, or were responses concerned with trivia and minutia?	1 2 3 4 5	
8. Value Management: Were attempts made to impose counselor values during the interview?	1 2 3 4 5	
9. Counseling Relationship: Was counselor-counselee relationship conducive to productive counseling? Was a counseling relationship established?	1 2 3 4 5	
10. Closing: Was session closing counselor or counselee initiated? Was time allowed for closing? Any follow-up or further interview scheduling accomplished? Stage set for next session?	1 2 3 4 5	
11. Pacing: How well paced was the interview - not too fast or slow moving?	1 2 3 4 5	
12. Interventions: How well did the counselor employ specific interventions appropriate for the type of client problem and client functional level?	1 2 3 4 5	

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<u>SPECIFIC CRITERIA</u>	RATING (poor to best)	<u>REMARKS</u>
13. Duration of Interview: Were interviews of appropriate length based upon client characteristics and nature of issues discussed?	1 2 3 4 5	
14. Vocabulary Level: Was vocabulary used by the counselor appropriate for the person being counseled?	1 2 3 4 5	
15. Verbosity: Was the amount of talking by the counselor appropriate? Consider such issues as being too wordy, dominating the session, interrupting the client, or overriding the counselee's statements.	1 2 3 4 5	
16. Silences: Were silences broken to meet counselor needs or were they dealt with effectively?	1 2 3 4 5	
17. Stage of Counseling: Were counselor interactions appropriate for the stage of counseling?	1 2 3 4 5	
18. Movement through Stages: Did the counselor move appropriately from one stage of counseling to the next?	1 2 3 4 5	
19. Growth as a Counselor: Accepts and responds to feedback constructively?	1 2 3 4 5	
20. Self-Evaluation: Self-critiques counseling sessions?	1 2 3 4 5	
21. Consulting: Consults with professional staff as appropriate?	1 2 3 4 5	
22. Participation: Actively participates in supervisory sessions?	1 2 3 4 5	
23. Responsibility in Supervision: Attends regularly and is on time for supervision sessions?	1 2 3 4 5	
24. Preparedness: Has appropriate materials ready for supervision sessions?	1 2 3 4 5	

Comments for Counselor Assistance. Include any comments that might assist the counselor in areas not covered by the preceding suggestions.

Supervisor's Signature: _____ Date: _____

EXHIBIT T

Montclair State University

**Verification of Audi-Recording Client Consent Forms
and Maintenance by Placement Site**

I, _____, sign this in my capacity as primary supervisor for _____, a Montclair State University Graduate Counseling Program Practicum / Internship student for the Spring, 2019 semester here at _____.

In compliance with HIPPA regulations and our confidentiality standards, I hereby verify that a signed consent form will be obtained and will be maintained here, by this site, for any and all client sessions facilitated and audio-recorded by said intern _____.

Supervisor Name (Printed)

Supervisor Signature

Dated