

RUTGERS

Graduate School of Education

Program in
School Counseling

Clinical Instruction Manual

Practicum and Internship

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Rutgers, The State University of New Jersey
Program in School Counseling
Clinical Instruction Manual: Practicum and Internship

Introduction and Program Plan

The Program in School Counseling was developed according to the 2001 professional training standards of the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and NJ state certification requirements for school counselor. The 48- credit program in school counseling will qualify students for New Jersey School Counselor Educational Services Certification (NJ School Counselor Certification). The program prepares school counselors to perform school counseling services in preschool through 12th grades. These duties include services such as study and assessment of individual pupils with respect to their status, abilities, interest and needs; counseling with administrators, teachers, students and parents regarding personal, social, educational and vocational plans and programs; and developing cooperative relationships with community agencies in assisting children and their families.

The school counseling curriculum consists of coursework and clinical instruction which is completed over a minimum of two academic years of full-time study. As part of the 48 credits, all students complete a practicum requirement, and an internship requirement. Training is sequential and all course work and related experiences are designed to prepare students for the culminating training experience of internship.

The ASCA National Model: A Framework For School Counseling Programs (ASCA, 2002) provides the national standards by which school counselors design, coordinate, implement, manage and enhance comprehensive, developmental and systematic school counseling programs that promote success for all students.

Endorsement Policy

Only graduates of the program in school counseling are recommended to the state of New Jersey for certification in school counseling.

Mission Statement

The mission of the Program in School Counseling is to prepare professional school counselors for the roles and responsibilities of school counseling in the twenty-first century. In response to the rapidly changing demographic landscape of the United States and New Jersey in particular, the Program in School Counseling has a multicultural programmatic focus. To this end, faculty members are committed to training professional school counselors who are culturally sensitive to the diverse and changing needs of youth in pre-K through 12th grade, their families, the schools that they attend, and communities in which they live. The program curriculum provides a wide range of didactic and experiential learning opportunities that intend to facilitate the professional development of trainees as culturally competent professional school counselors. Graduates of the Program in School Counseling will have a theoretical and conceptual knowledge base informed by research and practice, understand their role as important members of the education team, and

possess skills for developing and implementing school counseling programs and support services that promote academic achievement, personal-emotional development, and career development for all students.

Clinical Instruction and Relevant Terminology

The purpose of practicum and internship is for school counseling trainees to gain experience in a full range of activities of the professional school counselor and the counseling program at the placement site. **Practicum** is the first comprehensive professional clinical experience for students. Practicum is conducted outside of the University setting under the supervision. **Internship** is the final and culminating clinical experience in the training program. Both practicum and internship provide opportunities to perform direct and indirect services under supervision. **Direct services** refer to activities in which the counselor trainee is in direct contact with clients providing counseling services. **Direct services** are individual counseling, group counseling, assessment, and classroom guidance. **Indirect services** indirectly affect the client and are activities related the work of the professional school counselor. Indirect services are guided by the American Counseling Association and the American School Counselor Association Code of Ethics. **Indirect services** include consultation services, in-services training, collaboration, advocacy, and program development.

Getting Ready: The Application Process for Practicum and Internship

Students must apply for a placement in the semester prior to practicum or internship. Applications are due by **November 1st** for a spring placement and **March 1st** for a fall placement. Students must receive approval from the faculty before registering for any clinical instruction.

The School-based practicum placement process occurs in conjunction with the Office of Academic Services (OAS) and the Program in School Counseling. Students will be introduced to practicum requirements, as well as given an opportunity to explore if they have fulfilled course requirements and are eligible, via a Practicum Readiness Meeting. These meetings will be held towards the middle of each semester. Students will be made aware of the meetings via the Program listserv, announcements from faculty, and an announcement of the meeting posted at the GSE. Practicum applications will be distributed at the meeting and students will be made aware of the due date. Students are informed that practicum applications are to be submitted to the OAS.

On the practicum application, students will have the opportunity to list any special considerations such as the district they want to be in or the population (i.e., preschool, elementary, middle, high school) of interest. Upon receipt of practicum applications, the OAS will mail out practicum requests to schools, these will later be confirmed. Once placements have been confirmed with schools, OAS will contact the Program/Clinical Coordinator who will then email the practicum cohort to instruct them to pick up their practicum placement assignment from OAS. The Program/Clinical Coordinator will keep an ongoing list of practicum students and their placements.

Students applying for internship must have completed all pre-requisite coursework with a grade of B or better. Students applying for internship must have successfully completed the practicum. All clinical instruction experiences are arranged by the Program/Clinical Coordinator. Students are not permitted to arrange or change clinical instruction placements on their own. Practicum students and interns are expected to adhere to all of the expectations of the placement site and CACREP standards for School Counselors.

School-Based Practicum 15:297:627

Practicum provides the opportunity to develop helping skills, to become better acquainted with the culture of schools, or other counseling training site, and to begin to develop school counseling and guidance skills under the direct supervision. **A total of a minimum of 100 clock hours (with a minimum of 40 hours of direct service), on-site supervision, and return to campus for group and individual supervision are required.** Practicum includes the following components:

i.	Direct Service	40 hours
ii.	Indirect Service	15 hours
iii.	Individual Supervision	15 hours
iv.	Group Supervision	20 hours
v.	Related Activities	10 hours
	Total Hours	100 hours

*With permission of the faculty, students may complete the practicum experience in a setting other than school-based. The requirements of an alternate setting include the opportunity to practice helping skills with clients under the supervision of a licensed professional in an educational setting (i.e. higher education setting). All placements must be approved in advance by the Program/Clinical Coordinator.

Course Goals:

Practicum students will:

1. Demonstrate an understanding and commitment to developing counseling identity, appropriate credentialing, and professional organization knowledge within school counseling. (CACREP II.K.1.b; II.K.1.d; II.K.1.e; II.K.1.h)
2. Demonstrate effective knowledge and application of helping skills via ability to develop counseling relationships with clients specific to school training site in consultation with school site supervisor and other appropriate staff (CACREP II.K.5.a - 5.e; II.K.5.g standards; School Counselors C2.a; C2.b standards)
3. Demonstrate an understanding of peer counseling, peer mediation, peer helpers and peer tutors as relevant to the placement (School Counselors C.2.a; C.2.c standards)
4. Demonstrate case conceptualization ability, establish therapeutic relationship & counseling goals, applications of appropriate counseling theories, design intervention strategies, and evaluate client outcome within multicultural and systems perspective (CACREP II.K.5.a - 5.d; II.K.7.h; II.K.7.f; II.K.7.h; II.K.7.i)

5. Demonstrate understanding of career development in schools in regards to program planning; interrelationships among work, family & other roles and factors; career & educational planning; use of technology based applications in an ethical manner (CACREP II.K.4.c - 4.e; II.K.4.g; II.K.4.i)
6. Develop and maintain effective working relationships with staff, peers, and supervisors (CACREP II.K.1.b standard; School Counselors A.3 standard)
7. Demonstrate openness to feedback and an ability to incorporate feedback. (School Counselors Standard D: Clinical Instruction)
8. Demonstrate openness to diversity as part of the on-going development of counselor cultural competence (CACREP II.K.2.a - 2.f; standard; School Counselors A.8 standard)
9. Demonstrate comprehensive understanding of social and cultural diversity and associated issues in utilizing multicultural counseling interventions with students, families, school personnel within an ecological perspective (CACREP II.K.2.a - 2.f)
10. Demonstrate an understanding of community referral sources and an ability to utilize community resources. (School Counselors A.9; B.2 standards)
11. Understand the management, analysis and presentation of data from school-based information (i.e., grades, enrollment, attendance, retention, placement) (School Counselors C.1.a standard)
12. Demonstrate professional preparation standards for group leaders (CACREP II.K.6.f)
13. Demonstrate an understanding of ethical and legal issues in the practice of counseling (CACREP II.K.1.h; II.K.2.f; II.K.5.g; School Counselors A.11 standard)
14. Maintain a log that consists of a school calendar that indicates time commitments/responsibilities during the practicum (School Counselors A.3 standard).

Practicum Training Site Requirements

The practicum training site must offer the following requirements:

- An accredited preK-12 school setting (or other pre-approved educational setting),
- One hour of weekly individual supervision on-site by a licensed/certified school counselor (or licensed professional if in alternate pre-approved educational setting) with a minimum of two years of experience,
- The availability of private and adequate space to conduct counseling and videotaping,
- The opportunity to observe and participate in relevant training experiences designed to foster counseling skills.

Internship: School Counseling 15:297:628

Internship is the culminating experience of professional school counselor education and training, and is completed in the final year of the program. Internship provides an opportunity to gain experience in a range of activities of the professional school counselor. Students receive

supervised practical experience in providing school counseling services such as study and assessment of individual pupils with respect to their status, abilities, interest and need; counseling with students, administrators, teachers and parents regarding personal, social, educational, and vocational plans and programs, and developing cooperative relationships with community agencies in assisting children and families. **A total of a minimum of 600 clock hours, 240 of which are direct clinical hours is required.** On site individual supervision and return to campus for group supervision also are required. Internship placements for school counseling must be in a school setting and includes the following components:

i.	Direct Service	120 hours
ii.	Indirect Service	110 hours
iii.	Individual Supervision	15 hours
iv.	Group Supervision	20 hours
v.	<u>Related Activities</u>	<u>35 hours</u>
	Total Hours	300 hours

Course Goals:

Interns will:

1. Acquire exposure to the various school counselor roles and a variety of 21st century school counseling strategies (leadership, administration, advocacy, collaboration and accountability) (CACREP II.K.1.b; II.k.1.g; II.K.4.e.; II.K.4.g; II.K. 4.g; II.k.5.a; II.k.5.b; II.k.5.c; II.k.5.d; II.k.5.e. standards).
2. Demonstrate an ability to work with diverse populations, recognizing personal biases and assumptions in developing cultural competencies (CACREP II.K.2.a; II.K.b; II.k.2.c; II.k.2.d; II.k.2.e; II.k.2.f. standards).
3. Demonstrate individual and group counseling skills, family interventions, and case management based on students' needs (CACREP II.K.3.a.; II.K.4.c; II.K.5.d; II.K.5.e; II.K.7.h. standards).
4. Demonstrate knowledge of legal and ethical issues involved in the practice of counseling, with a specific emphasis on legal and ethical standards of practice for school counselors (CACREP II.K.1.h; II.K.2.f; II.K.4.i; II.K.5.g; II.k.6.g; II.K.7.i. standards).
5. Become familiar with referral resources and have knowledge concerning when and how to make appropriate referrals and consult with other professionals (CACREP II.K.1.d.; II.K.1.e; II.K.5.e. standards).
6. Become familiar with the consultation process, limits of confidentiality with this process, and how to provide outreach to a team of professionals (CACREP II.K.1.b; II.K.1.d; II.K.1.e; II.K.1.g; II.k.5.e. standards).
7. Demonstrate an understanding of school culture and its personnel (CACREP II.K.5.a; II.K.5.b.; II.K.5.c; II.K.5.d. standards).
8. Link counseling research with practice in developing appropriate interventions to address the social and cultural needs of students and their families (CACREP II.K.2.e.; II.K.3.c.; II.K.3.d; II.K.4.d.; II.K.6.f; II.K.7.h. standards).
9. Demonstrate career development program planning, organization, implementation, administration, and evaluation.
10. Further define your personal theory of counseling (CACREP II.K.1.b; II.K.1.d.; II.K.1.e; II.K.1.g. standards).

11. Perform action research, evaluation and recommendation for school-wide improvement (CACREP II.K.8.d, e).

Internship Training Site Requirements

The Internship Training Site must offer the following requirements:

- An accredited preK-12 public school setting,
- One hour of weekly individual supervision on-site by a licensed/certified school counselor with at least two years of professional experience as a school counselor,
- The availability of private and adequate space to conduct counseling and videotaping,
- The opportunity to observe and participate in relevant training experiences designed to foster a professional counselor identity and to develop culturally sensitive school counseling activities to promote academic, career and social-emotional development among all students.

Program Faculty in School Counseling must meet the following responsibilities:

- The Program/Clinical Coordinator in consultation with OAS facilitates communication between the program and the placement site, arranging practicum and internship placements.
- Students will be evaluated for readiness for clinical instruction.
- Faculty will maintain responsibility for students during clinical instruction and monitor activities at placement site.
- The Program/Clinical Coordinator in consultation with OAS will send student evaluations to on-site supervisors and collect evaluations to be used in assigning grades for practicum and internship.

Clinical Placement Site and On-Site Supervisor must meet the following responsibilities:

- The school counselor trainee will have ample opportunities to develop counseling skills and to fulfill both direct and indirect service hours as outlined in the manual.
- The placement site will provide students with an on-site licensed/certified supervisor for weekly, individual supervision.
- The site supervisor will sign all log reports prepared by the practicum student or intern. It is the responsibility of the student to document all relevant clinical instruction activities.
- The on-site supervisor will immediately contact the Program/Clinical Coordinator or Program/Clinical Coordinator if any concerns arise regarding program procedures or concerns related to the trainee's performance.
- The on-site supervisor will complete an evaluation of the trainee's performance.

Supervision and Relevant Responsibilities

Types of Supervision

Students receive both individual and group supervision during practicum and internship. Individual supervision takes place at the site. Students return to campus for group supervision with peers. Both individual and group supervision are required as part of practicum and internship experience.

Individual Supervision

Individual supervision is for 1 hour weekly with an on-site supervisor. Your on-site supervisor will arrange a regular day and time to meet with you. Maintain a weekly log of all session summaries and accumulated hours (see weekly log). The on-site supervisor will complete a summative evaluation of the school counselor trainee at the end of the practicum.

Group Supervision

Group supervision meets for an average of 1 ½ hours weekly. During these meetings, site issues will be addressed, brief counseling models will be presented, case presentations and ethical and legal issues relevant to school counseling will be discussed, and the group will participate in peer supervision.

- **Attendance at supervision is a requirement for completion of the course. If unforeseen circumstances prohibit your attendance, you must arrange to make up the supervision time in an agreed upon manner with your supervisor. Details will be discussed in group supervision by the University supervisor.*

Taping Guidelines

A consent form for audio/videotaping must be signed by the client and/or by minor students' parent or guardian. Minor students must also sign their assent. The student should be told that tapes (a) may be listened to by the course instructor and supervisors, (b) may be reviewed in class for instruction purposes only, (c) will remain confidential, and (d) will be destroyed after reviewed. Some placement sites will have their own taping consent forms. A Rutgers University AUDIO/VIDEOTAPE RECORDING CONSENT FORM is included in Appendix H of this manual. To facilitate the use of audio/videotaping, students **must** consider the following:

- Check with the supervisor regarding technology that both practicum student/intern have access to.
- Get necessary forms signed prior to taping, students can also attain verbal assent on the tape at the start of the session.
- Check technology before recording to avoid mechanical difficulties.
- Place audio/videotape recorder in a place conducive for taping without being intrusive to the client(s).

Additional Practicum and Internship Site Requirements

Immunizations and Fingerprinting

All student immunizations are to be up to date prior to starting the practicum/internship. A copy of the student's immunization record is important for the school site. Some school placements will require fingerprinting. Since fingerprinting and procedures differ depending on the school district, the practicum student/intern is to consult with the school district or the Program/Clinical Coordinator for additional information about this process.

Liability Insurance

Consistent with CACREP Standards, students enrolling in practicum or internship are covered by professional liability insurance included by endorsement in the General Liability coverage through Rutgers Office of Risk Management. Students also are encouraged to join ASCA or ACA and obtain professional liability insurance as part of student membership in ASCA. Students are encouraged to consult with the Program/Clinical Coordinator for specific requirements regarding liability insurance and CACREP requirements. Students are welcome to consult with the Program/Clinical Coordinator for specific requirements regarding liability insurance.

Student Performance Review

Through the clinical training experiences, each student is expected to become knowledgeable of relevant guidelines at the practicum site as required by policies of that site. Adherence to these guidelines is also part of the student's professional development. In addition, students will be aware of all university guidelines as outlined in practicum and comply with the ethical standards of practice of American School Counselor Association (ASCA), American Counseling Association (ACA) and all other relevant codes of conduct.

Grading for clinical experiences will be done on a Satisfactory or Unsatisfactory basis. Trainees are encouraged to focus on professional development as a school counselor. Successful completion of the practicum or internship course requirements, the on-site supervisor's evaluation, and evidence of professional development during clinical instruction will serve as the basis for the final grade. It is the trainees' responsibility to present appropriate data throughout the semester that represents successful work at the training site.

Student Evaluation Procedures

Systematic formal evaluations of student progress are an important part of the School Counseling program. Students in School Counseling will receive a formal evaluation after the first year of study. Students must receive faculty approval before applying for internship. Students are expected to progress toward effective self-evaluation by demonstrating competence in course work and practicum.

The faculty has an obligation to the counseling profession to prepare and only recommend for certification caring, competent school counselors. In rare circumstances, the faculty identifies a student who does not fulfill that standard. In such a case, a student is asked to leave the practicum or internship. Any of the following violations may cause a student's removal from the clinical instruction:

- Violations of the Rutgers Policy on Academic Integrity
- Violations of the University Code of Student Conduct (<http://www.rci.rutgers.edu/~polcomp/judaff/ucsc.shtml>)
- Failure to adhere to or inconsistencies with the CACREP Standards
- Failure to adhere to ethical and legal standards of ASCA and ACA

Failure to adhere to any of the expectations or unsatisfactory clinical performance evaluations may result in the removal of a student from the clinical instruction site or the program in general. Appeal or grievance procedures are available in the Graduate School of Education Catalog.

Internship Capstone Experience

As a culmination of the student's coursework, clinical work, and professional development, the internship experience includes two capstone assignments. For the first capstone experience presented the end of the fall semester, the student presents a case study of a client that demonstrates the role of culture and diversity in addressing the client's needs. The case presentation will also demonstrate an understanding of relevant research and the link to practice. At the time of the case presentation, a written presentation will be submitted. The written presentation and oral presentation are to include the following:

- Background information
- Presenting Problem
- Client Assessment
- Counseling/treatment plan
- Interventions to Date
- Evaluation of efficacy of interventions
- Description of the referral process if applicable
- Description of consultation conducted in conjunction with the case
- Plans for the future

The second capstone experience is the Action Research Paper that is due the end of the student's spring semester. For this capstone experience, the student must identify an area of concern at the internship site based on data available from within the school (e.g., lack of career planning program, parent engagement, achievement disparities, school violence). The student will then develop questionnaires for counselors, teachers, and administrators to fully understand the problem. This capstone paper must include: (1) a review of literature identifying and contextualizing the stated problem and empirically supported interventions (if any), and (2) tailored recommendations for site consideration, including budget(s) necessary for implementation, time-lines, evaluation criteria and corresponding surveys. The analysis and proposed interventions must integrate multicultural considerations and account for socio-political

barriers that influence the identified concern. The recommendations should also emphasize the role of the school counselor and the Program in School Counseling addressing the issue. Students are required to present their action research assignment in class using PowerPoint. The 20 minute presentation should include a statement of problem, brief literature review, data, graphs, recommendations and any forms used during the evaluation. **The research paper will be in APA format and must be submitted by the final class.** Rough draft of topic with literature review will be presented to instructor on or before the 4th class meeting.



Appendix A

LIST OF CORE AND ADJUNCT FACULTY

PROGRAM IN SCHOOL COUNSELING

Core Faculty	Room	Extension	Email
Dr. Caroline Clauss-Ehlers	310	x8312	caroline.clauss-ehlers@gse.rutgers.edu
Dr. Peter C. Donnelly	311	x8304	peter.donnelly@gse.rutgers.edu
Dr. Michael Mobley	312	x8102	michael.mobley@gse.rutgers.edu
Dr. Saundra Tomlinson-Clarke	305	x8305	smaria@rci.rutgers.edu
Adjunct Faculty	Room	Extension	Email
Linda Remolino	321A	x8303	remolino@rci.rutgers.edu
Dr. Chonita Spencer	321A	x8303	cspencer@roselleschools.org
Dr. Kathleen Williams-Biddulph	321A	x8303	kbidd@rci.rutgers.edu

Appendix B

PRACTICUM/INTERSHIP APPLICATION FORM

PROGRAM IN SCHOOL COUNSELING

Practicum Application

I am applying for the 100 clock hour practicum (3 credits) for the following semester

I anticipate taking the 3 credit practicum during the following semester.

Fall _____

Year _____

Spring _____

Year _____

Internship Application

I am applying for the 600 clock hour internship completed over 2 semesters (300 hours per semester).

I anticipate taking internship during the following two semesters.

Fall _____

Year _____

Spring _____

Year _____

***Internship is the culminating experience of the school counseling program. All coursework must be completed at the completion of internship. Students should plan to enroll in internship in their final year of the school counseling program.**

Student: _____ Date _____

Advisor: _____ Date _____

***Include a copy of a current resume with this form and submit to the Program/Clinical Coordinator by November 1st for a spring placement and March 1st for a fall placement. Internship placements typically begin in the fall and conclude in the spring. Please plan accordingly.**



Appendix C

PRACTICUM AGREEMENT FORM PROGRAM IN SCHOOL COUNSELING

Practicum Student: _____

Current Address: _____

Home Phone: _____ Cell Phone: _____

Clinical Site Name: _____

Address: _____

Phone: _____

Site Supervisor Name & Title: _____

Brief Description of Practicum Activities: **15:297:627 Practicum**

Practicum Learning Goals:

Practicum Trainees will:

1. Demonstrate effective helping skills.
2. Demonstrate the ability to develop counseling relationships with clients.
3. Develop knowledge of counseling skills specific to the training site.
4. Develop and maintain effective working relationships with staff, peers and supervisors.
5. Demonstrate openness to feedback and an ability to incorporate feedback.
6. Demonstrate openness to diversity as part of the on-going development of counselor cultural competence.
7. Demonstrate an understanding of community referral sources and an ability to utilize community resources.
8. Demonstrate a commitment to the counseling profession.
9. Demonstrate an understanding of ethical and legal issues in the practice of counseling.

Course Hourly Requirements: *Students will engage in a supervised internship of 100 hours per semester. It includes the following components:*

- ❖ 40 hours of direct service
- ❖ 20 hours of scheduled supervision by a University professor with an average of one to one and half hours per week
- ❖ 15 hours by an on-site supervisor
- ❖ 15 hours of documented, related professional experiences (books, support groups, self-help resources, web sites, advocacy networks, etc.
- ❖ 5 hours of preparation for case presentation (in class)
- ❖ 5 hours of related activities

Direct Service Hours: *These are defined as individual counseling and assessment and group counseling and assessment.*

Indirect Service Hours: *These include the following:*

- ❖ *Consultation services*
- ❖ *In-service training*
- ❖ *Staff meetings*
- ❖ *Supervision*
- ❖ *Psychoeducational sessions*
- ❖ *Case conferences*
- ❖ *Report writing/record keeping*
- ❖ *Professional development/training*
- ❖ *Community outreach*
- ❖ *Conference presentations*
- ❖ *Program evaluation*

This agreement confirms the arrangements mutually agreed upon between

_____ and faculty of the Program in School Counseling at Rutgers,

The State University of New Jersey.

Practicum Student: _____ Date: _____

*On-Site Supervisor: _____ Date: _____

*I have a minimum of 2 years of pertinent professional experience in counseling.

Site Supervisor's signature



Appendix D

INTERNSHIP AGREEMENT FORM

PROGRAM IN SCHOOL COUNSELING

Intern: _____

Current Address: _____

Home Phone: _____ Cell Phone: _____

Clinical Site Name: _____

Address: _____

Phone: _____

Site Supervisor Name & Title: _____

Brief Description of Internship Activities: **15:297:628 Internship: School Counseling**

Internship Learning Goals:

Interns will:

1. Acquire exposure to the various school counselor roles and a variety of 21st century school counseling strategies (leadership, advocacy, collaboration and accountability).
 2. Demonstrate an ability to work with diverse populations, recognizing personal biases and assumptions in developing cultural competencies.
 3. Demonstrate individual and group counseling skills, family interventions, and case management based on students' needs.
 4. Demonstrate knowledge of legal and ethical issues involved in the practice of counseling, with a specific emphasis on legal and ethical standards of practice for school counselors.
 5. Become familiar with referral resources and have knowledge concerning when and how to make appropriate referrals and consult with other professionals.
 6. Demonstrate an understanding of school culture and its personnel.
 7. Link counseling research with practice in developing appropriate interventions to address the social and cultural needs of students and their families.
 8. Further define your personal theory of counseling.
-

Course Hourly Requirements: *Students will engage in a supervised internship of 300 hours per semester. It includes the following components:*

- ❖ 120 hours of Direct Service
- ❖ 110 hours of Indirect Service
- ❖ 15 hours by an on-site Individual Supervision
- ❖ 20 hours of Group Supervision
- ❖ 35 hours of Related Activities

Direct Service Hours: *These are defined as individual counseling and assessment and group counseling and assessment.*

Indirect Service Hours: *These include the following:*

- ❖ *Consultation services*
- ❖ *In-service training*
- ❖ *Staff meetings*
- ❖ *Supervision*
- ❖ *Psychoeducational sessions*
- ❖ *Case conferences*
- ❖ *Report writing/record keeping*
- ❖ *Professional development/training*
- ❖ *Community outreach*
- ❖ *Conference presentations*
- ❖ *Program evaluation*

This agreement confirms the arrangements mutually agreed upon between _____ and faculty of the Program in School Counseling at Rutgers, The State University of New Jersey.

Intern: _____ Date: _____

*On-Site Supervisor: _____ Date: _____

*I have a minimum of 2 years of experience as a certified school counselor.

Site Supervisor's signature



Appendix E

PRACTICUM/ INTERNSHIP STUDENT EXPERIENCE EVALUATION FORM

PROGRAM IN SCHOOL COUNSELING

Student: _____

Practicum/ Internship Placement: _____

On-Site Supervisor: _____

Fall _____	Year _____
Spring _____	Year _____

1. Please provide a brief description of your specific role and responsibilities in this field placement. (Attach separate sheet if necessary)

2. Overall, how would you rate this placement at meeting your educational needs:

Excellent _____ Good _____ Fair _____ Poor _____

3. Would you recommend continued use of this field placement as currently structured?

_____ yes _____ no

Comments/suggestions: _____

4. Based on the knowledge and skills acquired in your field placement, describe/assess your current strengths in your development as a counselor.

5. Based on your field placement experience what areas of growth you will need to develop? What plans do you have for addressing these areas of growth in the future?

6. Overall, how would you rate your individual supervisor in meeting your educational and learning needs during practicum/internship experience:

Excellent _____ Good _____ Fair _____ Poor _____

7. What were specific strengths and limitations of your individual supervisor which you observed during the practicum/internship experience?

Additional comments: _____



Appendix F

PRACTICUM PLACEMENT SUPERVISOR'S EVALUATION FORM

PROGRAM IN SCHOOL COUNSELING

Date: _____

Name of Site Placement: _____

On-Site Supervisor: _____

Student's Name: _____

Days Worked Per Week: _____

Total Hours Completed: _____

University Supervisor: _____

Please rate the student according to the following scale being as fair and objective as possible. The evaluation is to be shared with the student, with the goal of ongoing dialogue about the student's professional development.

1 = Performance is inadequate and needs marked improvement to be acceptable to the training program

2 = Performance is mildly unsatisfactory for the student's level and need improvement

3 = Performance is acceptable and expected for student's level

4 = Performance is above average and expected of a master's level professional

5 = Performance is exceptional and expected of a seasoned master's level professional

DK = Don't know; you did not have the opportunity to evaluate or observe this skill area

PROFESSIONALISM

Student demonstrates:

Ability to take initiative and perform independently	1	2	3	4	5	DK
Promptness	1	2	3	4	5	DK
Dependability	1	2	3	4	5	DK
Daily Preparation	1	2	3	4	5	DK
Cooperation	1	2	3	4	5	DK
Ability and desire to carry out suggestions	1	2	3	4	5	DK

Please include any additional comments: _____

1 = Performance is inadequate and needs marked improvement to be acceptable to the training program

2 = Performance is mildly unsatisfactory for the student's level and need improvement

3 = Performance is acceptable and expected for student's level

4 = Performance is above average and expected of a master's level professional

5 = Performance is exceptional and expected of a seasoned master's level professional

DK = Don't know; you did not have the opportunity to evaluate or observe this skill area

PERSONAL CHARACTERISTICS

Student demonstrates:

Self-awareness	1	2	3	4	5	DK
Emotional stability	1	2	3	4	5	DK
Self-control	1	2	3	4	5	DK
A sense of adequacy, self-worth, self-confidence	1	2	3	4	5	DK
The ability to grow from constructive criticism	1	2	3	4	5	DK
Effective communication	1	2	3	4	5	DK
Adaptable	1	2	3	4	5	DK

Please include any additional comments: _____

- 1 = Performance is inadequate and needs marked improvement to be acceptable to the training program
 2 = Performance is mildly unsatisfactory for the student's level and need improvement
 3 = Performance is acceptable and expected for student's level
 4 = Performance is above average and expected of a master's level professional
 5 = Performance is exceptional and expected of a seasoned master's level professional
 DK = Don't know; you did not have the opportunity to evaluate or observe this skill area

ATTITUDE TOWARDS STUDENTS

Student demonstrates:

Genuine interest in students	1	2	3	4	5	DK
Ability to empathize with students	1	2	3	4	5	DK
Ability to secure cooperation from students	1	2	3	4	5	DK
Ability to maintain confidentiality	1	2	3	4	5	DK
Ability to be culturally sensitive	1	2	3	4	5	DK

Please include any additional comments: _____

- 1 = Performance is inadequate and needs marked improvement to be acceptable to the training program
 2 = Performance is mildly unsatisfactory for the student's level and need improvement
 3 = Performance is acceptable and expected for student's level
 4 = Performance is above average and expected of a master's level professional
 5 = Performance is exceptional and expected of a seasoned master's level professional
 DK = Don't know; you did not have the opportunity to evaluate or observe this skill area

COUNSELING SKILLS

Student demonstrates:

Ability to develop and maintain rapport	1	2	3	4	5	DK
Awareness and adherence to ethical standards	1	2	3	4	5	DK
Understanding of developmental stage	1	2	3	4	5	DK
Ability to accurately assess needs	1	2	3	4	5	DK
Ability to make appropriate referrals	1	2	3	4	5	DK
Ability to gather appropriate information	1	2	3	4	5	DK
Ability to incorporate educational & career information in decisions	1	2	3	4	5	DK
Awareness of multicultural considerations	1	2	3	4	5	DK
Knowledge of tests and interpretation	1	2	3	4	5	DK
Ability to conceptualize a case	1	2	3	4	5	DK

Please include any additional comments: _____

1 = Performance is inadequate and needs marked improvement to be acceptable to the training program

2 = Performance is mildly unsatisfactory for the student's level and need improvement

3 = Performance is acceptable and expected for student's level

4 = Performance is above average and expected of a master's level professional

5 = Performance is exceptional and expected of a seasoned master's level professional

DK = Don't know; you did not have the opportunity to evaluate or observe this skill area

ACCESS AND UTILIZATION OF RESOURCES

Student demonstrates:

Ability to provide community referrals	1	2	3	4	5	DK
Ability to provide "in-house" referrals	1	2	3	4	5	DK
Ability to work as a team member	1	2	3	4	5	DK
Overall understanding of the school culture	1	2	3	4	5	DK

Please include any additional comments: _____

- 1 = Performance is inadequate and needs marked improvement to be acceptable to the training program
 2 = Performance is mildly unsatisfactory for the student's level and need improvement
 3 = Performance is acceptable and expected for student's level
 4 = Performance is above average and expected of a master's level professional
 5 = Performance is exceptional and expected of a seasoned master's level professional
 DK = Don't know; you did not have the opportunity to evaluate or observe this skill area

Please rate this practicum student's overall capacity to:

Demonstrate effective helping skills.	1	2	3	4	5	DK
Demonstrate the ability to develop counseling relationships with clients.	1	2	3	4	5	DK
Develop knowledge of counseling skills specific to the training site.	1	2	3	4	5	DK
Develop and maintain effective working relationships with staff, peers and supervisors.	1	2	3	4	5	DK
Demonstrate openness to feedback and an ability to incorporate feedback.	1	2	3	4	5	DK
Demonstrate openness to diversity as part of the on-going development of counselor cultural competence.	1	2	3	4	5	DK
Demonstrate an understanding of community referral sources and an ability to utilize community resources.	1	2	3	4	5	DK
Demonstrate a commitment to the counseling profession.	1	2	3	4	5	DK
Demonstrate an understanding of ethical and legal issues in the practice of counseling.	1	2	3	4	5	DK

Please include any additional comments: _____

NOTE: Two options are available for practicum evaluation: **Satisfactory or Unsatisfactory**. Evaluations are based on the student's overall learning and performance. Areas of learning and performance identified as marginal and in need of improvement should be discussed with the student. If areas are identified as unsatisfactory, a plan for remediation should be discussed with the student and attached to the evaluation form.

- SATISFACTORY** A satisfactory evaluation indicates that the student's overall learning and performance are proceeding at the appropriate rate without significant areas for improvement.
- UNSATISFACTORY** An unsatisfactory evaluation indicates that the student's overall learning and performance is unacceptable. An evaluation of unsatisfactory requires a narrative describing the current limitations and addressing the needed areas of improvement. The narrative should be attached to the evaluation form.

 Practicum Supervisor's signature

 Date

 Practicum Student's signature

 Date

 Program Faculty Member's signature

 Date

Appendix G

INTERNSHIP PLACEMENT SUPERVISOR'S EVALUATION FORM

PROGRAM IN SCHOOL COUNSELING

Date: _____

Name of Site Placement: _____

On-Site Supervisor: _____

Student's Name: _____

Days Worked Per Week: _____

Total Hours Completed: _____

University Supervisor: _____

Please rate the student according to the following scale being as fair and objective as possible. The evaluation is to be shared with the student, with the goal of ongoing dialogue about the student's professional development.

- 1 = Performance is inadequate and needs marked improvement to be acceptable to the training program
- 2 = Performance is mildly unsatisfactory for the student's level and need improvement
- 3 = Performance is acceptable and expected for student's level
- 4 = Performance is above average and expected of a master's level professional
- 5 = Performance is exceptional and expected of a seasoned master's level professional
- DK = Don't know; you did not have the opportunity to evaluate or observe this skill area

PROFESSIONALISM

Student demonstrates:

Ability to take initiative and perform independently	1	2	3	4	5	DK
Promptness	1	2	3	4	5	DK
Dependability	1	2	3	4	5	DK
Daily Preparation	1	2	3	4	5	DK
Cooperation	1	2	3	4	5	DK
Ability and desire to carry out suggestions	1	2	3	4	5	DK

Please include any additional comments: _____

1 = Performance is inadequate and needs marked improvement to be acceptable to the training program

2 = Performance is mildly unsatisfactory for the student's level and need improvement

3 = Performance is acceptable and expected for student's level

4 = Performance is above average and expected of a master's level professional

5 = Performance is exceptional and expected of a seasoned master's level professional

DK = Don't know; you did not have the opportunity to evaluate or observe this skill area

PERSONAL CHARACTERISTICS

Student demonstrates:

Self-awareness	1	2	3	4	5	DK
Emotional stability	1	2	3	4	5	DK
Self-control	1	2	3	4	5	DK
A sense of adequacy, self-worth, self-confidence	1	2	3	4	5	DK
The ability to grow from constructive criticism	1	2	3	4	5	DK
Effective communication	1	2	3	4	5	DK
Adaptable	1	2	3	4	5	DK

Please include any additional comments: _____

- 1 = Performance is inadequate and needs marked improvement to be acceptable to the training program
 2 = Performance is mildly unsatisfactory for the student's level and need improvement
 3 = Performance is acceptable and expected for student's level
 4 = Performance is above average and expected of a master's level professional
 5 = Performance is exceptional and expected of a seasoned master's level professional
 DK = Don't know; you did not have the opportunity to evaluate or observe this skill area

ATTITUDE TOWARDS STUDENTS

Student demonstrates:

Genuine interest in students	1	2	3	4	5	DK
Ability to empathize with students	1	2	3	4	5	DK
Ability to secure cooperation from students	1	2	3	4	5	DK
Ability to maintain confidentiality	1	2	3	4	5	DK
Ability to be culturally sensitive	1	2	3	4	5	DK

Please include any additional comments: _____

- 1 = Performance is inadequate and needs marked improvement to be acceptable to the training program
 2 = Performance is mildly unsatisfactory for the student's level and need improvement
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 4 = Performance is above average and expected of a master's level professional
 5 = Performance is exceptional and expected of a seasoned master's level professional
 DK = Don't know; you did not have the opportunity to evaluate or observe this skill area

COUNSELING SKILLS

Student demonstrates:

Ability to develop and maintain rapport	1	2	3	4	5	DK
Awareness and adherence to ethical standards	1	2	3	4	5	DK
Understanding of developmental stage	1	2	3	4	5	DK
Ability to accurately assess needs	1	2	3	4	5	DK
Ability to make appropriate referrals	1	2	3	4	5	DK
Ability to gather appropriate information	1	2	3	4	5	DK
Ability to incorporate educational & career information in decisions	1	2	3	4	5	DK
Awareness of multicultural considerations	1	2	3	4	5	DK
Knowledge of tests and interpretation	1	2	3	4	5	DK

Ability to conceptualize a case	1	2	3	4	5	DK
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Please include any additional comments: _____

1 = Performance is inadequate and needs marked improvement to be acceptable to the training program

2 = Performance is mildly unsatisfactory for the student's level and need improvement

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5 = Performance is exceptional and expected of a seasoned master's level professional

DK = Don't know; you did not have the opportunity to evaluate or observe this skill area

ACCESS AND UTILIZATION OF RESOURCES

Student demonstrates:

Ability to provide community referrals	1	2	3	4	5	DK
--	---	---	---	---	---	----

Ability to provide "in-house" referrals	1	2	3	4	5	DK
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Ability to work as a team member	1	2	3	4	5	DK
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Overall understanding of the school culture	1	2	3	4	5	DK
---	---	---	---	---	---	----

Please include any additional comments: _____

- 1 = Performance is inadequate and needs marked improvement to be acceptable to the training program
 2 = Performance is mildly unsatisfactory for the student's level and need improvement
 3 = Performance is acceptable and expected for student's level
 4 = Performance is above average and expected of a master's level professional
 5 = Performance is exceptional and expected of a seasoned master's level professional
 DK = Don't know; you did not have the opportunity to evaluate or observe this skill area

Please rate this Intern's capacity to:

Acquire exposure to the various school counselor roles and a variety of 21 st century school counseling strategies (leadership, advocacy, collaboration and accountability).	1	2	3	4	5	DK
Demonstrate an ability to work with diverse populations, recognizing personal biases and assumptions in developing cultural competencies.	1	2	3	4	5	DK
Demonstrate individual and group counseling skills, family interventions, and case management based on students' needs.	1	2	3	4	5	DK
Demonstrate knowledge of legal and ethical issues involved in the practice of counseling, with a specific emphasis on legal and ethical standards of practice for school counselors.	1	2	3	4	5	DK
Become familiar with referral resources and have knowledge concerning when and how to make appropriate referrals and consult with other professionals.	1	2	3	4	5	DK
Demonstrate an understanding of school culture and its personnel.	1	2	3	4	5	DK
Link counseling research with practice in developing appropriate interventions to address the social and cultural needs of students and their families.	1	2	3	4	5	DK
Further define her/his personal theory of counseling.	1	2	3	4	5	DK

Please include any additional comments: _____

NOTE: Two options are available for internship evaluation: **Satisfactory or Unsatisfactory**. Evaluations are based on the student's overall learning and performance. Areas of learning and performance identified as marginal and in need of improvement should be discussed with the student. If areas are identified as unsatisfactory, a plan for remediation should be discussed with the student and attached to the evaluation form.

SATISFACTORY

A satisfactory evaluation indicates that the student's overall learning and performance are proceeding at the appropriate rate without significant areas for improvement.

UNSATISFACTORY

An unsatisfactory evaluation indicates that the student's overall learning and performance is unacceptable. An evaluation of unsatisfactory requires a narrative describing the current limitations and addressing the needed areas of improvement. The narrative should be attached to the evaluation form.

Internship Supervisor's signature

Date

Intern's signature

Date

Appendix H

PRACTICUM/ INTERNSHIP COMPLETION OF HOURS FORM
PROGRAM IN SCHOOL COUNSELING

The following signatures indicate that _____
(Name of Student)

has satisfactorily fulfilled the hourly requirements of the _____
practicum/internship site

for the Program in School Counseling master's degree for the _____ .
semester/year

Total # of Direct Service Hours: _____

Total # of Indirect Service Hours: _____

Total Number of Hours Completed _____

Student: _____

Date: _____

Advisor: _____

Date: _____



Appendix I

AUDIO/VIDEOTAPE RECORDING CONSENT FORM PROGRAM IN SCHOOL COUNSELING

I understand that the counseling sessions provided to my child, _____
(First & Last Name)

by his/her counselor trainee, _____ will be recorded
(First & Last Name)

via audio/video tape in order to supervise and evaluate the counselor trainee. I further understand that confidentiality of all recorded sessions will be maintained. Only the counselor trainee and his/her supervisor and/or faculty instructor will have access to the recorded sessions. I understand that the recorded sessions may be reviewed by other counselor trainees for instruction purposes only.

My signature below indicates my understanding of and consent for recording sessions with my child:

Parent/Guardian's signature

Date

Student's Assent/ Consent

Date

Counselor trainee's signature

Date