



Program in School Counseling Clinical Instruction Manual

Practicum and Internship

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Part 1: Introduction to Your School Counseling Clinical Experience

This handbook has been prepared as a guide for orienting school counselors-in-training (SCiTs) ready to participate in clinical practice, site supervisors, clinical supervisors and program faculty to the University's expectations related to the clinical components of the school counseling program. Clinical experience is a crucial aspect of school counselor preparation where theory, research, and practice come together to support the development and expertise of the SCiT. This clinical experience represents such significance to school counselor preparation that students spend 3 semesters on-site in clinical practice. Thus, it is essential that all involved in the school counseling program clinical process are well informed about:

- 1) the processes for applying for, enrolling in, and successfully completing clinical practice,
- 2) the roles, expectations, and responsibilities of all involved in the clinical coursework process, and
- 3) the learning objectives and evaluation process employed during clinical coursework.

Please review this handbook carefully, as it clarifies expectations and promotes full participation from each member of the clinical experience team: clinical coordinator, school counselor in training (SCiT), site supervisor, and university supervisor/seminar instructor.

Practicum and Internship

The clinical (practicum and internship) experience is an advanced step in your training as a counseling student at Rutgers University, once you have developed a level of knowledge, skills, and dispositions that allow for informed and ethical application of theory to practice. This is an opportunity to further enhance your counseling, diagnostic, treatment planning, psychoeducational, administrative, and intervention skills. You are undertaking a serious professional responsibility and working with diverse client populations within school 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 school counselor.

You are not in this experience alone. During your practicum and internship, you will be supervised by a qualified, on-site, appropriately certified/licensed school 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 a university professor serving as your Practicum or Internship instructor. The class offers group supervision during which you receive feedback from the internship instructor and 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* and American School Counselor Association (ASCA) *Ethical Standards for School Counselors* (2022). You can obtain a copy of the ACA ethical standards by visiting the ACA website at www.counseling.org and the ASCA ethical standards by visiting www.schoolcounselor.org. You might make a copy of these standards for your On-Site Supervisor. Additionally, Rutgers University’s school 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

School Counselors in Training (SCiTs) need to plan for the significant responsibilities that you will have to meet program requirements and expectations, CACREP standards, and ethical practice during practicum and internship. Preparing yourself for Practicum and/or Internship requires more than a belief that “I’ve completed my necessary 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 a Practicum or Internship in School Counseling, particularly if you’re still working another job full or part-time, requires serious consideration of how you can 1) complete the necessary hours onsite during school hours on a set agreed upon schedule; 2) complete those hours in a way that allows you to give your full attention to your training and actively engage both onsite and in class; and 3) complete the hours and coursework without feeling overwhelmed and 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. For some, to address these concerns will require you to arrange other aspects of your life before you are ready to successfully start clinical coursework.



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Check Your Readiness for Clinical Practice

_____ I'm confident that I have the requisite knowledge to work with student/clients

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

_____ I can work the requisite 7 – 10 daytime hours (Practicum) or 18 – 25 daytime hours (Internship) per week onsite at a school into my current work, school, and personal schedule

_____ I can adhere to the school's calendar and a regular onsite schedule agreed upon with my site supervisor throughout the semester

_____ I can attend all courses related to university class time (group supervision) throughout the semester

_____ 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 the onsite clinical experience and accompanying university coursework

Clinical Assessment Management System

Please note that we use an online platform called Student Learning & Licensure (SLL) by Watermark for management of key program assessment documents in the School Counseling Program. This includes several course assignments collected throughout the program, annual evaluations and self-assessments, and use of a time log during Practicum and Internship. **There is a \$33 course fee that will be charged in association with Practicum and Internship (both semesters) for a total of \$99 that will cover use of the platform throughout the program.** Failure to submit key assessments in a timely manner may impact the student's ability to participate in coursework or be allowed on-site during Practicum or Internship. Students will receive instructions and resources via a Student Learning & Licensure (SLL) Student Overview document, along with an orientation focused on the clinical components of the platform during Practicum. Site Supervisors will also receive orientation to SLL and the overview document during Site Supervisor Orientation at the beginning of each semester.

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. School Counselor in Training (SCiT) or Intern: the school counselor in training (SCiT) is a student in the school counseling program who is registered in Practicum or Internship and working at an approved pre-K through 12 schools under qualified school counselor site supervisor. In this manual,

SCiT and Intern may be used interchangeably, and Intern may refer to either a Practicum or Internship student who is placed at a site.

2. Client: counselors work with clients. School counselor's clients are typically students in the school. As the school counselor in training (SCiT) is a student at the university, for clarity, the students that the SCiT works with will be referred to as "the client" rather than "the student"
3. Clinical Experience: three semesters of practical training comprised of Practicum, and two semesters of Internship are required. Students have the opportunity to become familiar with a variety of professional activities and resources, including technology, as part of their practicum and internship. During these experiences, SCiTs are expected to develop and expand their individual counseling skills, and at a minimum, during either practicum or internship, students must lead or co-lead a counseling or psychoeducational group.
4. Practicum: the first part of the clinical/practical training for school counseling students in a pre-K through 12 school. The training requires one semester of 100 hours (minimally), during which time students provide counseling, guidance, psycho-educational, and administrative services similar to those of a professional school counselor. 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, SCiTs 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, assessment and intervention planning, consultation, intake interviews, programming responsibilities, case management (as applicable), administrative responsibilities specific to school counselors, and other job duties required by a professional counselor in a school setting.
5. Internship: the second part of the clinical/practical training for counseling students in a professional setting aligned with their counseling concentration. This training requires two semesters of Internship, 300 hours each semester, during which time students provide counseling, guidance, psycho-educational, and administrative services similar to those of a



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professional school counselor. 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, assessment and intervention planning, consultation, intake interviews, programming responsibilities, case management (as applicable), administrative responsibilities, and other job duties required by a professional counselor in a school setting.

6. Practicum and/or Internship Site (or Site): the professional setting approved by the RU School Counseling 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 RU as meeting all the requisites for a clinical experience as outlined in the “Practicum and Internship Requirements” section of this manual. As the NJDOE requires SCiTs to be supervised by qualified school counselors, the placement site's location will be a school.
7. Site Manager: the individual who has administrative responsibility for the organization's employees or direct administrative responsibility for the employed counselors. In a school setting this would usually be the school Principal.
8. Supervision: a triadic experience between an I SCiT, Site Supervisor, and Practicum or Internship instructor whereby the student receives guidance, feedback, and evaluation on all aspects of the clinical experience
9. Site Supervisor: to meet CACREP and NJDOE standards, this is a designated school counseling professional employed by the placement site, a school, holding minimally a master's degree in school counseling, school counselor certification/licensure, with a minimum of two years of professional practice completed at the site, and course work or professional development training in clinical supervision (**acceptable training does not include experience supervising interns in the past**). 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 University Instructor/Supervisor.
10. University Supervisor/Seminar Instructor: a RU professor providing weekly group supervision for up to 12 students in a practicum or internship seminar class; this person maintains direct contact with the Site Supervisor and the Intern. The University Supervisor/Seminar Instructor brings expertise in program content and school counselor development, and an understanding of NJDOE and CACREP accreditation standards. This individual is ultimately responsible for providing feedback, evaluation, and assigning a course grade for an intern's clinical/practical training.

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11. Practicum or Internship Seminar Course: As part of each practicum and internship courses, Interns are required to enroll in a weekly seminar course at Rutgers GSE that will serve as a forum for group supervision, clinical assignments that assess the Intern's growth and development, and written and oral reflection.
12. 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.
13. 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, staffing meetings, in-service training, preparing for workshops or guidance activities, writing progress notes or treatment plans, receiving supervision, and being involved in case management activities.
14. Practicum/Internship Evaluation: the formal written feedback provided by both the Practicum or Internship Instructor and Site Supervisor at least twice per semester. Formal feedback can also be provided verbally and documented in writing at any time, as well as informal feedback during the training process.
15. Program: if capitalized, indicates the School Counseling Program at Rutgers University.
16. Clinical Coordinator: the RU 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 and Appropriate Placement

Prerequisites

Students applying for practicum and internship must have completed all pre-requisite coursework with a grade of B or better. To register for Practicum, they must have completed at least 12 credits including pre-requisites. To register for Internship, students must have completed at least 30 credits, successfully completed Practicum, and be in the final year of their program. Please be aware that while students have not yet received grades prior to applying for practicum or internship, they must have earned a B or better in all pre-requisite coursework to be enrolled in these clinical courses at the start of the course. It is important to keep this in mind, as some courses are offered only once per year. Retaking a course will impact course progression and program completion dates. If you are unsure of where you are in the program or know you will or have received a grade lower than a B, contact your advisor to discuss your options.

Self-Assessment of Readiness for Clinical Practice

While clinical practice may begin as early as the student's second semester, students must begin planning prior to applying for practicum and internship to assure they are ready for the time requirement of clinical coursework. Particularly, students must be aware of the following requirements that are non-negotiable:

- 1) students need to be onsite during daytime hours throughout the semester, on a set schedule agreed upon by the Intern and the site supervisor at the start of the semester. This is the equivalent of 1 day per week for practicum and 3 days per week for internship for approximately 15 weeks.
- 2) students must attend all university faculty-led group supervision meetings that occur weekly over the 15 weeks of the semester.
- 3) there is no exception to the requirement to be on site and in class. Students must consider this when assessing their own readiness to start clinical practice in a particular semester, as failing to meet it will likely lead to removal from the site, failure of the course, and possibly removal from the program.
- 4) students with full-time or part-time daytime employment will be impacted by these requirements and need to address their options professionally, ethically, and legally meet this requirement. While some students may be able to work this out with their employer for practicum, they often need to make significant changes and negotiate with their current employer or find a position with a better fit. Being on site while your employer expects that you are at work is a professional, ethical, and legal concern that would warrant remediation and/or removal from the program.

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- For Rutgers University employees, as Policy 60.2.1.D.2 requires that “An employee may not enroll in courses during the workday without the prior approval of the employee's department head” and must request and have an alternate work schedule approved. Based on this requirement, a letter of acknowledgment of the practicum or internship requirements and willingness to accommodate must be signed by the employee’s supervisor and contain the employer’s contact information submitted to the clinical coordinator with their Practicum or Internship Application Form.

The prerequisites to apply for 15:297:627 - School-Based Practicum are:

- Students must have a minimum GPA of 3.0 and must have earned a minimum grade of B in all coursework.
- **Students will have completed or be enrolled in a minimum of 24 credits to be enrolled in Practicum. Students are REQUIRED to 1) have completed a minimum of 12 credits before beginning Practicum and 2) while enrolled in Practicum they must simultaneously enroll in the co-requisites below for a total of 12 credits during the semester they are enrolled in Practicum.**
 - **Part-time students must be able to complete the same 24 credit threshold.**
- Prerequisites to enroll in Practicum include: 15:297:501 (Introduction to Counseling & Interviewing Skills); 15:297:502 (Foundations of School Counseling);
- Co-requisites of 15:297:505 (Group Counseling); 15:297:507 (Multicultural Counseling); 15:297:613 Theories of Counseling) and Department approval.

The prerequisites to apply for 15:297:628 – Internship: School Counseling in Fall, followed by 15:297:628 – Internship: School Counseling in Spring are:

Students must be in the final year of their program and a minimum of 30 credits including:

- 15:297:501 (Introduction to Counseling & Interviewing Skills);
- 15:297:502 (Foundations of School Counseling);
- 15:297:505 (Group Counseling);
- 15:297:507 (Multicultural Counseling);
- 15:297:613 (Theories of Counseling)

Students must have a minimum GPA of 3.0 and must have earned a minimum grade of B in all coursework.

For students entering 15:297:628 – **Internship: School Counseling in Fall, they must:**

- **have received a satisfactory grade in 15:297:627 (Practicum), earned a grade of “B” or better in all other courses,**

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- **take** co-requisites of 15:297:604 (Professional Ethics) and 15:291:520 (Program Evaluation) and
- Department approval.

For students entering 15:297:628 – **Internship: School Counseling in Spring, they must:**

- **have received a satisfactory grade in** 15:297:628 (Internship), earned a grade of “B” or better in **all other courses**,
- **take** co-requisites of 15:297:512 (Resources & Consultation in School Counseling) and 15:297:615 (Research in Counseling & Educational Settings) and
- Department approval.

To successfully complete the School Counseling Program, students must have earned a passing grade in Practicum and both Internships, as well as earned a grade of “B” or better in other courses.

Identifying and Establishing a Placement

The clinical placement process is completed in conjunction with the Clinical Coordinators in the School Counseling Program. School Counselors in Training (Interns) will work closely with the Clinical Coordinator throughout the Placement Process in securing a qualified placement site.

CAUTION: Note that Interns **must not** make a formal commitment to a site, or even formally apply, prior to engaging with the Clinical Coordinator and attending a Practicum or Internship Orientation. As Interns are expected to adhere to all expectations of the placement site and CACREP standards for School Counselors, it is crucial that sites meet NJDOE, CACREP, and program standards regarding appropriate scope of work, qualifications for adequate supervision, and adherence to program requirements. The specific requirements for site placement and a site supervisor can be found in the Placement Site Requirements Checklist below. Once a site placement has been agreed upon and established, Interns are not permitted to change clinical instruction placements on their own. Any changes must go through the Clinical Coordinator. To avoid issues related to placement that impact your progress through the program, be sure to carefully read and follow the procedures below.

Procedures for Applying for Practicum:

1. In order to be eligible to enroll in School-Based Practicum (15:297:627) a student must attend an orientation session in the semester before the student plans on enrolling in Practicum. During the fall semester, the Clinical Coordinator will conduct an orientation for all students planning to enroll in Practicum (15:297:627) for the semester following the orientation. This orientation is usually during the second month of the semester. Notices regarding the date and time of the Orientation Session will be provided to all eligible students via RU email.

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2. Upon receiving the 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/ Internship Application Form” (Appendix B) at the back of this manual. Once your advisor has signed this form, you must provide it to the Clinical Coordinator who will register you for a mandatory Orientation session.
3. Several days before the scheduled orientation, the Clinical Coordinator will notify
4. all students who submitted an approval form (by RU only e-mail) of the Orientation Session location.
5. The Orientation will be an information session providing the student with 1) onsite and course requirements and expectations for all Practicum students, 2) all necessary information and documentation for securing an appropriate placement site and registering for the course, 3) preparation steps for being ready to go on site, and 4) a forum to answer questions and concerns. The Practicum Agreement Form and Practicum Invitation Letter, that students may provide to potential sites, will be distributed at the meeting. Students are prepared to register for Practicum for the following semester will complete the School Counseling Practicum/ Internship Placement Information Form” (Appendix C) at the meeting and return it to the clinical coordinator.

Procedures for Applying for your first Internship (Fall):

1. All students enrolling in Internship I (15:297:628) must complete a “Practicum/ Internship Application Form” (Appendix B) and the School Counseling Practicum/ Internship Placement Information Form” (Appendix C) found at the back of this manual and submit it to the Clinical Coordinator before they can be registered for an Internship Orientation session. This application does NOT require pre-approval by an advisor. During the spring semester, the Clinical Coordinator will conduct an orientation for all students planning to enroll in Internship I (15:297:628) for the semester following the orientation. This orientation is usually within the second month of the semester. Notices regarding the date and time of the Orientation Session will be provided to all students through RU email.
2. Attendance at an Internship orientation session is mandatory for beginning Internship in the Fall. The counselor education faculty must approve each Master’s level student for Internship. Students are notified of their approval for enrollment in 15:297:628 by the Clinical Coordinator.

Procedures for Applying for your second Internship (Spring):

3. Students enrolling in spring Internship (15:297:628) do not need to attend another orientation. However, if an Intern intends on changing sites, you must review the decision with the Clinical Coordinator who will provide permission to change to a new Site; the Intern

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must then file the appropriate placement paperwork. The new Internship Site must be approved by the Clinical Coordinator.

Selecting an Appropriate Practicum/Internship Site: *

Students are ultimately responsible for obtaining an approved Practicum and/or Internship Site. At orientation, the Clinical Coordinator will provide a directory of previously approved school placement sites. Students do not have to choose a site on the provided lists. They are free to search for any site (previously approved or not) which can meet all requirements. Be mindful that professionalism is of the utmost importance. You should use the same level of formality in reaching out to sites that you would in seeking employment. If a student desires to do a Practicum or Internship at 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 then vets the Site to confirm that CACREP and NJDOE requirements for a Practicum or Internship can be obtained at that Site.

Practicum and Internship sites must be within a reasonable driving distance to Rutgers 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, so that the site may be assessed.

If Interns have identified site(s) they already have relationships with or school districts they would like to engage with, they must communicate that to the Clinical Coordinator as soon as possible so appropriate steps can be taken to evaluate the qualifications of the site and address any professional, legal, or ethical concerns, especially related to dual relationships. This is especially relevant related to clinical work in the district where one went to school or in place of employment (POE) requests (see POE section below for requirements). Students may not do their clinical work in any high school they attend. Placements at other grade levels or at a place of employment are at the discretion of the Clinical Coordinator. A proposed site may be rejected based on circumstances that may present legal or ethical dilemmas (any conflict of interest) or complicate the Intern's learning and professional growth.

Ultimately, the Clinical Coordinator determines if the Site meets the requirements as an approved Site for an RU School Counseling internship. The Clinical Coordinator, with the advice from the Program faculty, ultimately approves whether 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.

**** Please note that you may need to reach out to multiple sites before getting a response. You will likely need to reach out to multiple sites simultaneously, to have the best chance of identifying an appropriate placement.***

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Assessing Potential Sites

Interns are encouraged to work with a diverse variety of P-12 clients/students, and site supervisors are urged to give Interns a wide variety of counseling and consultation opportunities when possible. It is ideal for Interns to complete their practicum and internship experiences at schools with school counseling programs which are aligned with the ASCA Model. However, students should keep in mind that placement sites are quite varied in nature, and this may not always be the case. Things you may want to consider in assessing and choosing a site include:

- Have you discussed potential Internship Sites with your advisor? They 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 for supervising an RU school counseling Intern? Does the site provide the necessary space and opportunities for learning that you need? (see checklist below)
- Is the Site one that has already been approved by the RU program? **
- If it hasn't already been approved, can it offer an internship experience as outlined in the Internship and Site Supervisor Requirements, Part III and IV 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?

**** A site has previously been listed as being approved in the past, is not automatically approved now. It will still need to be vetted as site qualifications may have changed.**

Placement Site Requirements Checklist

The Clinical Placement Site must be willing to provide the following requirements for School Counselors in Training (Intern):

_____ An accredited preK-12 public school setting

_____ An on-site licensed/certified school counselor who will take on the role of site supervisor and provide at least 1 hour of individual or triadic supervision per week.

_____ To be eligible, the site supervisor must have: 1) a minimum of a master's degree, 2) two years of relevant experience in school counseling, 3) licensure/certification in school counseling 4) relevant counselor supervision training, and 5) willingness to attend RU School Counseling Orientation for Site Supervisors, which will be offered over Zoom and in a self-paced web-based course

_____ If a potential site supervisor has not taken a counselor supervisor training or would like to refresh their knowledge, prior to the Intern being on site, they may take the Rutgers School Counseling Clinical Supervision web-based course and receive 2 hours of professional development.



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_____ An orientation to the site that provides the Intern with crucial information related to the site as specified below, as well as orientation to the school counseling program and to all policies and procedures of the school and district, including procedures during emergency situations

_____ The availability of private and adequate space to conduct counseling and videotaping

_____ The ability for audio or video recordings and/or live supervision and assessment of the intern's interactions with students

_____ The ability to manage a small caseload of students and practice case conceptualization and intervention planning

_____ Ability to lead or co-lead a counseling or psychoeducational group

_____ The ability to explore aspects and implications of a data-driven, comprehensive school counseling program.

_____ The opportunity to participate in relevant training experiences designed to foster professional counselor identity, build counseling and consultation skills, and develop culturally sensitive school counseling activities and interventions that promote academic, personal, social-emotional and career development, as well as postsecondary educational planning among all students

_____ The ability for site visits and observation of the Intern by the University Supervisor

Verification of Audio/Video-Recording Client Consent Forms and Maintenance by Placement Site (Appendix P)

In compliance with HIPAA 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.

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

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Place of Employment Requests

For students seeking a place of employment (POE) placement, this will only be honored after a comprehensive review of whether the site can meet the various requirements and expectations of

the Program's clinical and learning goals, CACREP and NJDOE standards, and ACA/ASCA ethical standards. This can be particularly challenging when the potential Intern also works with the same students as part of the position they are employed in. It is important for Interns to keep in mind the

program requirements and the reality of completing practicum and internship while also working part- or full-time at your place of employment. Interns who are pursuing this as an option need to begin the process with the Clinical Coordinator well in advance of when they are hoping to begin clinical practice and, realize that, depending on the situation, the situation may not be approvable. The process for requesting POE placement is identified in the next section. POE exceptions will only be considered once the Clinical Coordinator has received a formal *Place of Employment Letter of Request*. **Please note that applying for this exception does not guarantee it will be granted.**

Applying for a POE Placement

School Counselors in Training interested in pursuing a POE placement must submit a written Place of Employment Letter of Request to the Clinical Coordinator and their Faculty Advisor no later than 4 months prior to the start of their clinical placement, as the process may take time to work through. POE exceptions will only be considered once the Clinical Coordinator has received this formal Letter of Request. This process may include an interview by the Clinical Coordinator with the Interns employer, full-time supervisor, and their candidate for site supervisor.

The *Place of Employment Letter of Request* must include the following and demonstrates that the Intern will:

- 1) obtain new and relevant training at the current place of employment
- 2) have the support of their current principal/supervisor
- 3) appropriate supervision from someone other than their current professional supervisor and who meets the CACREP and NJDOE requirements for a qualified school counseling site supervisor
- 4) address a proposed schedule on how they will meet the hours requirement for practicum (100) or internship (600 over multiple semesters)
- 5) identify a process for how the site supervisor and Intern will address ethical and practical concerns and put procedures in place to avoid conflicts of interest and dual relationships, and
- 6) signatures of approval by their regular supervisor, the director/supervisor of school counseling, the proposed site supervisor, and the school principal.

This will initiate the conversation process needed between the Intern, the Clinical Coordinator, and their Faculty Advisor to establish a process that addresses NJDOE, CACREP, and program standards, ethical and legal concerns, and the feasibility of the site as a placement. The Intern and their faculty advisor will address any concerns. If the major concerns, especially dual relationships

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and appropriate supervision, can be effectively addressed, they will set up a meeting with the clinical coordinator to assess the likelihood that the POE as a site, further address conflicts, ethical/legal and practical issues and whether the site can provide an adequate training experience. **Exceptions will only be granted based on recommendation and approval from the Clinical Coordinator in consultation with the Faculty Advisor and/or Program Coordinator, after careful consideration of the appropriateness of the site, based on the criteria above.**

Applying to Sites to obtain a Practicum/Internship:

While 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, the Clinical Coordinator provides a letter of invitation from the program for students to use in connecting with possible sites. The Clinical Coordinator is there to support you in the process and can provide insights on placements, follow up documents, work with district Human Resources Departments, and correspond with the Site Manager and/or Site Supervisors.

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 following to the Clinical Coordinator for approval to complete an Internship at the Site: 1) the Practicum/Internship Agreement Form (Appendix B) and the School Counseling Practicum/Internship Placement Information Form (Appendix C), and once they secure a placement, 2) the Practicum Agreement Form (Appendix D) or Internship Agreement Form (Appendix E). Once students have obtained a signed paper copy of their Practicum or Internship Agreement Form, they will use the information to complete the online School Counseling Program Site Intake Form, which starts the process of the site and site supervisor evaluation and a formal DocuSign version of the agreement. The process is not completed until all signatures have been completed through DocuSign.

Complete Internship Documentation: This manual contains all the forms required and which must be completed for students to receive permission to enroll in 15:297:627 or 15:297:628, indicating that the Internship Site is an approved setting. All required forms must be completed and submitted the semester prior to beginning Practicum or Internship, by the deadlines established by the Clinical Coordinator.

Registration and Permits: Enrollment in clinical classes is by “permit only”. The forms specified above must be completed, submitted through the Site Intake Form, and approved by the clinical coordinator 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.

Completing the Placement Process – Next Steps:

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. **Interns are also required to obtain their own liability insurance and may not be on site working with students until the University Supervisor has a copy of the policy.** Students must join ASCA or ACA, where they can obtain professional liability insurance as part of student membership in ASCA. Membership in ASCA and professional liability insurance are a requirement for all Interns.

Proof of professional liability insurance must be turned into the Clinical Coordinator and the Internship Instructor no later than the first day of class. However, every effort should be made to provide the Clinical Coordinator with proof of professional insurance by the end of the semester before enrolling in Practicum or Internship. Under no circumstances may intern be on site before the clinical coordinator is in possession of the intern's liability insurance.

***** Interns cannot be on site without insurance.** If a student Intern does not have liability insurance at this time, the student will be withdrawn from 15:297:627 or 628.

Immunizations

All students' immunizations need to be up to date prior to starting practicum/internship. A copy of the student's immunization record is important for the school site and students will need to adhere to the school's required procedures.

Fingerprinting

Most school placements will require fingerprinting. Since fingerprinting and procedures differ depending on the school district, it is the responsibility of the practicum student/intern to consult with the school district on its policy for fingerprinting and complete the process if needed. Please be advised that delaying this step can lead to the inability to be on site with students during Practicum or Internship until it is complete.

Orientation to the Placement Site

Prior to working with students, Interns will meet with their site supervisor and/or district representatives to familiarize themselves with the operating procedures of their school site and district as well as the:

1. SCHOOL SYSTEM'S CALENDAR. Interns must follow the school's schedule, not the University schedule, during the Practicum and Internship semesters. This includes the school's schedule for holidays and vacations. The Intern is expected not to begin their clinical experience working with students until after they have met in class with their university supervisor and have turned in proof of liability insurance.
2. SCHOOL COUNSELOR'S DAILY SCHEDULES. When Interns are in a physical location, they should arrive and depart school at the same time as the site supervisor, signing in and out as

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do all other faculty in the school. Interns are required to be at the designated school based on the agreed upon schedule that was made in collaboration with the site supervisor. In a virtual setting, the intern will follow the district's mandates regarding the site supervisor's virtual schedule and attendance.

3. **INSTRUCTIONAL MATERIALS.** Interns should be given copies of any instructional materials and curricula and receive access to the district's learning platforms that might be helpful in planning for their responsibilities.
4. **SCHOOL COUNSELING PROGRAM POLICIES AND PROCEDURES.** Interns are expected to know and follow all school counseling program and school policies and procedures. They should also have clearly defined emergency procedures with an alternate chain of command if the site supervisor is unavailable.
5. **CROSS-PROGRAM EXPERIENCES.** Interns should have the opportunity to meet every school counselor in the school as well as teachers that they may be able to collaborate with and/or observe during their clinical experience. These experiences may occur in-person or virtually.
6. **DISTRICT AND SCHOOL POLICY HANDBOOK.** The Intern is expected to have read and become familiar with the districts and school's academic, health, and safety policies in the first week of their clinical experience. If there is anything in the policies about which the Intern is unclear, the intern should contact the site supervisor, department supervisor, and/or the school principal for clarification. Interns, like regular school personnel, must abide by district and school policy.

Interns are expected to follow district and school policy as it regards the reporting of an excused absence due to illness. Further, the Intern must also contact the site supervisor, department supervisor and/or building principal prior to the beginning of the school day to report the illness and inability to go to the site. Interns who are absent are required to set up a time with their site supervisor to make up the time. If there is a teachers' strike at the clinical practice site, the Intern should contact the Office of Student and Academic Services immediately. Under no circumstances should the Intern cross a teachers' picket line at the clinical practice site.

7. **LAYOUT OF SCHOOL-SITE AND COMMUNITY.** Interns should familiarize themselves with the school-site, including library or media center, central office, cafeteria, bathrooms, custodial staff, secretaries, parking, etc.
8. **EXTRACURRICULAR ACTIVITIES.** The Intern should discuss with the cooperating teacher and/or department supervisor the types of extracurricular activities that may be expected during the internship. The intern's participation in extracurricular activities should be guided by the internship's goals and the opportunity to advance one's knowledge of the profession.
9. **PRE-ARRIVAL PLANNING.** Whenever possible, Interns should work with their site supervisors to be prepared to begin their clinical experience as soon as they arrive at the school.

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10. DISTRICT REQUIREMENTS FOR PRE-SERVICE INTERNS. Interns are expected to take care of any requirements their cooperating district makes of student teachers/school counselors such as up-to-date Mantoux test, substitute teaching license, fingerprinting, etc. These requirements should be met BEFORE the clinical experience starts in September or January.

When Can You Begin and End On-Site

For students to be onsite, they must always be under the supervision of an RU instructor and be enrolled in a clinical class. Officially, the logging of practicum/internship hours begins the first day of class and ends the week before final exams. All required hours must be accrued within the semester. Hours from Practicum cannot be rolled over into Internship, though additional accrued hours from fall Internship may be applied to spring Internship, but students are not allowed to accrue hours from outside of the 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 with their completed final log submitted by the day their class would normally meet that week.

Students may not be on site after the semester ends, as they can only be covered under university insurance during official semesters, and accreditation requires that students be under university faculty supervision whenever they are on site. **Should a site request an intern to continue working through a RU winter break, we address the ability to accommodate the site individually (exceptions can only be made and approved by the practicum/internship instructor).** This may require registration in a Winter Session (non-degree) independent study.

Change in Internship Site

It is recommended that Interns complete two of their three semesters of clinical work at the same Internship Site. No decision should be made to change an Internship Site for 15:297:627 or 15:297:628 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 leaves his/her Internship Site, the Program faculty expects that the Intern will engage in the appropriate termination process with clients and on-site personnel before 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

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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 Counseling Intern Evaluation (Appendix H) must be completed by the current Site Supervisor and attached to the written request. Additionally, an RU Student Experience Site Evaluation (Appendix K) must be attached to the written request. The Clinical Coordinator and the Internship Instructor will decide if the Intern can 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 Manager, 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. Intern will actively seek out opportunities to develop counseling and consultation skills and experience as many aspects of a comprehensive school counseling program as possible in fulfillment of both direct and indirect service hours as outlined in the manual. It is the Intern's responsibility to work with their site supervisor to set up these opportunities and to establish a small caseload of students to work with over multiple sessions, to acquire any information or experiences necessary to complete course assignments, and to identify an opportunity to lead or co-lead a group during at least once over the course of the practicum and internship experience.
2. All Interns are expected to participate fully on site in the school counseling program and to engage in the same activities as the site supervisor. This includes but is not limited to counseling, program, curriculum, and event planning, classroom guidance lessons, student and program assessment, IEP/504/I&RS and parent meetings, scheduling, college and career activities, school safety and HIB teams, and extra-curricular activities such as lunch, hall and bus duties.

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3. The Intern, the instructor, the Clinical Coordinator, and the Site Supervisor discuss the problem and determine if it can be resolved, allowing the Intern to remain at their 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.
4. 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 with a written summary of reasons for the termination on the RU Counseling Internship Unsatisfactory Work Performance Evaluation (see Appendix M) if unsatisfactory performance is involved.
5. If the termination of placement is for unsatisfactory performance reasons, the Intern/student will be allowed to meet with their advisor and the Clinical Coordinator, who will confer with the Program faculty to assess the situation and whether a remediation plan or removal from the program is indicated. 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 RU Site Supervisor, and revised documentation provided to the Clinical Coordinator. A professional not meeting the requirements for an RU Site Supervisor is the cause for the Intern to be removed from the Site (at no fault of the Intern).



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Part III: Clinical Practice & Requirements

Professional practice, which includes practicum and internship provides the opportunity to apply theory to practice and further develop counseling skills under the supervision of a certified school counselor who has training in supervision of interns. These clinical courses combine onsite fieldwork in a school with in-class deepening of understanding related to counseling theory and skills, ethical professional practice, multicultural humility and responsiveness, as well as self-awareness and the ability to address the needed ongoing personal areas of growth required in counseling in schools. This deepening of knowledge will occur through regular group supervision and consultation, course assignments, and weekly onsite supervision.

GOALS. The fundamental goals of clinical practice are:

- to help students become skilled and reflective practitioners
- to use theory and research learned at the University to inform thoughtful practice
- to allow interns the time and opportunity to think critically about their practice, and to identify learning issues for which further inquiry and knowledge are required

Effective Clinical Interns (In addition to meeting all other outlined requirements)		
ACT PROFESSIONALLY	COMMUNICATE	PARTICIPATE IN THE LIFE OF THE SCHOOL
- Behave in a professional manner at all times	- Be proactive; initiate dialogue with your site supervisor and University supervisor	- Learn about the broader school culture
- Project a demeanor that conveys respect for the school, site supervisor, students, parents, and al faculty, staff, and administration	<p>regarding your goals for the internship</p> <p>- Ask questions and seek clarification</p> <p>-Take feedback in the spirit in which it is given</p> <p>- Be honest about the type of feedback that is most helpful to you</p>	<p>- Be inquisitive and open to learning about the diverse programs that the school has to offer</p> <p>-Actively engage in all aspects of the school counseling program and look for opportunities to use your skills and knowledge to support the program</p>

Practicum and Internship Requirements

Practicum and Internship is more than just another class; rather it is an on-the-job training experience during which students function as professional school counselors. Practicum and internship, or clinical practice, is a critical part of any school counseling preparation program. Clinical practice provides unique opportunities for the Intern to provide counseling and related services under supervised conditions and to experience a wide variety of professional school counseling experiences. It is a chance for the Intern to use counseling and instructional strategies with the benefit of constructive feedback from the site supervisor and clinical supervisor. The Intern is strongly encouraged to take advantage of this situation and to seek out experiences that will broaden and improve his or her repertoire of skills.

The items below outline the expectations for completing a Practicum or Internship for the Program. Students can use this information as they are planning their Practicum/Internship coursework 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.

Number of Hours to be Completed:			
	Direct Hours	Indirect Hours	Total Hours
Practicum	40	60	100
Internship (Fall)	120	180	300
Internship (Spring)	120	180	300
		TOTAL:	700

Check Your Understanding of Clinical Requirements

____ 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, along with a site profile and emergency procedures, is given to the Internship Instructor; no changes are made without the approval of the Site Supervisor and Internship Instructor. This must be submitted by the second class

____ To meet the 100-hour Practicum requirement for one semester approximately 8-12 hours per week on site is necessary

____ To meet the 300-hour requirement for each Internship semester approximately 20-24 hours per week on site is necessary

____ All hours worked at the site are logged by the Intern through Watermark SLL, and Site Supervisor, and Internship Instructor electronically approved the logs

____ To indicate satisfactory progress, consistent accumulation of hours toward the indirect and direct hours ratio must be reported.



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____ SCiT will follow the placement site calendar and 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 each of the three semesters of Practicum and Internship, appropriate termination with clients and site personnel must occur

____ To complete the clinical experience and be eligible to graduate, every student must lead or co-lead a counseling or psychoeducational group (minimum of 6 hours), during either the practicum or internship and must document it on the appropriate Completion of Hours Form (Appendix J and K)

Practicum/Internship Duties

SCiTs are ultimately expected to perform the duties of a regularly employed school counselor at their Practicum/Internship Sites. **SCiTs are not permitted to staff a desk, file, or engage in regular office administrative activities normally performed by clerical or administrative staff members as these hours will not be approved.**

Check 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 (i.e. Learning Management Systems), print and non-print media, professional research in support of school counseling and working with clients

____ Maintain a weekly 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,



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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 timely and effective completion of work samples described below

Work Samples

In order to evaluate SCiTs progress, a variety of work samples are required to be completed by the SCiT and given to her/his supervisors. The work samples provided below demonstrate that the SCiT is completing the necessary requirements at the Site and allow supervisors to provide formative constructive feedback. In the Fall Internship course, students will complete a Capstone project, demonstrating advanced skills in developing case conceptualization and treatment planning and the ability to tie these to research and best practices. 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 Your Understanding of Work Samples

____ Audio or videotapes: 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 L for sample consent form.)

____ Recording Transcriptions: assessment and progress on counseling skills development

____ Weekly logs: the weekly log is a summary of all activities completed for the Internship for a one-week period. These are completed electronically through Watermark SLL by the student and electronically approved by the site supervisor and faculty instructor.

____ 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.

____ Intervention/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 lessons or workshop materials: evidence of classroom guidance or workshop activities completed; for example, can be a complete package of outline and materials presented.

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

___ Capstone 1: culminating case-based research project completed at end of first Internship

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

Supervision

Two forms of supervision are provided to SCiTs during Practicum/Internship. Individual supervision is one-on-one, face-to-face supervision provided by the Site Supervisor. If a Site has more than one SCiT, then the Site Supervisor may conduct face-to-face supervision in a small group format with no more than three SCiTs. Group supervision (weekly class time) is provided by the Course Instructor, including up to 12 SCiTs in either a Practicum or an Internship class. Overall, supervision is a triadic relationship between the SCiT, the Site Supervisor and the 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 SCiTs progress throughout the clinical experience. Supervision is recorded as Indirect Hours. The supervision described below is mandatory throughout Practicum/Internship.

Check Your Understanding of Supervision

___ Individual, one-on-one supervision from Site Supervisor: SCiTs 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 Course Instructor: SCiTs must attend a weekly class with their Course Instructors minimally for 1 ½ 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 Instructor.

Evaluations

SCiTs receive both formative and summative evaluations. Formative evaluation occurs throughout the semester in both written and verbal formats, providing SCiTs with continuous feedback on their knowledge and skills. The most structured form of formative feedback is the mid-term evaluation, which is submitted electronically through SLL. Summative evaluation occurs in both verbal and written/electronic formats during the final evaluation. Evaluation is based on the SCiTs (a) application 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 G & H for a sample of a Site Supervisor Evaluation and Appendix I for a sample of a Counseling Intern Evaluation Form). SCiTs have access

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to electronic written evaluation and the evaluating supervisors must meet with them and discuss the results of the evaluation.

Formative Observations: The SCiT will set up opportunities to have their counseling sessions observed by the site supervisor and university supervisor either in person or through recorded sessions. The majority of these will be in the format of recorded sessions which will be reviewed by the site supervisor and discussed in supervision or the internship instructor and presented during case conceptualization presentations as part of the seminar course. The focus on all observations and recordings is the progress of the SCiT. When recording, SCiTs are to follow the recording guidelines below to ensure the privacy, safety and security of the students included in our recordings.

Be aware that the process of securing permission to record will take time. It is the responsibility of the SCiT, with the help of their site supervisor, to seek out and secure this permission. To avoid being unprepared for these scheduled observations, review the procedures below, work with your site supervisor to identify multiple student possibilities and start well in advance of the assignment due date to secure permission to record. Students will keep a log of these activities on the included form (Appendix M).

Check Your Understanding of the Evaluation Process

_____ Formative observations, in the form of live or recorded sessions will occur throughout the semester. SCiTs may receive verbal or written feedback depending on the assignment.

_____ At mid-term, a structured, formative, written evaluation will occur. The Site Supervisor and the Internship Instructor will each meet and discuss their evaluations with the SCiT.

_____ Toward the end of the semester, a structured, summative, written evaluation will occur. The Site Supervisor and the Internship Instructor will each meet and discuss their evaluations with the SCiT.

_____ At the end of the Fall Internship, student skills and knowledge will be formally assessed through the Capstone 1 Case Conceptualization and Research Project. It is the first of two culminating projects. Students will receive written feedback.

_____ A structured, formal evaluation can occur any time during the semester when a SCiT is demonstrating unsatisfactory, unethical/illegal, or unprofessional performance in Internship (see Appendix M for unsatisfactory performance documentation).

_____ At the end of each semester, SCiTs must also evaluate their placement sites and supervisors on Appendix F, RU Practicum/Internship Student Experience Evaluation Form. This form is submitted to the Internship Instructor and is due no later than the last day of the Internship class.

_____ SCiTs also evaluate the site placement process as part of the end-of-year student evaluation of the program survey, which is sent out electronically each year in May.

School-Based Practicum 15:297:627

Practicum provides the opportunity to develop helping skills, to become better acquainted with the culture of schools and to begin to develop school counseling and developmental guidance skills under the direct supervision of a licensed/certified school counseling professional.

Practicum Students Will:

1. Demonstrate an understanding and commitment to developing counseling identity, appropriate credentialing, and professional organization knowledge within school counseling (2024 CACREP 3.A.1,4, 6, 7, 10-12; 3.E.5; 5.H.1, 3)
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 (2024 CACREP 3.A.3; 5.H.3)
3. Demonstrate an understanding of peer counseling, peer mediation, peer helpers and peer tutors as relevant to the placement (2024 CACREP 5.H.13)
4. Demonstrate case conceptualization ability, establish therapeutic relationships & counseling goals, applications of appropriate counseling theories, design intervention strategies, and evaluate client outcome within multicultural and systems perspective (2024 CACREP 5.H.5, 11, 14, 15)
5. Demonstrate understanding of career development in schools in regard to program planning; interrelationships among work, family & other roles and factors; career & educational planning; use of technology-based applications in an ethical manner (2024 CACREP 3.E.5; 5.H.2, 17-19)
6. Develop and maintain effective working relationships with staff, peers, and supervisors (2024 CACREP 3.A.3; 5.H.3, 10)
7. Demonstrate openness to feedback and an ability to incorporate feedback. (2024 CACREP 3.A.11; 3.E.2) (ASCA)
8. Demonstrate openness to diversity as part of the on-going development of counselor cultural competence (2024 CACREP 3.B.1-5)
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 (2024 CACREP 3.B.2-7; 3.C.7, 11; 5.H.11)
10. Demonstrate an understanding of community referral sources and an ability to utilize community resources. (2024 CACREP 5.H.10)

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11. Understand the management, analysis and presentation of data from school-based information and the use of technology in school counseling (i.e., grades, enrollment, attendance, retention, placement) (2024 CACREP 3.E.5; 3.H.6, 8)
12. Demonstrate professional preparation standards for group leaders (2024 CACREP 5.H.6-9)
13. Demonstrate an understanding of ethical and legal issues in the practice of counseling (2024 CACREP 3.A.8,10)
14. Maintain a log that consists of a school calendar that indicates time commitments/responsibilities during the practicum. (ASCA)

Internship School Counseling 15:297:628

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

Internship Students Will:

1. Acquire exposure to various school counselor roles and 21st century school counseling strategies (leadership, administration, advocacy, collaboration and accountability) (2024 CACREP 5.H.5, 11, 14). ASCA model: Foundation (beliefs and philosophy, mission); ASCA competency: Academic Development
2. Demonstrate an ability to work with diverse populations, recognizing personal biases and assumptions in developing cultural competencies (2024 CACREP 3.B.4; 5.H.5, 11, 14). ASCA model: Foundation (beliefs and philosophy, mission); Accountability (results reports, school counselor performance standards, program audit); Delivery system (guidance curriculum, individual student planning, responsive services, systems support); ASCA competency: Personal/Social Development
3. Demonstrate individual and group counseling skills, family interventions, and case management based on students' needs (2024 CACREP 3.A.3; 5.H.3, 5, 10, 11, 14, 15). ASCA model: Management system (agreements, advisory council, use of data, action plans, use of time, use of calendars); ASCA competency: Academic Development; Personal/Social Development

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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 (2024 CACREP 3.A.10; 3.H.8). ASCA model: Foundation (beliefs and philosophy, mission); Accountability (results reports, school counselor performance standards, program audit); Delivery system (guidance curriculum, individual student planning, responsive services, system support); ASCA competency: Academic Development
5. Become familiar with referral resources and have knowledge concerning when and how to make appropriate referrals and consult with other professionals (2024 CACREP 3.A.3; 5.H.1, 3, 10). ASCA model: Delivery system (guidance curriculum, individual student planning, responsive services, systems support); ASCA competency: Academic Development
6. Become familiar with the consultation process, limits of confidentiality with this process, and how to provide outreach to a team of professionals (2024 CACREP 3.A.3, 10; 5.H.9) ASCA model: Foundation (beliefs and philosophy, mission); Accountability (results reports, school counselor performance standards, program audit); ASCA competency: Academic Development
7. Demonstrate an understanding of school culture and its personnel (2024 CACREP 3.A.3; 5.H.3, 6, 10). ASCA model: Delivery system (guidance curriculum, individual student planning, responsive services, systems support); ASCA competency: Academic Development; Career Development; Personal/Social Development
8. Link counseling research with practice in developing appropriate interventions to address the social and cultural needs of students and their families (2024 CACREP 3.B.3,6,9; 3.C.7,11; 3.H.8; 5.H.6). ASCA model: Delivery system (guidance curriculum, individual student planning, responsive services, systems support); ASCA competency: Academic Development; Career Development; Personal/Social Development
9. Demonstrate career development program planning, organization, implementation, administration, and evaluation (2024 CACREP 3.D.10; 3.E.5; 5.H.2, 17-19). ASCA model: Foundation (beliefs and philosophy, mission); Accountability (results reports, school counselor performance standards, program audit); Delivery system (guidance curriculum, individual student planning, responsive services, systems support); ASCA competency: Career Development
10. Further define your personal theory of counseling (2024 CACREP 3.A.10; 3.B.19; 5.H.16). ASCA model: Foundation (beliefs and philosophy, mission); ASCA competency: Academic Development; Career Development; Personal/Social Development
11. Perform action research, evaluation and recommendation for school-wide improvement (2024 CACREP 3.H.8; 5.H.6). ASCA model: Delivery system (guidance curriculum, individual student planning, responsive services, systems support); ASCA competency: Academic Development

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Internship Capstone Experience

As a culmination of the student's coursework, clinical work, and professional development, the internship experience includes two capstone assignments. Specific detailed instructions for both projects are provided in the Internship courses.

Capstone 1, which is presented at the end of the fall semester, is a case conceptualization and treatment plan. The student presents a case conceptualization of a client that demonstrates the SCiTs ability to address the role of culture and diversity in addressing the client's issue and needs and in developing a treatment/intervention plan. The case presentation will also demonstrate an understanding of relevant research and the link to best practice.

Capstone 2 is an action research project, paper, and presentation due in stages during the spring semester. According to research and the American School Counselors Association effective school counseling programs are comprehensive in scope, preventive in design, and developmental in nature. They also need to be based on data, rather than hunches. School counselors work within school communities to support student success and promote access and equity for all students. This culminating assignment reflects the development of the student's ability to gather data and assess it through a systematic framework, use data to evaluate program strengths and challenges, and support program development and/or change. The student will 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.

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. The capstone paper will include: (1) a review of literature identifying and contextualizing the stated problem and empirically supported interventions, and (2) tailored recommendations for site consideration, including budget(s) necessary for implementation, timelines, evaluation criteria and corresponding surveys.

Professional Conduct Expectations for Clinical Practice Students

In addition to completing required hours and coursework, to successfully complete Practicum and Internship, it is important to mindfully plan for the clinical work and responsibilities necessary to pass the course. Our school partners who agree to take on school counselors in training provide a service to the student and the program and invest their resources in the future of the profession. SCiTs have an ethical responsibility to live up to the professional expectations of SCiTs and of a school counselor within the school. Appropriate behavior and dispositions impact whether the SCiT successfully completes Practicum or Internship.

SCiTs are required to demonstrate professional behaviors and dispositions while onsite and in class that exemplify professional, ethical school counseling in all interactions with students,

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supervisors, and colleagues. Active engagement is expected in all activities on site and in case conferencing and coursework in class. This includes:

- Attendance is mandatory on site and in class. Any absence from your site must be reported to your site supervisor and university instructor immediately. Any absence from class may preclude you from being on site that week. After an absence, without direct approval from your university supervisor, you may not go back on site. Any absence from your site and/or clinical course may lead to removal from the site and failure of the course.
- Strictly adhere to host school hours, calendar, and schedule
- Be dependable and punctual at your site and with assignments
- Dress professionally/follow district dress code
- Become familiar with host school rules, district policies, and emergency plans
- Participate in daily school counseling activities
- Be open to suggestions and accepting of feedback
- Respect opinions, feelings and abilities of students, faculty and staff
- Use appropriate language at all times
- Maintain professional relationships with students, school colleagues, and families consistent with the New Jersey Professional Standards for Educators.
- Maintain confidentiality and privacy in all spaces and understand school policies related to these
- Refrain from personal communications on school computers and during school hours
- Limit use of non-instructional electronic devices to off school grounds

- Professionalize your cell phone greetings and email addresses
- Privatize non-educational social web pages and refrain from publishing inappropriate, confidential, or slanderous information on public internet sites

Recording Guidelines and Safety, Security and Privacy Expectations

1. At the beginning of the semester, the SCiT will work with their site supervisor to build a list of possible candidates for recording. Once identified, the SCiT will begin to make contact with students and build rapport that can lead to an ongoing working relationship. The SCiT must ensure permission has been obtained from the parent/guardian and assent from the minor student **prior to** recording any session with a student.
 - a. Get necessary forms signed prior to taping. Failure to do this is an ethical violation and grounds for a formal disciplinary process. Never record without a signed consent form from the student's guardian.
 - b. If the consent form has been signed, students may provide verbal assent to the SCiTs, on the recording, at the start of the session.
 - c. Some placement sites will have their own taping consent forms which may be used. A Rutgers University AUDIO/VIDEOTAPE RECORDING CONSENT FORM is included in Appendix P of this manual.

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2. Your client/student should be told that recordings (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 completion of assignments.
 - a. The SCiT and clinical supervisor will destroy all video and audio recordings after confirmation of successful completion of clinical practice.
3. The safety, security and privacy of all P-12 learners, clinical educators, mentors, and school districts is of paramount importance. All SCiTs and clinical supervisors are expected to support the Family Education Rights and Privacy Act (FERPA).
 - a. Video containing images or audio of your students must not ever be posted on social media or any other online platform, sent to friends and family, or included in your job portfolio.
4. Recordings are for the sole use of clinical review of practice.
 - a. The focus of the video recordings should be on the SCiTs practice, not the student(s).
 - b. Video recordings created for clinical observation may only be used for clinical observations and not for any other personal or professional purpose.
5. It is the SCiTs responsibility for the quality of the recording. Lost or poor-quality recordings will need to be made up. To facilitate the use of audio/video recording, SCiTs must consider the following:
 - a. Check technology before recording to avoid mechanical difficulties and whenever possible have a backup.
 - b. Place audio/videotape recorder in a place focused on the SCiT and conducive for recording without being intrusive to the client(s).

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Part IV: Roles & Responsibilities of the School Counselor in Training, Site Supervisor, and University Faculty

Clinical practice is not a solo undertaking. It requires the dedication of the school counselor in training (SCiT), the site supervisor, the university supervisor (course instructor), the clinical coordinator, and the school counseling program faculty. Together, they collaboratively create a safe and engaging learning environment for the clinical Intern to effectively apply theory to practice and build their understanding of the needs of students, families, and the school community. To have a successful Practicum/Internship experience, certain responsibilities must be fulfilled by the student, as well as by the various professionals involved.

Ethical/Legal Responsibilities of School Counselor in Training SCiTs), Supervisors, and Faculty

The first responsibility for all SCiTs, Site Supervisors and Managers, Internship Instructors, and Program Faculty is to adhere to the following standards of practice

___ The most current *American School Counselor Association's Ethical Standards for School Counselors*

___ The most current *American Counseling Association Code of Ethics*

___ The most current *Association for Counselor Education and Supervision's Ethical Guidelines for Counseling Supervisors*

___ All legal statutes of the State of New Jersey governing counseling and educational practice

The specific responsibilities of the Internship Students and the other professionals involved with Practicum and Internship as described below

Interns/ School Counselor in Training

The **clinical practicum or internship student**, also referred to as **Intern** and **School Counselor in Training (SCiT)**, is an active participant in their training and supervision. SCiTs are expected to closely observe and actively participate in all aspects of the school counseling program in their assigned school, and to engage in personal reflection regarding their performance and overall experience in the school. Each SCiT has a school-based site supervisor and is enrolled in a university seminar course where they engage weekly with a university-based supervisor/instructor and their peers at the same level of clinical experience.

Onsite procedures will differ from school to school, yet there are certification and licensure standards that SCiTs are required to learn. As such classroom assignments will focus on CACREP



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standards and best practice in counseling. SCiTs are expected to demonstrate competency in these identified skills and procedures regardless of applicability to their current site

While specific responsibilities will vary depending on the field placement, some general responsibilities apply for all school counselor candidates

The responsibilities of the SCiT in Practicum and Internship are to:

____ Follow the district calendar/school workday, develop a work schedule with the Site Supervisor, and work that schedule until the end of the semester

____ In collaboration with the Site Supervisor, develop an Internship Development and Safety Plan, including procedures for assigning students, safety and emergency procedures, any site-specific limits to confidentiality safety and emergency procedures, and alternate chain of command for emergency situations

____ For the SCiT to be at the site on any given day, the Site Supervisors must be onsite

____ Provide counseling/educational services to the client population while integrating knowledge and skills from prior and ongoing coursework into professional practice

____ Effectively demonstrate the skills and knowledge required of a professional school counselor and meet the objectives for Internship listed in Section V

____ Complete appropriate documentation required by the Internship Site and by the Internship Class, including weekly logs and audio and/or videotapes

____ Participate in all 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 with your site and university supervisors

____ Follow all required ethical codes and legal statutes and the policies and procedures outlined in this manual

____ Demonstrate regular progress in meeting clinical hours

____ Inform the Internship Instructor and Clinical Coordinator of any potential change in the professional responsibilities for site supervision, in advance of the change

____ At the end of the experience, evaluate clinical experience at the placement site, as well as the clinical placement process

Site Supervisor Roles and Responsibilities

The Site Supervisor is a vital participant in this process. The quality of our school counseling program at Rutgers GSE is due in large part to the significant contributions of excellent site supervisors through mentoring, modeling, observing, and collaborating with the SCiT as they take on expanding tasks, projects, and responsibilities throughout their clinical experience.

Site supervisors will work with the SCiT at the beginning of the semester to develop a plan for the SCiT to integrate into the school counseling program. This plan will be discussed during the seminar class and shared with the university supervisor at the observation visit. We expect site supervisors will balance their responsibility for providing guidance and feedback with giving the SCiT the opportunity to plan his or her own individual, group counseling, classroom instruction and activities that support the goals of the program, to utilize methods taught at Rutgers GSE, and to take on the responsibilities of a full-time professional school counselor.

The responsibilities of Site Supervisors are to:

____ Attend a Site Supervisor orientation to the RU School Counseling Program and technology use for supervision

____ Provide the SCiT with an orientation to the site and the school counseling program including procedures for assigning students, safety and emergency procedures, and any site-specific limits to confidentiality

____ Site supervisors must be onsite for the SCiT to be at the site on any given day

____ Help the SCiT develop a work schedule that allows the SCiT to meet the required Internship hours, as well as meet the needs of your program and school

____ Meet with the SCiT formally at least once per week for an hour of individual supervision, while consistently supervising the SCiTs work while at the Site

____ Electronically sign all logs prepared by the SCiT through SLL in a timely fashion. The student is responsible for documenting all relevant clinical instruction activities

____ Provide ample opportunities for the SCiT to develop counseling skills and to fulfill both direct and indirect service hours as outlined in the manual, including developing and maintaining a small caseload of students over the course of clinical experience

____ Evaluate the SCiTs work formally through mid-term and final written evaluations (sample evaluation form included as Appendix F & G); these forms will be supplied and completed electronically through the SLL system and the results of the evaluations must be discussed with the SCiTs

____ Assist the SCiTs in completing all documentation in a professional and timely manner

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_____ Consult whenever necessary with the Internship Instructor regarding the SCiTs progress (or lack thereof). This will occur at least monthly

_____ Provide an opportunity for the university supervisor to visit the site and observe the student

_____ Immediately contact the University Supervisor/Instructor, if any concerns arise regarding program procedures or concerns related to the SCiTs performance

_____ Formally document at any time throughout the placement, using the Counseling Internship Unsatisfactory Work Performance Evaluation (Appendix M), when a SCiT 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 Seminar Instructor

_____ Attend at least one site supervisor workshop or continuing education seminar related to supervision each year

University Supervisor/Seminar Instructor Roles and Responsibilities

The Seminar Instructor brings expertise in program content and school counselor development, and an understanding of NJDOE and CACREP accreditation standards, as well as continued instruction on aspects of clinical practice and issues specific to working with students and the adults that support them in a clinical setting. They act as the clinical group supervisor for the cohort of students enrolled in their course at the practicum or internship level, during a weekly class that meets minimally for 2 hours.

The Seminar instructor will connect the SCiTs work in schools to the on-campus clinical practice classroom to ensure meaningful observations and reflections of school counseling practice and learning. This includes discussion of issues at the site, topics of concern in schools, applying theory to practice, additional training needs, student self-reflection, and SCiT-led case conferences using recorded counseling sessions.

The Seminar Instructor is responsible for:

_____ Meeting weekly with no more than 12 SCiTs at the same level of practice for group supervision

_____ Monitoring SCiTs submission of logs and required documentation

_____ Assuming the various roles involved in clinical supervision to help SCiTs 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 to meet the requirements for clinical instruction



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____ Assessing student work (i.e. recorded sessions, case notes, conceptualizations, and intervention or lesson plans) and providing formative and/or summative feedback on SCiTs growth related to counseling practice

____ Meeting with SCiTs individually, minimally for a mid-term and final evaluation (and other times as necessary)

____ Following all ethical codes and legal statutes and assuring that SCiTs do the same

____ Serve as the Program liaison with the Site Supervisor to monitor student learning and performance and complete site visits when necessary

____ Collecting and maintaining Site Supervisors' mid-term and final evaluations on SCiTs

____ Grading Capstone projects assigned in Internship courses

____ Assigning student grades while considering input from Site supervisors

____ Providing the Counseling Program with complete final Internship documentation through SLL and Canvas for each Interns that minimally includes: all logs, placement paperwork, mid-term and final evaluations, and evidence of work completed during the semester

Clinical Coordinator

The Clinical Coordinator is responsible for the program's clinical aspects, ensuring that the clinical experience meets all the NJDOE and CACREP accreditation standards. 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 Clinical Coordinator is responsible for:

____ Conducting a Practicum and/or Internship orientation for students applying for Internship

____ Providing support to students in identifying fieldwork sites that can provide the quantity of hours, qualified site supervisor, quality program, and variety of expected experiences to prepare students for their roles and responsibilities as professional counselors (CACREP 4.A)

____ 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 and site supervisors according to the requirements of the Program and CACREP guidelines

____ Assisting in the development of policy and procedures related to the Internship experience



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_____ Assuring that appropriate ethical codes and legal statutes are adhered to by everyone involved with the Internship experience

_____ Conducting appropriate supervisor training sessions

_____ Conducting a Site Supervisor orientation to the program, clinical practice, clinical site supervision, and technology tools in supervision each semester (CACREP 4.I)

_____ Communicate at least monthly with site supervisors either electronically, by phone, or via group Zoom conferences, where site supervisors can provide feedback on SCiTs progress and program support, as noted in the Practicum (Appendix D) and Internship (Appendix E) Agreement Forms (CACREP 4.J)

_____ Resolving conflicts related to an SCiTs placement or counseling practice in conjunction with faculty and on-site professionals

School Counseling Program Faculty

School counseling faculty have an ethical obligation to the counseling profession to prepare and only recommend competent professional school counselors for certification. To that end, they maintain responsibility for students and their progress during their clinical experience. 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 in Practicum/Internship class

_____ Being available for student hearings in cases of grievance

_____ Assisting in the development of remediation plans for SCiTs when necessary

_____ Providing feedback on any aspect of the Internship experience

_____ Providing professional development opportunities for site supervisors on supervision or other topics of relevance to the school counseling profession

Part 5: Program Learning Objectives

Internship is an advanced step in a student's training as a professional counselor. It is a form of "on-the-job" training during in which the student must demonstrate: 1) knowledge related to the theoretical courses taken, 2) skills learned related to the practice of counseling, 3) multicultural competence in helping clients from diverse backgrounds, and 4) professional and ethical practice. 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. SCiTs, by helping them develop the ability to work with clients and meet personal goals
- C. The counseling profession, by assuring that SCiTs are adequately prepared for professional practice.
- D. The Placement Site, by supporting the efforts of Site Supervisors to help SCiTs implement training goals that meet the needs of the Site's clients and professional staff.

Curricular Objectives

The Master of Education program in School Counseling at RU meets the CACREP standard of 60 credits for graduation. The Practicum is completed after students have effectively mastered their foundational courses and Internship is completed as students complete most of their more advanced coursework. The curricular objectives for the program include the following:

- 1. knowledge of specific counseling theories and techniques;
- 2. knowledge of specific counseling, developmental guidance, and programming skills and techniques in school settings;
- 3. understanding of the cultural context of relationships, issues, and trends in a multicultural 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 school settings;
- 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 assessment and appraisal theory, instrumentation, and test interpretation;
- 10. understanding of rights and responsibilities of the counselor, the client, parents, and the school in the delivery of counseling skills and services in schools;
- 11. knowledge of mental health and developmental issues/assessment and ability to recommend effective interventions at the individual, group, and community, level;
- 12. knowledge of the roles and responsibilities of the school counselor as a member of an educational organization and as a change agent for students.

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The School Counseling Program's learning objectives for practicum and internship are organized into four major interrelated areas:

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

A brief description of each objective is described below, followed by an overview of specific competency-related skills.

Counseling Practice, Knowledge, and Skills

SCiTs will show professional proficiency in counseling, assessment, developmental guidance, and comprehensive school counseling programming skills, including intervention strategies through multi-tiered systems of support lens. Multicultural counseling competencies will be demonstrated across all populations and with under-represented and all diverse populations at the placement site, The emphasis is on direct and ethical counseling practice, using various modalities of practice to implement the integrative training students received while in the Rutgers University School Counseling Program. 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 SCiT 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 SCiT 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 SCiTs is also able to distinguish personal feelings and opinions from a client's and uses self-disclosure minimally and 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 SCiT is capable of using advanced counseling skills and techniques within a theoretical framework. The SCiT 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 SCiT can identify key underlying issues with a client and helps them through the change process. The SCiT demonstrates the ability to provide individual and group counseling, classroom



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

3.

Engage in concrete service interventions appropriate to client(s) needs, needs and goals of the school community, and assigned professional responsibilities.

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

4.

Provide counseling and concrete services within a culturally relevant framework.

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

5.

Complete assessment and testing within the scope of typical practice at the school placement site. Understand and be able to diagnosis information to support clients at your site.

The SCiT can administer standardized tests in individual and group formats, including computer-assisted instruments. The SCiT understands the role of age, gender, sexual orientation, ethnicity, language, disability, culture, spirituality, nationality, and other factors such as trauma and how it may impact the assessment and evaluation of individuals, groups, and specific populations. The SCiT is capable of completing a developmental assessment and understands the role of diagnosis in counseling treatment. Using assessment results, the SCiT incorporates assessment/testing results into a client's case conceptualization. While school counselors do not diagnosis in the school setting, they are capable of using a student's diagnosis to support their biopsychosocial wellbeing and academic success in school. Under the supervision of trained school personnel, the SCiT can assess suicidal ideation and drug and alcohol abuse at the level expected by the placement site, reports all findings to the Site Supervisor and the Internship Instructor immediately.



6. Formulate and implement an intervention/treatment plan to address a client's life issues.

The SCiT develops an appropriate intervention/ treatment plan with a client, which includes writing a plan and discussing the plan of action and rationale for it. The SCiT 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 SCiT maintains focus and continuity, revising assessments and contracts based on changing needs, circumstance and perceptions. The SCiT includes individual, group, and family counseling in the plan as appropriate to the school setting. The SCiT practices only within the scope of their training and abilities as required by the ACA Code of Ethics. The SCiT consults with both the Site Supervisor and the RU Internship Instructor if questioning their 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 SCiT follows the appropriate steps leading to successful termination, including, if appropriate, transfer or referral. The SCiT identifies and assesses the effects of termination on self and client. The SCiT 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 School Counselor

SCiTs will demonstrate awareness and a willingness to examine personal thoughts, beliefs, feelings, and actions related to their growth as school 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 SCiT identifies and assesses the effects of learning preferences, personal values, biases, and feelings about work performance, especially regarding issues of human diversity. The SCiT consistently interacts with the client(s) in school counseling sessions, effectively develops case notes and intervention/treatment plans, provides case management services and psychoeducational activities and seeks out feedback to improve skills. The SCiT is open to examining and changing behaviors that interfere with successful work performance. The SCiT 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 SCiT collaborates with both the Site Supervisor and the Seminar Instructor in formulating learning needs and interests. The SCiT prepares work agendas, weekly contact logs, and case notes and regularly shares them with supervisors. The SCiT asks questions when in doubt about a case/program and seeks other available learning resources, including professional staff, print and web-based media, professional literature and research. The SCiT meets weekly with both the Site Supervisor and the Internship Instructor to discuss assignments, cases, projects, challenges, and problems and accepts constructive feedback on both strengths and weaknesses. The SCiT accepts feedback from fellow classmates/SCiTs in the RU seminar class. The SCiT incorporates recommended appropriate changes in work performance to initial learning goals and effects change in his/her own professional development.

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

The SCiT integrates the knowledge and skills learned in the school counseling program into professional, ethical, and culturally responsive practice with clients, colleagues, community resources, and fellow students. The SCiT demonstrates knowledge of diversity issues during work with clients, during supervision, and during classroom discussions. The SCiT identifies ethical dilemmas in professional decision-making. The SCiT implements a theoretical approach to counseling.

4. Manage time and work demands professionally.

The SCiT establishes a regular schedule of work hours at the school and arrives on time at the site and for supervision and appropriately calls out and logs accurately when unable to report for work. The SCiT 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. The SCiT avoids distractions onsite and in class. This includes inappropriate use of personal devices. They should be off and away while at your site and during seminar class.

5. Self-Awareness and Possible Impairment

Even when effectively planning for clinical practice, situations and life challenges happen that may impact an SCiTs ability to effectively work with clients and/or provide counseling services. If you are experiencing a life situation that may be impacting on your physical or mental wellness, your clinical practice or academics, please contact your faculty advisor as soon as possible to seek assistance and support with this process. For Rutgers University resources related to academic and counseling services, please refer to the School Counseling Student Handbook.



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Based on ACA Code of Ethics, F.5.b. Impairment, students and supervisees monitor themselves for signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when such impairment is likely to harm a client or others. They notify their faculty and/or supervisors and seek assistance for problems that reach the level of professional impairment, and, if necessary, they limit, suspend, or terminate their professional responsibilities until it is determined that they may safely resume their work. This may require a leave of absence from the program to take care of their health and personal challenges.

Site and Community Skills

SCiTs 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. SCiTs will understand, assess, and discuss the school's organizational and administrative policies and procedures at the Internship Site. SCiTs 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 SCiT understands the Internship Site's organizational lines of authority and structure, organization mission, and services offered to clients. The SCiT completes administrative processes, such as intake interviews and admissions procedures, performed at the site. The SCiT works with other staff members as necessary (e.g., creating multifaceted intervention plans, designing whole school initiatives, assisting on projects) and understands the roles and functions of other staff members in the school community. The SCiT is involved in staff meetings and projects and attends in-service training as required. The SCiT functions as a member of the school counseling team and other work groups in the school (i.e. I&RS, 504, SEL, PBS, etc.) and demonstrates knowledge and skills for conflict resolution and restorative practices in an organizational setting.

2.

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

The SCiT follows the appropriate policies guiding the structure and activities of the Internship Site. The SCiT understands how legislation (e.g., state and district funding for school counseling positions) affects site services, clients, staff, and self. The SCiT identifies ways in which gender, race, social class, age, ability, sexual orientation, nationality, ethnicity, trauma, etc. impact the school community and use of services. The SCiT 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 SCiT is aware of critical aspects of the school and greater 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 SCiT makes appropriate referrals to other service sites or community resources as part of effective intervention planning and case management. The SCiT advocates on behalf of a client within the community system and considers community systems in developing intervention plans. The SCiT 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 ASCA Ethical Standards for School Counselors and 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 SCiT serves as a viable member of the school counseling team at the Internship Site. The SCiT provides feedback and recommends change if necessary, regarding client services, the organization, or the community, in a professional and responsible manner. The SCiT promotes social justice and advocates on behalf of clients if appropriate and through the appropriate organizational procedures (working first with the Site Supervisor and Internship Instructor). The SCiT handles conflict resolution within the organizational setting in a direct and professional manner.

Part 6: Evaluation

The Program in School Counseling is obligated to the counseling profession to prepare and only recommend for certification school counselor candidates who show caring, competence, and professional and ethical practice. Systematic formal evaluation of student progress is an important part of the Program in School Counseling, both to meet this obligation and to support the professional development of the students in the program. This section includes the guidelines and procedures for student performance review, steps for remediation, and when necessary, removal from clinical practice, or the program.

Student Performance Review

Students in School Counseling will receive ongoing formative and summative feedback from course instructors and core faculty related to their demonstrated knowledge, skills, and dispositions in alignment with both NJDOE and CACREP standards for school counseling.

There will also be a formal evaluation after the first year of study and every spring thereafter. Formal evaluations will include academic performance, knowledge, skills, dispositions, and ethical behaviors. This systematic formal evaluation of student progress includes regular review of student progress by program faculty related to awareness, knowledge, and skills during monthly program meetings, semi-annual review of student progress and the annual review including gathering faculty feedback and student self-evaluation, followed by review and formal feedback to students on their progress. Students who do not meet one benchmark are identified for a mid-semester review during the following semester.

At any point during the year, based on faculty review, where there is significant concern about a student's academic progress or issues with ethical or dispositional behaviors (ACA Code of Ethics, F.6.b, F.9.a), a student may be placed on a Student Professional Growth Plan. The Student Professional Growth Plan documents an agreement between the faculty and the student to ensure that the student's goals are clear, identified supports are in place, and a timeline is established. All students must meet benchmarks in the final semester to be eligible for program completion.

To participate in practicum or internship, students must have completed all pre-requisite coursework with a grade of B or better. Students must receive faculty approval before registering for practicum or internship. Students approved for internship have progressed toward effective self-evaluation by demonstrating competence in course work and practicum. Students will continue to self-assess their knowledge, skills and dispositions and receive ongoing assessment and feedback from core faculty through their program.

Grading in Clinical Practice

Grading for clinical experiences will be done on a Satisfactory or Unsatisfactory basis. Satisfactory is equivalent to an A, B+, or B, as all clinical courses require a B or better to progress. All assigned work will be graded using the points as outlined in the syllabus based on the quality and timeliness of the work. Coursework is designated as homework, clinical or class assignments, and major course assignments. To have successfully completed the coursework, students must earn 80% of points in each of the 3 areas. Late or incomplete assignments will not earn full points. To have successfully completed the coursework, students must earn a minimum of 80% of points in each of the 3 areas to be eligible to earn a grade of Satisfactory and pass the course.

Ultimately, the Internship Instructor is responsible for assigning a final grade for the Internship class, even though Site Supervisors can provide input into the assignment of a final grade. The grade is based on work performance, professional behavior, and demonstrate competencies in the professional practice of school counseling. All grades that might indicate dismissal from the Program must go through the Department Chair after the Program Faculty.

Satisfactory performance: SCiTs will earn a grade of Pass or No Credit based on 1) successful completion of all course homework and assignments based on the criteria above, as well as 2) completion of CACREP required direct/indirect hours and related paperwork, and 3) evaluations of practicum experience by on-site and faculty supervision that indicate significant developmental progress related to the skills acquisition and dispositions of a school counselor-in training.

Unsatisfactory performance: Unsatisfactory performance should be noted early on, and appropriate intervention should occur. If the unsatisfactory performance persists, then the Site Supervisor or Internship Instructor should document this using the Counseling SCiT Unsatisfactory Work Performance Evaluation (Appendix M). Once it is documented in writing, then the Site Supervisor should share this with the Internship Instructor (or vice versa) and a meeting should be arranged with the SCiT.

The report must be dated and signed by the Supervisor and the SCiT. The SCiT'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 SCiT 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 about an unsatisfactory evaluation report, so that appropriate remediation or resolution of the situation can occur. If the SCiT does not improve their inadequate performance during an agreed upon timeframe, then the SCiT can be removed from the site, and a grade appropriate to the inadequate performance can be assigned

Performance Evaluation in Clinical Practice

Evaluation is a part of the Site Supervisor and Internship Instructor's responsibilities. Evaluation is a process that occurs continually throughout the Practicum/Internship experience. Formative evaluation occurs at any time during Internship and can be in the form of verbal or written feedback

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on an SCiT'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 evaluation process's purpose.

Through clinical training experiences, each student is expected to become knowledgeable of relevant guidelines at the placement site as required by policies of that site. They must also follow all procedures outlined in the Practicum or Internship Seminar course and syllabus, including attendance, prompt submission of assignments, and professional behavior and follow through on feedback in class and onsite. Adherence to these expectations is also part of the student's professional development. In addition, students will become familiar with and comply with all university and GSE policy, School Counseling Program requirements and expectations as outlined in this manual and the Student Handbooks 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.

Regularly scheduled supervision sessions with the Site supervisor is the opportune time for formative evaluation to occur. SCiTs 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. SCiTs should use these supervision sessions to seek feedback on how supervisors and peers perceive their progress in the skills, professional practice, and overall professionalism.

Formal Evaluation of SCiTs

Students enrolled in practicum and internship will have formal evaluation and feedback by their site and university supervisors at mid-semester and the end of each semester. Trainees are encouraged to focus on development as a professional school counselor. It is the trainees' responsibility to present appropriate data throughout the semester that represents successful work at the training site and in class work. Successful completion of the practicum or internship course requirements, including evidence of ethical and professional practice onsite and during clinical instruction, timely completion of all assignments, and the site supervisor's evaluation will serve as the basis for the final grade.

Two formal evaluations will be provided by supervisors, one at mid-term and a final evaluation. However, formal evaluations can also occur at any time based on an SCiT's work performance. These summative evaluations are in written form assessing the SCiT's overall progress in achieving their objectives. Additionally, when indicated by unsatisfactory performance onsite or in class, a plan for student profession growth can be developed from these evaluations. The Site Supervisor Evaluation form (Appendix F and G) is used by the site supervisor and the Instructor's Evaluation form (Appendix H) is usually used for the mid-term and final written evaluations by the instructor.

The Counseling Intern Unsatisfactory Performance Evaluation (Appendix M) can be used at any time during the Internship when an SCiT demonstrates unsatisfactory, unethical or illegal performance in

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internship. The evaluation form will be completed by a supervisor, shared with the SCiT, given to the Clinical Coordinator, and eventually shared with the Counseling Program faculty.

Mid-Semester Evaluation: A formal written evaluation using the Site Supervisor Evaluation form (Appendix F and G). Both the Site Supervisor and Internship Instructor complete an evaluation form on an SCiT and the Instructor's Evaluation form (Appendix H). Supervisors should use this opportunity to summarize the strengths of the SCiT, the progress made to date, and the areas the SCiT yet needs to develop. Individual supervision sessions should occur during which the summary of the evaluation is shared with the SCiT. Students are expected to inform 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, 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 expected to inform their On-Site Supervisors of the due date of the final evaluation.

Failure to hand in evaluations on time will lead to an incomplete in the course until the formal evaluation is submitted. Failure to turn in recordings and complete initial assignments or effective revisions in a timely manner will result in failing the assignment, which will likely result in failure of the course. Breaches in ethical and/or professional behavior related to your work on site or in class will lead to review, remediation, and/or possible removal from the program.

Failure to adhere to any of the requirements and expectations set forth in this manual, unsatisfactory clinical or academic performance over a period of time, or unprofessional/unethical behavior may result in the student's removal from the clinical practice experience or the Program. Any student so removed may choose to subsequently and voluntarily withdraw from the GSE's school counseling program or petition the faculty to be allowed to continue in the program under special conditions. Appeal or grievance procedures are available in the Graduate School of Education Catalog.

Addressing Problems in Clinical Practice

Periodically students have a problem in a Clinical Practice Placement (Practicum or Internship). These problems may be articulated by the student, a site supervisor, a faculty member, or a University Supervisor/Seminar Instructor. Some common problems include:

- The SCiT's practice or demeanor
- The fit between the site and the SCiT
- Mismatched expectations between and among the professionals who work with the SCiT
- Mismatched expectations between the SCiT and the Site Supervisor.
- Mismatched expectations between the SCiT and the GSE faculty.

If there is a significant problem with "fit" between the GSE student and the site supervisor, the University Supervisor will assess the situation, attempt to remediate, and may recommend a new placement if remediation is not evident. The University Supervisor will communicate with all Clinical and Programs Coordinators, program faculty, and instructors, about any change in placement. Placement changes should occur as quickly as possible.

Remediation Based on Clinical Practice

If the University Supervisor/Seminar Instructor determines a substantial lack of progress by a SCiT related to the SCiT's practice or demeanor, all School Counseling faculty related to the SCiT should be included in the initial correspondence about the problem (faculty advisor, University Supervisor, Seminar Instructors). The faculty advisor should gather information from knowledgeable parties about the SCiT, and the Advisor and the University Supervisor should take the lead on meeting with the SCiT to develop a plan and timeline for remediation which could include:

- Extension of Clinical Experience into beyond the end of the semester supervised by a full-time faculty member
- Repetition of Practicum or internship the next available semester
- Remedial work before repetition of Practicum or Internship in a later semester
- Exiting the program

The University Supervisor will communicate the plan to the SCiT and site supervisor while the faculty advisor will communicate with course instructors. The University Supervisor and faculty advisor will advise the Program Coordinator and Clinical Coordinator of the final determination. At that time, the Clinical Coordinator, Advisor, and University Supervisor will meet with the student and provide formal notice of the determination. If appropriate, the Clinical Coordinator would then send formal notice of the determination to the school district.

Remediation for Students in Danger of Failing

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

- Inform the SCiT 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 SCiT and share the areas of deficiency, and have the SCiT sign the document indicating that she/he understands the deficiencies
- Develop a remediation plan in conjunction with all supervisors and the SCiT to help the SCiT work on the areas of deficiency
- Provide an adequate time frame for the SCiT 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 SCiT achieve success and reach a satisfactory level of work performance

If an SCiT's work performance is at the level of a final grade Unsatisfactory at any time during the semester, the supervisors should address the following steps:

- The SCiT 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 SCiT 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 SCiT 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 SCiT, then a hearing must be conducted by the School Counselor Program 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 SCiT will be removed from the Site and, depending on the violation, the Program.

Remediation when a grade of Incomplete is assigned for Practicum or Internship:

Only under very limited circumstances will a grade of **Incomplete** be considered.

1. Progress was made on a previously developed Student Professional Growth Plan, or a remediation plan developed during the semester, but the SCiT needs more time and effort to complete the plan OR
2. A significant, unavoidable situation occurred in the second half of the semester that warrants an opportunity for the SCiT to remedy the situation.

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Dismissal from Clinical Practice

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

If a student receives an **Unsatisfactory** in Practicum or Internship due to lack of skill or professionalism, the School Counseling Program faculty, with the input of the Site Supervisor and the Internship Instructor, will determine if the student can repeat the Internship. If granted, this will

be done under a remediation plan, with consideration of the need for remediation of foundational work before the clinical course can be repeated. If denied, then the student may be dismissed from the School Counseling program.

If a student receives an **Unsatisfactory** in Practicum or 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 School Counseling program.

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 School Counseling Program. The following reasons are examples of when an SCiT 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 resist supervision or failing to follow supervisory feedback
- Failure to demonstrate professionalism (e.g., arriving late, keeping clients waiting; poor or inadequate documentation of cases or intervention plans; poor record keeping)
- Failure to provide work samples for supervisors to evaluate in a timely manner
- 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.

Student Academic Appeals

Whenever possible, student academic appeals are handled within the program. The student should take the issue to the department chair or program coordinator for review and mediation. The chair or coordinator consults with all parties and proposes a resolution. If this is unsuccessful, the matter is referred to the appropriate Graduate School of Education Committee on Admissions and Scholastic Standing as designated in Graduate School of Education bylaws. Details related to this process can be found in the School Counseling Program Student Handbook and the Graduate School of Education Catalog.

APPENDIX A
LIST OF CORE FACULTY
PROGRAM IN SCHOOL COUNSELING

Core Faculty	
Kathy Shoemaker, Ph.D. Assistant Professor Program & Clinical Co-Coordinator	kathy.shoemaker@gse.rutgers.edu
Michelle Mitcham, Ph.D. Associate Professor	michelle.mitcam@gse.rutgers.edu
Ian Levy, Ph.D. Assistant Professor Clinical Co-Coordinator	ian.levy@gse.rutgers.edu



APPENDIX B

PRACTICUM/INTERSHIP APPLICATION FORM PROGRAM IN SCHOOL COUNSELING

I understand that in addition to university’s liability coverage, I must purchase my own individual professional counselor liability insurance (<https://www.schoolcounselor.org/>) and it must be in place by the first day of practicum or internship, in effect throughout all clinical practice and I may not be at my clinical site unless it is in effect.

Name:	
--------------	--

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 Semester.

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.



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Professional practice, which includes practicum and internship provides the opportunity to apply theory to practice and further develop counseling skills under the supervision of a certified school counselor who has training in supervision of SCiTs. These clinical courses combine onsite

fieldwork in a school with in-class deepening of understanding of counseling theory and skills, ethical professional practice, multicultural humility and responsiveness, as well as self-awareness and the ability to address personal areas of growth. This deepening of knowledge will be done through regular group supervision and consultation, course assignments, and weekly onsite supervision.

School Counselors in Training (SCiTs) need to plan for the significant responsibilities to meet CACREP standards and program requirements and expectations. The list below identifies these responsibilities and will help you assess your readiness for clinical practice. These may require students to arrange other aspects of their lives to meet the time commitment both onsite and in-class. **Failure to adhere to any of these may result in removal from the site, failure of the course, and/or removal from the program.**

Please REVIEW AND INITIAL each item below to indicate that you will comply with all clinical course requirements, and you are ready to take on clinical coursework in the following semester:

_____ I have read the School Counseling Clinical Manual and understand my responsibilities and the time requirements necessary to proceed with and complete the clinical course. I am prepared to make this commitment for next semester.

_____ I understand that in addition to university's liability coverage, I must purchase my own individual professional counselor liability insurance, and it must be in place throughout all clinical practice. It must be in place by the first day of practicum or internship and I may not be at my clinical site until it is in effect.

_____ The New Jersey Department of Education requires that SCiTs complete their clinical work under the supervision of a certified school counselor. As schools operate during daytime hours, SCiTs must be available on a set, regular schedule agreed upon with their site supervisor at the start of the semester (~1 day/week for Practicum/~3 days/week for Internship). **I have made arrangements, and I am available during the days required by my clinical placement.**

_____ Onsite placement is not transactional, where the SCiT is focused on a checklist of items to complete and then is done – it requires commitment to active engagement, learning, continuous growth and taking personal initiative. SCiTs are required to demonstrate professional behaviors and dispositions while onsite and in class that exemplify professional, ethical school counseling in all interactions with students, supervisors, and colleagues. This includes 1) appropriate dress, social media settings and posts, 2) contact with supervisors, students, parents, adults in the building, and community partners, 3) the prohibition of outside technology use or anything else that distracts from being engaged onsite and in class, and 4) active engagement in case conferencing and discussion of site happenings. **I understand that I am required to demonstrate proactive, professional behavior as exemplified above but not exclusively, throughout the course of the semester.**



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_____ Weekly class attendance in Practicum and Internship courses is mandatory. **I understand that it is my responsibility to get any absence approved by my university supervisor in advance and failure to do this precludes me from being allowed onsite that week, and more than 1 absence will likely lead to removal from the site and failure of the course.**

_____ I understand that onsite procedures differ from school to school and as such classroom assignments will focus on best practice/standards in counseling that may be different from my site. **I understand that I am required to learn and demonstrate competency in identified skills and procedures regardless of applicability at my current site.**

_____ I understand that I have a responsibility to read and to adhere to **ACA Code of Ethics and ASCA ethical standards, district and NJDOE policies, and State and Federal laws. If I am unclear regarding these, I am responsible for reaching out to my site supervisor and/or faculty supervisor for clarification.**

STUDENT:

DATE:

ADVISOR:

DATE:

*Include a copy of a current resume with this form and submit it to the Clinical Coordinator by October 15th for a spring placement for fall placement and March 15th for Spring placement. Internship placements typically begin in the fall and conclude in the spring. Please plan accordingly.



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APPENDIX C

School Counseling Practicum/Internship Placement Information Form

Please return this form to the Clinical Coordinator, along with your resume, by Fall (October 15) or Spring (March 1) deadline.

Name:	
Address:	
Email:	
Phone Number:	

Developmental Stage Interest: (rank 1-3)	
	Elementary School
	Middle School
	High School

School district(s) you plan to explore (note: you may not do practicum or internship in a high school that you attended, and we encourage you not to request other schools that you have attended). If you have already contacted any of the possible placement sites you list, please note the status.

1. _____
2. _____
3. _____
4. _____
5. _____

Are there any schools/districts that you should not be placed in?



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APPENDIX D

PRACTICUM AGREEMENT FORM PROGRAM IN SCHOOL COUNSELING

(Completed through DocuSign)

Practicum Student Name (First/Last):

Current Address:

Phone Number:

Email Address:

Clinical Site District:

Clinical Site School Name:

Clinical Site School Address:

On-Site Supervisor Name (First/Last):

On-Site Supervisor Title:

On-Site Supervisor Phone Number:

On-Site Supervisor Email:

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.

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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
- ❖ **60** hours of indirect service including approximately:
 - 1 ½ -2 hours per week of **scheduled weekly group supervision** with the University Supervisor/Seminar Instructor
 - a minimum of 1 hour per week of weekly supervision with the site supervisor

Direct Service Hours: These are defined as individual counseling and assessment, group counseling and assessment, classroom psychoeducational lessons, and other direct activities with or in advocacy for students.

Indirect Service Hours: These include the following:

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

Responsibilities of the SCiTs, Site Supervisor, and the Seminar Instructor:

For additional information related to specific roles, see Part 4 of the Clinical Manual. **The first responsibility for all SCiTs, Site Supervisors, and Program Faculty is to read and adhere to the following standards of practice.**

- ❖ The most current American School Counselor Association's Ethical Standards for School Counselors
- ❖ The most current American Counseling Association Code of Ethics
- ❖ The most current Association for Counselor Education and Supervision's Ethical Guidelines for Counseling Supervisors
- ❖ All legal statutes of the State of New Jersey governing counseling and educational practice

While specific responsibilities will vary depending on the field placement, general responsibilities apply for all school counseling SCiTs.

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The responsibilities of the SCiT in School-Based Practicum are to:

- At their first meeting, together with their site supervisor, develop an emergency procedures document with a review of the emergency procedures of the school, the chain of command when your site supervisor is not available, and the site supervisor, university supervisor, and SCiT's emergency contact information, which will be uploaded into the course management system
- Follow the district calendar/school workday, develop a work schedule with the Site Supervisor, and work that schedule until the end of the semester
- In collaboration with the Site Supervisor, develop an Internship Development Plan, including procedures and alternate chain of command for emergency situations
- The site supervisor must be onsite for the SCiT to be at the site on any given day
- Provide counseling/educational services to the client population while integrating knowledge and skills from prior and ongoing coursework into professional practice
- Effectively demonstrate the skills and knowledge required of a professional school counselor and meet the objectives for Internship listed in Section V
- Complete appropriate documentation required by the Internship Site and by the Internship Class, including weekly logs and audio and/or videotapes
- Participate in all 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 with your site and university supervisors
- Follow all required ethical codes and legal statutes and the policies and procedures outlined in this manual
- Demonstrate regular progress in meeting clinical hours
- Inform the Internship Instructor and Clinical Coordinator of any potential change in the professional responsibilities for site supervision, in advance of the change
- At the end of the experience, evaluate clinical experience at the placement site, as well as the clinical placement process



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The responsibilities of Site Supervisors are to:

- Attend a Site Supervisor orientation to the RU School Counseling Program and technology use for supervision
- Provide the SCiT with an orientation to the site and the school counseling program including procedures for assigning students, safety and emergency procedures, and any site-specific limits to confidentiality
- The site supervisor must be onsite for the SCiT to be at the site on any given day
- At your first meeting with your SCiT to develop an emergency procedures document with a review of the emergency procedures of the school, the chain of command when your site supervisor is not available, and the site supervisor, university supervisor, and SCiT's emergency contact information, which will be uploaded into the course management system
- Help the SCiT develop a work schedule that allows the SCiT to meet the required Internship hours, as well as meet the needs of your program and school
- Meet with the SCiT formally at least once per week for an hour of individual supervision, while consistently supervising the SCiT's work while at the Site
- Electronically sign all logs prepared by the SCiT through SLL in a timely fashion. The student is responsible for documenting all relevant clinical instruction activities
- Provide ample opportunities for the SCiT to develop counseling skills and to fulfill both direct and indirect service hours as outlined in the manual, including developing and maintaining a small caseload of students over the course of the clinical experience
- Provide guidance to the SCiTs related to ethical and legal issues in the practice of school counseling.
- Evaluate the SCiT's work formally through mid-term and final written evaluations (sample evaluation form included as Appendix G & H); these forms will be supplied and completed electronically through the SLL system and the results of the evaluations must be discussed with the SCiT
- Assist the SCiT in completing all documentation in a professional and timely manner
- Consult whenever necessary with the Internship Instructor regarding the SCiT's progress (or lack thereof). This will occur at least monthly
- Provide an opportunity for the university supervisor to visit the site and observe the student
- Immediately contact the University Supervisor/Instructor, if any concerns arise regarding program procedures or concerns related to the SCiT's performance.
- Formally document at any time throughout the placement, using the Counseling Internship Unsatisfactory Work Performance Evaluation (Appendix M), when an SCiT 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 Seminar Instructor
- Attend at least one site supervisor workshop or continuing education seminar related to supervision each year

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The University Supervisor/Seminar Instructor is responsible for:

- Meeting weekly with no more than 12 SCiTs at the same level of practice for group supervision
- Monitoring SCiT's submission of logs and required documentation
- Assuming the various roles involved in clinical supervision to help SCiTs 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 to meet the requirements for clinical instruction
- Assessing student work (i.e. recorded sessions, case notes, conceptualizations, and intervention or lesson plans) and providing formative and/or summative feedback on SCiT's growth related to counseling practice
- Meeting with SCiTs individually, minimally for a mid-term and final evaluation (and other times as necessary)
- Following all ethical codes and legal statutes and assuring that SCiTs do the same
- Serving as the Program liaison with the Site Supervisor to monitor student learning and performance and complete site visits when necessary
- Consult with the site supervisor regarding supervision of SCiTs at least monthly through Zoom or other electronic formats
- Collecting and maintaining Site Supervisors' mid-term and final evaluations on SCiTs
- Grading Capstone projects assigned in Internship courses
- Assigning student grades while considering input from Site supervisors
- Providing the Counseling Program with complete final Internship documentation through SLL and Canvas for each SCiT that minimally includes: all logs, placement paperwork, mid-term and final evaluations, and evidence of work completed during the semester



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Practicum Agreement Confirmation

Please read through the following statements and add your initials.

	I have read the School Counseling Clinical Manual and understand my responsibilities and the time requirements necessary to complete the clinical course next semester
	I understand that in addition to university’s liability coverage, I must purchase my own individual professional counselor liability insurance, and it must be in place throughout all clinical practice. It must be in place by the first day of practicum or internship and I may not be at my clinical site until it is in effect.
	The New Jersey Department of Education requires that SCiTs complete their clinical work under the supervision of a certified school counselor. As schools operate during daytime hours, SCiTs must be available on a set, regular schedule agreed upon at the start of the semester for ~1 day/week for Practicum and ~3 days/week for Internship. I have made arrangements, and I am available during the days required by my clinical course.
	Onsite placement is not transactional, where the SCiT is focused on a checklist of items to complete for themselves and then are done – it requires commitment to active engagement, learning, continuous growth and taking personal initiative. SCiTs are required to demonstrate professional behaviors and dispositions while onsite and in class that exemplify professional, ethical school counseling in all interactions with students, supervisors, and colleagues. This includes 1) appropriate dress, social media settings and posts, 2) contact with supervisors, students, parents, adults in the building, and community partners, 3) the prohibition of outside technology use or anything else that distracts from being engaged onsite and in class, and 4) active engagement in case conferencing and discussion of site happenings. I understand that I am required to demonstrate proactive, professional behavior as exemplified above but not exclusively, throughout the course of the semester.
	Weekly class attendance in Practicum and Internship courses is mandatory. I understand that it is my responsibility to get any absence approved by my university supervisor in advance and failure to do this preclude me from being allowed onsite that week, and more than 1 absence will likely lead to removal from the site and failure of the course regardless of the reason.
	I understand that I have a responsibility to read and to adhere to ACA Code of Ethics and ASCA ethical standards, district and NJDOE policies, and State and Federal laws. If I am unclear regarding these, I am responsible for reaching out to my site supervisor and/or faculty supervisor for clarification.



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On-Site Supervisor:

Please address each of the following statements:

	Are School Counselors-in-training allowed to record with proper parental consent at this site?	
	If not, I am willing to provide direct observation and note-taking for class assignments.	
I have a master's degree in:		
I have the following active certifications and/or licenses		
Certification/License:	State Issued By:	Expiration Date:
I have _____ years of experience related to school counseling. <i>(Please note that you must have 2+ years to qualify.)</i>		
	I will complete the required Rutgers GSE site supervisor orientation prior to working with a student.	
Please list any relevant training in counseling supervision and the technology utilized for supervision. This can include graduate-level coursework, professional development training opportunities, or the Rutgers School Counseling Site Supervisor Training.		
	I will complete Rutgers GSE supervisor training prior to working with a student. This is required if you have not completed any other relevant training in counseling supervision. If you have already completed this training, you can take it again to receive Continuing Education Credits (2 hours).	

This agreement confirms the arrangements mutually agreed upon between (School Name/District) _____ and faculty of the Program in School Counseling at Rutgers, The State University of New Jersey, as well as the site supervisor and SCiT.

Intern/SCiT: _____ **Date:** _____

On-Site Supervisor: _____ **Date:** _____



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APPENDIX E
INTERNSHIP AGREEMENT FORM
PROGRAM IN SCHOOL COUNSELING
(Completed through DocuSign)

Internship Student Name (First/Last):

Current Address:

Phone Number:

Email Address:

Clinical Site District:

Clinical Site School Name:

Clinical Site School Address:

On-Site Supervisor Name (First/Last):

On-Site Supervisor Title:

On-Site Supervisor Phone Number:

On-Site Supervisor Email:

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.

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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
- ❖ **180** hours of Indirect Service
 - 1½ - 2 hours per week of scheduled weekly group supervision with the University Supervisor/Seminar Instructor
 - a minimum of 1 hour per week of weekly supervision with the site supervisor
 - Approximately 135 hours of Related Activities

Direct Service Hours: These are defined as individual counseling and assessment, group counseling and assessment, classroom psychoeducational lessons, and other direct activities with students.

Indirect Service Hours: These include the following:

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

Responsibilities of the SCiTs, Site Supervisor, and the Seminar Instructor:

For additional information related to specific roles, see Part 4 of the Clinical Manual. **The first responsibility for all SCiTs, Site Supervisors, and Program Faculty is to adhere to the following standards of practice.**

- The most current American School Counselor Association's Ethical Standards for School Counselors
- The most current American Counseling Association Code of Ethics
- The most current Association for Counselor Education and Supervision's Ethical Guidelines for Counseling Supervisors
- All legal statutes of the State of New Jersey governing counseling and educational practice

While specific responsibilities will vary depending on the field placement, general responsibilities apply for all school counseling SCiTs.

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The responsibilities of the SCiT in Internship are to:

- At their first meeting, together with their site supervisor, develop an emergency procedures document with a review of the emergency procedures of the school, the chain of command when your site supervisor is not available, and the site supervisor, university supervisor, and SCiT's emergency contact information, which will be uploaded into the course management system
- Follow the district calendar/school workday, develop a work schedule with the Site Supervisor, and work that schedule until the end of the semester
- In collaboration with the Site Supervisor, develop an Internship Development Plan, including procedures and alternate chain of command for emergency situations
- The site supervisor must be onsite for the SCiT to be at the site on any given day
- Provide counseling/educational services to the client population while integrating knowledge and skills from prior and ongoing coursework into professional practice
- Effectively demonstrate the skills and knowledge required of a professional school counselor and meet the objectives for Internship listed in Section V
- Complete appropriate documentation required by the Internship Site and by the Internship Class, including weekly logs and audio and/or videotapes
- Participate in all 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 with your site and university supervisors
- Follow all required ethical codes and legal statutes and the policies and procedures outlined in this manual
- Demonstrate regular progress in meeting clinical hours
- Inform the Internship Instructor and Clinical Coordinator of any potential change in the professional responsibilities for site supervision, in advance of the change
- At the end of the experience, evaluate clinical experience at the placement site, as well as the clinical placement process

The responsibilities of Site Supervisors are to:

- Attend a Site Supervisor orientation to the RU School Counseling Program and technology use for supervision
- Provide the SCiT with an orientation to the site and the school counseling program including procedures for assigning students, safety and emergency procedures, and any site-specific limits to confidentiality
- The site supervisor must be onsite for the SCiT to be at the site on any given day
- At your first meeting with your SCiT to develop an emergency procedures document with a review of the emergency procedures of the school, the chain of command when your site supervisor is not available, and the site supervisor, university supervisor, and SCiT's emergency contact information, which will be uploaded into the course management system
- Help the SCiT develop a work schedule that allows the SCiT to meet the required Internship hours, as well as meet the needs of your program and school
- Meet with the SCiT formally at least once per week for an hour of individual supervision, while consistently supervising the SCiT's work while at the Site
- Electronically sign all logs prepared by the SCiT through SLL in a timely fashion. The student is responsible for documenting all relevant clinical instruction activities
- Provide ample opportunities for the SCiT to develop counseling skills and to fulfill both direct and indirect service hours as outlined in the manual, including developing and maintaining a small caseload of students over the course of the clinical experience
- Provide guidance to SCiTs related to ethical and legal issues in the practice of school counseling.
- Evaluate the SCiT's work formally through mid-term and final written evaluations (sample evaluation form included as Appendix G & H); these forms will be supplied and completed electronically through the SLL system and the results of the evaluations must be discussed with the SCiT
- Assist the SCiT in completing all documentation in a professional and timely manner
- Consult whenever necessary with the Internship Instructor regarding the SCiT's progress (or lack thereof). This will occur at least monthly through Zoom or other electronic formats
- Provide an opportunity for the university supervisor to visit the site and observe the student
- Immediately contact the University Supervisor/Instructor, if any concerns arise regarding program procedures or concerns related to the SCiT's performance.
- Formally document at any time throughout the placement, using the Counseling Internship Unsatisfactory Work Performance Evaluation (Appendix M), when an SCiT 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 Seminar Instructor
- Attend at least one site supervisor workshop or continuing education seminar related to supervision each year

The University Supervisor/Seminar Instructor is responsible for:

- Meeting weekly with no more than 12 SCiTs at the same level of practice for group supervision
- Monitoring SCiT's submission of logs and required documentation
- Assuming the various roles involved in clinical supervision to help SCiTs 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 to meet the requirements for clinical instruction
- Assessing student work (i.e. recorded sessions, case notes, conceptualizations, and intervention or lesson plans) and providing formative and/or summative feedback on SCiT's growth related to counseling practice
- Meeting with SCiTs individually, minimally for a mid-term and final evaluation (and other times as necessary)
- Following all ethical codes and legal statutes and assuring that SCiTs do the same
- Serving as the Program liaison with the Site Supervisor to monitor student learning and performance and complete site visits when necessary
- Consult with the site supervisor regarding supervision of SCiTs at least monthly through Zoom or other electronic formats
- Collecting and maintaining Site Supervisors' mid-term and final evaluations on SCiTs
- Grading Capstone projects assigned in Internship courses
- Assigning student grades while considering input from Site Supervisors
- Providing the Counseling Program with complete final Internship documentation through SLL and Canvas for each SCiT that minimally includes: all logs, placement paperwork, mid-term and final evaluations, and evidence of work completed during the semester



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Internship Agreement Confirmation

Please read through the following statements and add your initials.

	I have read the School Counseling Clinical Manual and understand my responsibilities and the time requirements necessary to complete the clinical course next semester
	I understand that in addition to university’s liability coverage, I must purchase my own individual professional counselor liability insurance, and it must be in place throughout all clinical practice. It must be in place by the first day of practicum or internship and I may not be at my clinical site until it is in effect.
	The New Jersey Department of Education requires that SCiTs complete their clinical work under the supervision of a certified school counselor. As schools operate during daytime hours, SCiTs must be available on a set, regular schedule agreed upon at the start of the semester for ~1 day/week for Practicum and ~3 days/week for Internship. I have made arrangements, and I am available during the days required by my clinical course.
	Onsite placement is not transactional, where the SCiT is focused on a checklist of items to complete for themselves and then are done – it requires commitment to active engagement, learning, continuous growth and taking personal initiative. SCiTs are required to demonstrate professional behaviors and dispositions while onsite and in class that exemplify professional, ethical school counseling in all interactions with students, supervisors, and colleagues. This includes 1) appropriate dress, social media settings and posts, 2) contact with supervisors, students, parents, adults in the building, and community partners, 3) the prohibition of outside technology use or anything else that distracts from being engaged onsite and in class, and 4) active engagement in case conferencing and discussion of site happenings. I understand that I am required to demonstrate proactive, professional behavior as exemplified above but not exclusively, throughout the course of the semester.
	Weekly class attendance in Practicum and Internship courses is mandatory. I understand that it is my responsibility to get any absence approved by my university supervisor in advance and failure to do this preclude me from being allowed onsite that week, and more than 1 absence will likely lead to removal from the site and failure of the course regardless of the reason.
	I understand that I have a responsibility to read and to adhere to ACA Code of Ethics and ASCA ethical standards, district and NJDOE policies, and State and Federal laws. If I am unclear regarding these, I am responsible for reaching out to my site supervisor and/or faculty supervisor for clarification.



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On-Site Supervisor:

Please address each of the following statements:

	Are School Counselors-in-training allowed to record with proper parental consent at this site?	
	If not, I am willing to provide direct observation and note-taking for class assignments.	
I have a master's degree in:		
I have the following active certifications and/or licenses		
Certification/License:	State Issued By:	Expiration Date:
I have _____ years of experience related to school counseling. <i>(Please note that you must have 2+ years to qualify.)</i>		
	I will complete the required Rutgers GSE site supervisor orientation prior to working with a student.	
Please list any relevant training in counseling supervision and the technology utilized for supervision. This can include graduate-level coursework, professional development training opportunities, or the Rutgers School Counseling Site Supervisor Training.		
	I will complete Rutgers GSE supervisor training prior to working with a student. This is required if you have not completed any other relevant training in counseling supervision. If you have already completed this training, you can take it again to receive Continuing Education Credits (2 hours).	

This agreement confirms the arrangements mutually agreed upon between (School Name/District) _____ and faculty of the Program in School Counseling at Rutgers, The State University of New Jersey, as well as the site supervisor and SCiT.

Intern/SCiT: _____ **Date:** _____

On-Site Supervisor: _____ **Date:** _____



APPENDIX F

PRACTICUM/ INTERNSHIP STUDENT EXPERIENCE EVALUATION FORM PROGRAM IN SCHOOL COUNSELING

Student:

Practicum or Internship Placement:

Fall

Year:

Spring

Year:

During this placement, I lead or co-lead a psychoeducational or counseling group.

	No
	Yes, (Specify details):

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



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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/suggestion:

[Empty text box for 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.

[Empty text box for describing strengths]



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

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Additional Comments:

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APPENDIX G

PRACTICUM PLACEMENT SUPERVISOR’S EVALUATION FORM PROGRAM IN SCHOOL COUNSELING – Mid-Semester or Final

(Example – Actual form is completed through Watermark SLL)

Date:

Name of Site Placement:

On-Site Supervisor:

Student’s Name:

Days Worked Per Week:

Total Hours completed:

University Supervisor:

Instructions: Please rate the student according to the following scale being as objective as possible. Please be mindful that in order to improve students need to know where they are simply adequate or below expectations. Each of these options can be expected of novice trainees’ performance early in their program and an important indicator later on. This evaluation is to be shared with the student, with the goal of ongoing dialogue about the student’s professional development.



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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 needs improvement

3 = Performance is adequate 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

<u>PROFESSIONALISM</u>						
Student demonstrates:						
Ability to take initiative and perform	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:



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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 needs improvement

3 = Performance is adequate 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

<u>PERSONAL CHARACTERISTICS</u>						
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:



Advancing Excellence and Equity in Education

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 needs improvement

3 = Performance is adequate 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:



Advancing Excellence and Equity in Education

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 needs improvement

3 = Performance is adequate 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

<u>COUNSELING SKILLS</u>						
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:



Advancing Excellence and Equity in Education

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 needs improvement

3 = Performance is adequate 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:



Advancing Excellence and Equity in Education

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 needs improvement

3 = Performance is adequate 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:



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NOTE: Two options are available for practicum evaluation: **Satisfactory or Unsatisfactory.** Evaluations are based on the students’ overall learning and performance. Areas of learning and performance identified as marginal and in need of improvement should be discussed with the students. 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 students’ overall learning and performance are proceeding at the appropriate rate without significant areas for improvement.

UNSATISFACTORY An unsatisfactory evaluation indicates that the students’ overall learning and performance is unacceptable. An evaluation of unsatisfactory requires a narrative describing the current limitations and addressing the areas of improvement needed. 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**



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APPENDIX H

INTERNSHIP PLACEMENT SUPERVISOR'S EVALUATION FORM PROGRAM IN SCHOOL COUNSELING – Mid-Semester or Final

(Example – Actual form is completed through Watermark SLL)

Date:

Name of Site Placement:

On-Site Supervisor:

Student's Name:

Days Worked Per Week:

Total Hours completed:

University Supervisor:

Instructions: Please rate the student according to the following scale being as objective as possible. Please be mindful that in order to improve students need to know where they are simply adequate or below expectations. Each of these options can be expected of novice trainees' performance early in their program and an important indicator later on. This evaluation is to be shared with the student, with the goal of ongoing dialogue about the student's professional development.



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

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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

<u>PROFESSIONALISM</u>						
Student demonstrates:						
Ability to take initiative and perform	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:



Advancing Excellence and Equity in Education

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2 = Performance is mildly unsatisfactory for the student’s level and needs 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

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:



Advancing Excellence and Equity in Education

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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
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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:



Advancing Excellence and Equity in Education

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<u>COUNSELING SKILLS</u>						
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:



Advancing Excellence and Equity in Education

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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:



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3 = Performance is adequate 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 SCiT’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:



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NOTE: Two options are available for practicum evaluation: **Satisfactory or Unsatisfactory.** Evaluations are based on the students’ overall learning and performance. Areas of learning and performance identified as marginal and in need of improvement should be discussed with the students. 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 students’ overall learning and performance are proceeding at the appropriate rate without significant areas for improvement.

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

Internship Supervisor’s Signature **Date**

SCiT’s Signature **Date**

Program Faculty Member’s Signature **Date**



APPENDIX I

Clinical Instructor’s Evaluation Form

SCiT’s Name:					
Instructor’s Name:					
Midterm Evaluation Date:					
Final Evaluation Date:					
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-verbal.
- 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.



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- 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.



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- 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)

Instructor's Comments:

Instructor's Signature

Date

SCiT's Signature

Date



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APPENDIX J

PRACTICUM 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 for the Program in

School Counseling master's degree for the _____
(semester/year)

Total # of Direct Service Hours:

Total # of Indirect Service Hours:

Total # of Hours Completed:

During this placement, I lead or co-lead a psychoeducational or counseling group.

	No
	Yes, (Specify details):

Student's Signature

Date

Advisor's Signature

Date



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APPENDIX K

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 _____

(1st Internship/2nd Internship)

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

(semester/year)

For 2nd Internship: Hours Carried Over from 1st Internship:	
<input type="checkbox"/>	Direct
<input type="checkbox"/>	Indirect

Clinical Coordinator's Signature

Date

Total # of Direct Service Hours:

Total # of Indirect Service Hours:

Total # of Hours Completed:

During this placement, I lead or co-lead a psychoeducational or counseling group.	
<input type="checkbox"/>	No
<input type="checkbox"/>	Yes, (Specify details):

Student's Signature

Date

Advisor's Signature

Date



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APPENDIX L

AUDIO/VIDEOTAPE RECORDING CONSENT FORM PROGRAM IN SCHOOL COUNSELING

SAMPLE OF CONSENT FORM FOR RECORDING

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

PARENT/GUARDIAN CONSENT FORM FOR RECORDING

I understand that school counseling services are designed to help children make vocational plans, education plans, and various other adjustments. I further understand that the counseling service my child will receive are being provided by a master’s degree candidate under competent supervision, that counseling sessions will be recorded for counselor training purposes, and that these services 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.

I further understand that only the counselor trainee and his/her supervisor and/or faculty instructor will have access to the recorded sessions. While recorded sessions may be reviewed by counselor trainee peers for instruction purposes at the time of supervision, confidentiality of all recorded sessions will be maintained, and all recordings will be destroyed upon completion of the supervision process.

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**



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APPENDIX M

Log of Student Contact/Recording Approval & Dates

Goal of form is to keep track of ongoing student contacts and progress toward permission to record. Students will have access to this form and bring it to class each week

Date:	
Student Code:	
Session Number:	
List of Sessions:	
Obtained student willingness to record:	
Sent/Received permission to record form:	
Additional Notes:	



APPENDIX N

COUNSELING INTERN UNSATISFACTORY 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):



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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 O

Audiotape/Videotape Evaluation

Student:	
Faculty Supervisor:	
Date:	

Evaluation Number (Circle One):

<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	
<u>SPECIFIC CRITERIA</u>	RATING	<u>REMARKS</u>



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	(poor to best)	
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	
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's 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	



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

--

Supervisor's Signature

Date



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APPENDIX P

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

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

In compliance with HIPAA 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 SCiT.

Supervisor Name (Printed)

Supervisor Signature

Date