STOCKTON
UNIVERSITY

COUNSELING PROGRAM

Master of Arts in Counseling
Clinical (Practicum and Internship) Handbook

2023-2025

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INTRODUCTION

The goal of this handbook is to describe the procedures for students to successfully complete professional practice requirements during their time in the Master of Arts (MA) in Counseling program. Professional practice involves the application of theory and the development of counseling skills under supervision. These experiences will provide opportunities for students to counsel clients who represent the ethnic and demographic diversity of their community.

The Clinical Practice Experience

An essential part of the Master of Arts (MA) in Counseling program is the supervised clinical practice experience. Students complete 9 credits of supervised clinical experiences. Each experience is aided by close clinical supervision at the site, as well as at the University. This handbook will provide students with details of the requirements for such site experience, the process for selecting sites, and all the details for completing the two phases: the practicum and subsequent internships.

Clinical Course Sequence

The Practicum/Internship clinical course sequence is designed as a culminating program experience that allows the student to practice and refine the skills that have been learned in previous courses. In the clinical courses, the student will apply what has been learned by integrating theory and experience in a way that makes sense to the student and is helpful to clients. The two-phase clinical experience is divided into a three-credit practicum (COUN 5900) and six credits in two semester-long clinical internships (Internship I: COUN 5901, Internship II: COUN 5902).

The *practicum* (COUN 5900) is the student's first off-campus, clinical practice experience. During the practicum, the student is steered through initial experiences of counseling with intense supervision provided by both an off-campus site supervisor, and an on-campus faculty member in weekly individual/triadic supervision, and weekly group supervision by a Stockton faculty member. The goal is to reach a higher level of autonomy, confidence, counseling knowledge, and skills.

The *internship experience* (COUN 5901, COUN 5902) assumes that the goals of the practicum have been successfully accomplished. During the clinical internships, the student is again provided individual supervision by a qualified site supervisor and weekly group supervision by a Stockton faculty member. The goal of the clinical internship is for the student to become a confident, independent, and knowledgeable counselor, who can support clients and integrate their skills with input from other appropriate sources.

PROFESSIONAL PRACTICE COMPETENCIES
PROGRAM GOALS AND OBJECTIVES

Professional Dispositions: Professional dispositions are defined as the commitments, characteristics, values, beliefs, interpersonal functioning, and behaviors that influence the counselor's professional growth and interactions with clients and colleagues (CACREP, 2024). Students in the Counseling program are expected to develop and embody key professional dispositions in the following three categories: Category A: Professional Readiness, Category B: Personal Readiness, and Category C: Interpersonal Readiness. Counseling Faculty monitor these dispositions at multiple points in time across the students' time within the program (see Student Review Process). Faculty may identify ethical and professional behaviors (e.g., violates ACA ethical standards; does not abide by university requirements) in students' functioning, provide constructive feedback to them, and require a remediation plan to address those difficulties.

I. Key Professional Disposition Objectives:
Students will develop and demonstrate competence in the following:

A. Professional Readiness: The principles of cultural competence, ethical practice, and professional motivation and identity as clinical mental health counselors.

B. Personal Readiness: A means for personal management, self-reflection, and self-exploration to effectively maintain, manage, and foster therapeutic relationships with clients.

C. Interpersonal Readiness: Interpersonal effectiveness, appropriateness, and ability to give, receive, and integrate feedback including receptiveness to supervision.

Professional Disposition Category A (Professional Readiness): Professional Identity and Motivation, Ethical and Cultural Awareness

1. *Professional Identity*: Experienced or cognizant of the professional counselor's role and function. Identifies with the counseling profession and has goals that align with a Clinical Mental Health Counseling program.

2. *Professional Motivation*: Possesses a strong desire to become a professional counselor and engage in graduate-level training, standards, and education.

3. *Ethical Practice*: Demonstrates attention to ethical and legal standards, consideration for client rights, and consent.

4. *Cultural/Diversity:* Awareness, appreciation, & respect for cultural differences (e.g., race, ethnicity, spirituality, sexual orientation, disability, SES, etc.)

Professional Disposition Category B (Personal Readiness): Personal Management, Emotional Awareness, and Self-Regulation

1. *Self-Awareness and Personal Maturity*: Awareness of own emotions, belief systems, values, coping styles, and limitations, and how to manage these in healthy and appropriate ways.

2. *Emotional Stability & Self Control*: Demonstrates emotional stability (i.e., congruence between mood & affect); Exhibits self-control (i.e., impulse control); Well-functioning and non-impaired (absence of significant unresolved emotional issues).

3. *Flexibility and Adaptability:* Demonstrates the ability to flex to changing circumstances, unexpected events, and new situations; willingness for self-development.

Professional Disposition Category C (Interpersonal Readiness): Interpersonal Effectiveness and Receptiveness to Feedback/Supervision

1. *Interpersonal Effectiveness:* Ability to interact in a personal and confident manner. Demonstrates active listening skills and respect for all ideas even if they are different from their own.

2. *Social/Relational Appropriateness*: Situationally appropriate in appearance, self-disclosure, and social interactions, maintains appropriate personal and professional boundaries.

3. *Giving and Receiving Feedback/Supervision:* Demonstrates communication skills and verbalization of ideas in relation to the ability to give, receive, integrate, and utilize feedback. Responds non-defensively & alters behavior in accordance with feedback.

II. Practicum and Internship Student Learning Objectives

A. Practicum
The practicum student will:

1. Develop a solid understanding of the core evidence-based counseling practices at the root of humanistic counseling, and the ability to apply these skills effectively and appropriately in a variety of situations and with a variety of people.

2. Acquire basic knowledge and skills in the logistics of clinical mental health counseling, including interaction with clients from initial contact to termination, clinical documentation, and collaboration with others as necessary (referrals, letters, etc.).

3. Gain a deeper awareness and ability to manage their own strengths and vulnerabilities, particularly in terms of their contribution to the counseling relationship as they begin to develop a personal model of counseling.

B. Internship
The Intern will:

1. Develop and enhance advanced counseling skills within the professional work setting through clinical work; review video-recorded counseling sessions; and receive and seek supervision on these sessions from the site and university supervisors.

2. Benefit from the experience of a professional mentoring relationship with a practitioner working on-site in the student's specialization through direct individual supervision (minimum of one hour per week).

3. Become aware of and appropriately utilize assessment techniques used with clients in the internship setting.

4. Demonstrate an understanding of the theoretical and philosophical bases of counseling; and identify a developing personal theory of counseling that reflects awareness of ethical, developmental, and diversity-related concerns.

5. Understand, record, and communicate the essential factors in each client case, demonstrating effective case conceptualization skills.

6. Gain an understanding of and experience consultation with community mental health centers, families, and/or site representatives as appropriate to the site setting.

7. Acquire and demonstrate adequate knowledge of available referral sources.

8. Demonstrate knowledge of emergency and administrative policies, procedures, ethical and legal aspects of the site.

9. Obtain knowledge of prevention techniques and resources applicable to the clients served by the site.

10. Develop the attitudes, knowledge, and skills necessary to take full advantage of supervision opportunities (triadic, group, etc.). This includes the ability to receive and incorporate feedback from supervisors and colleagues, as well as the ability to give feedback to colleagues that will help them improve their clinical services and professional development.

III. CACREP (2024) Standards (Section 3: Professional Practice)

ENTRY-LEVEL PROFESSIONAL PRACTICE

A. The counselor education program provides on-going support to help students find field experience sites that are sufficient to provide the quality, quantity, and variety of expected experiences to prepare students for their roles and responsibilities as professional counselors within their specialized practice areas.

B. Students are covered by individual professional counseling liability insurance while enrolled in practicum and internship.

C. Supervision of practicum and internship students includes program-appropriate cyber-secure audio/video recordings and/or live supervision of students' interactions with clients for all program delivery types.

D. Students have the opportunity to become familiar with a variety of professional activities and resources, including technology resources, during their practicum and internship.

E. Programs provide a fieldwork handbook to all students and site supervisors, in all program delivery types, detailing requirements, expectations, policies and procedures including:

1. CACREP standards and definitions related to supervised practicum and internship,
2. supervision agreement,
3. evaluation procedures and requirements, and
4. policy for student retention, remediation, and dismissal from the program.

F. In addition to the development of individual counseling skills, during either the practicum or internship, students must lead or co-lead a counseling or psychoeducational group.

SUPERVISOR QUALIFICATIONS and EXPECTATIONS

G. Counselor education program faculty members serving as individual/triadic or group practicum/internship supervisors for students in entry-level programs have:

1. relevant experience for in-person and/or virtual supervision,
2. relevant professional counseling credentials, and
3. proficiency in the use of technology utilized for supervision.

I. Site supervisors have:

1. a minimum of a master's degree, preferably in counseling, or a related profession;

2. relevant certifications and/or licenses;

3. a minimum of two years post-master's professional experience in the specialized practice area in which the student is enrolled;

4. proficiency in the use of technology utilized for supervision;

5. knowledge of the program's expectations, requirements, and evaluation procedures for students; and

6. relevant training for in-person and/or virtual counseling supervision.

J. The counselor education program provides orientation to site supervisors regarding program requirements and expectations.

K. Consultation and professional development opportunities are provided by counselor education program faculty to site supervisors for all program delivery types.

L. Written supervision agreements:

1. define the roles and responsibilities of the faculty supervisor, site supervisor, and student during practicum and internship,

2. include emergency procedures, and

3. detail the format and frequency of consultation to monitor student learning when individual/triadic practicum supervision is conducted by a site supervisor in consultation with counselor education program faculty.

PRACTICUM

M. Students complete supervised counseling practicum experiences that total a minimum of 100 hours over a full academic term that is a minimum of 8 weeks consistent with the institution's academic calendar.

N. Practicum students complete at least 40 hours of direct service with actual clients that contributes to the development of counseling skills.

PRACTICUM SUPERVISION

O. Throughout the duration of practicum, each student receives individual and/or triadic supervision on a regular schedule that averages one hour a week and is provided by at least one of the following:

1. a counselor education program core or affiliate faculty member, or

2. a site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.

P. Throughout the duration of practicum, each student receives group supervision on a regular schedule that averages 1½ hours per week and is provided by at least one of the following:

1. a counselor education program core or affiliate faculty member, or

2. a site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.

INTERNSHIP

Q. After successful completion of the practicum, students complete 600 hours of supervised counseling internship in roles and settings with actual clients relevant to their specialized practice area.

R. Internship students complete at least 240 hours of direct service with actual clients.

INTERNSHIP SUPERVISION

S. Throughout the duration of internship, each student receives individual and/or triadic supervision on a regular schedule that averages one hour a week and is provided by at least one of the following:

1. a counselor education program core or affiliate faculty member, or

2. a site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.

T. Throughout the duration of internship, each student receives group supervision on a regular schedule that averages 1½ hours per week and is provided by at least one of the following:

1. a counselor education program core or affiliate faculty member, or

2. a site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.

PRACTICUM and INTERNSHIP COURSE LOADS

U. When individual/triadic supervision is provided by the counselor education program faculty or a doctoral student under supervision, each practicum and internship course should not exceed a 1:6 faculty: student ratio. This is equivalent to the teaching of one 3-semester credit hour or equivalent quarter credit hour course of a faculty member's teaching load assignment.

V. When individual/triadic supervision is provided solely by a site supervisor, and the counselor education program faculty or doctoral student under supervision only provides group supervision, each practicum and internship course should not exceed a 1:12 faculty:

student ratio. This is equivalent to the teaching of one 3-semester credit hour or equivalent quarter credit hour course of a faculty member's teaching load assignment.

W. Practicum and internship students are not combined for group supervision.

X. Group supervision for practicum and internship students should not exceed a 1:12 faculty: student ratio.

Student Review, Retention, Remediation, and Dismissal Policy

The course content and experiential activities involved in the Counseling Program are designed to provide students the opportunity to advance their personal, intellectual, clinical, and professional development and functioning. Throughout the program of study, students are feedback concerning their personal, intellectual, and professional disposition strengths, areas of growth, and performance. This feedback is provided by faculty, supervisors, peers, and clients. Students are expected to deal with this feedback in a mature and professional manner.

The expectations of the Program's curricula are that students can explore and recognize the effect that their personal beliefs, issues, emotions, and behaviors have on the ability to function as a counseling professional. The various "techniques" or "skills" courses will require students to develop and demonstrate their clinical and professional skills as they interact with classmates in role-play situations, with clients in actual sessions, and with supervisors/program faculty. Students are asked to examine their behaviors, beliefs, and emotions in relation to their professional activities and experiences on an ongoing basis.

The Counseling Program faculty members have a responsibility to dismiss students who are unable to render competent service due to *academic/professional practice competency and professional dispositions* performance deficiencies with attention to student's rights to due process, Stockton University and Graduate School policies and procedures, and in accordance with the Ethical Standards, CACREP (Council for Accreditation of Counseling and Related Educational Programs) standards of Preparation, and the Professional Conduct Codes of the American Counseling Association (ACA).

If in the professional judgment of the faculty, a student's academic or professional practice competency performance is deemed substandard, unethical, illegal, and/or professionally unbecoming at any time during training, the faculty will review the performance and behavior of the student and develop a written student action and remediation plan. In the case of serious ethical violation or unprofessional behavior, the student will be dismissed without an opportunity for remediation.

Criteria for Student Review, Retention, Remediation, and Dismissal

The objective of the counseling faculty is to identify concerns about student professional practice competency as early as possible and to initiate the necessary process and procedures for addressing the concern(s).

1. **Academic/Professional Practice Competency Concerns:**

a) Consistent with Stockton University's Graduate School Policies and Procedures, all students must maintain a 3.0 GPA each term enrolled in the program including summer, to maintain minimum academic progress.
b) Additionally, students enrolled in the Counseling program must maintain the following academic criteria:

1. All students must complete the Practicum with a grade of a B (83%) or better to be admitted into Internship I.
2. Students must also successfully complete Internship I with a grade of a B (83%) or better to be admitted into Internship II.
3. All students will strive to achieve an 83% or better on KPI (Key Performance Indictor) assignments across courses in the curriculum.

Grade Appeal Policy:

Stockton University's grade appeal policy applies to all students in the Counseling program. The steps for students to engage in a grade appeal are as follows:

Step #1: Discuss the matter with the faculty member or faculty advisor directly and attempt to resolve the problem.

Step #2: Write a letter or email to the Program Director only if Step #1 has been unsuccessful.

Step #3: Contact the Dean of the School of Social and Behavioral Sciences if the problem has not been resolved through steps #1 and #2.

Step #4: If the dean is unable to resolve the matter, the student may appeal to the Office of the Provost by submitting a letter and other written materials presenting a strong rationale and compelling evidence that legitimate grounds for a grade appeal exist. This appeal process must be initiated no later than three months after the date of grade posting for the term in which the grade was originally assigned. Written appeals will be reviewed by the Provost or their designee and in those cases where appropriate, will be assigned to the Advisory Board on Grades and Standing. The Advisory Board on Grades and Standing will review the matter, including hearing testimony and evidence from both the instructor and the student. This Board will make a recommendation to the Provost, whose decision is final.

Grade determination is the prerogative of the instructor and will not be reviewed unless there is compelling evidence of inequitable treatment, discrimination, or procedural irregularity. Students should consult the university bulletin for further details about grade appeals.

2. **Academic Honesty Concerns:**

All counseling students are bound by the University's Academic Honesty policies. All students must maintain the highest level of academic honesty as described by the ACA code of ethics, and APA publication manual. All students are expected to understand and comply with these policies to uphold academic honesty throughout their time in the counseling program. If a student's behavior may be a violation of any of the university policies regarding academic honesty, the following steps are taken (according to the student's right to due process):

1. The faculty member who has become aware of a problem meets with the student and offers suggestions for changes in the student's behavior. The faculty member will ask additional SOBL personnel or faculty to attend the meeting.

2. The faculty member will write a letter to the Director concerning the meeting with the student and copy the student on the letter.
3. If after the meeting with the student, the student's behavior is determined to constitute a violation that could result in suspension or dismissal from the program, the Director will appoint a retention committee and collect all relevant materials prior to determining a date for the Retention Committee meeting. The Retention Committee will be composed of three faculty members to investigate all aspects of the situation and to make recommendations concerning the student's eligibility to remain in the program and, if permitted to remain in the program under what conditions. The student is always informed, in writing, of these proceedings.
4. The Retention Committee will only be convened within either a fall or spring academic term. The Retention Committee will complete its investigation and provide its report to the program faculty within 30 days of the committee's appointment. In the event the committee cannot convene because of an academic break (e.g., summer or winter break), the committee will convene within 14 days of the start of the next academic term.
5. In the interest of protecting the health, safety and/or welfare of the University, or any member of the University community, or any off-site activities associated with their academic program, the program may temporarily suspend a student from the program until the proceedings of the Retention Committee have been completed.
6. The Retention Committee's report, including recommendations and/or requirements, is presented to the program faculty, who are then responsible for implementing the recommendations.
7. When the faculty members have acted upon the retention committee's report, the Director and the student's preceptor meet with the student to convey the program's decision(s) and/or recommendations. The Director and the student preceptor subsequently monitor the student's progress in carrying out the program's recommendation for the student. If this student's Retention Committee recommends that the student no longer continues in the program, the program will dismiss the student.

3. **Professional Disposition (Behavioral, Clinical, Ethical) Concerns:**

The following professional disposition review policy allows faculty to share information about student progress. Student concerns are an item on the agenda at all Counseling faculty meetings. At this time, any questions about students may be raised for faculty consideration. Twice a year, a faculty meeting is set aside for formal student reviews. At this meeting, the progress of all students in the counseling program is assessed. Academic concerns are one reason for a review meeting and the development of student retention and remediation action plan. However, concerns related to professional behavior, clinical behavior, and ethical behavior (professional dispositions) may allow warrant review and remediation. If this is the case, the following steps are taken with attention to the student's right to due process:

1. The faculty member(s) who has raised the concern or become aware of the problem will meet with the student. During this meeting, the student will be made aware of the concerns and be provided with an opportunity to respond. The faculty

member (s) will outline desired changes in the student's behavior and recommendations for improvement in the form of a Student Agreement: Action and Remediation Plan. The faculty will document the meeting in writing.

The report (plan) including recommendations and requirements is placed in the student's program file and a copy is provided to the student. The plan will include a reasonable timeline for the necessary modifications of the behavior(s).

If deemed necessary, the recommendations made by the faculty member (s) may include immediate suspension of clinical privileges in practicum or internship until the necessary behavior modifications are made.

2. The Program director will monitor and document the student's progress or lack of progress in carrying out the written plan and recommendations. The student's failure to comply with the plan and recommendations within the specified timeline may lead to the student's file being forwarded to the Dean of SOBL with a recommendation that the student be dismissed from the program.

If the student wishes to or does not agree with the decision of the Dean, they may subsequently follow the appeals procedure of the Graduate Studies found in the Graduate Studies Bulletin.

Exaat Program:

The Stockton University MA in Counseling program uses the Exaat Field Placement Management Software to assist students in creating a student profile, search for field placements, and track all related data. Students will begin using this software during COUN 5110 Pre-Practicum. Students will continue to use this software throughout their Practicum, Internship I, and Internship II courses to track their hours, maintain their on-site schedules, gather supervisor information, submit performance evaluations, and other related needs.

GENERAL CLINICAL POLICIES & PROCEDURES

Liability Insurance Policy

Students must purchase professional liability insurance before participating at their clinical placement site and in the clinical courses (Practicum and Internships). Proof of ongoing coverage must be turned in to the internship coordinator. Another copy must be placed and kept in the Student's Clinical Program File ***before any clinical activity occurs.***

Recording Requirements and Policies

Students in practicum and internship are expected (whenever possible) to video (and/or audio) record all counseling sessions. These recorded sessions are then presented in weekly supervision sessions with site supervisors and University Supervisors, in addition to the required class/small group presentations. We encourage our students to engage in continuous recording to reduce the chance that clients will wonder why recording is occurring in one session over another. Students should explain that they are counselors in training and that continuous recording enables them to engage in effective supervision sessions designed to improve counseling skills and the service that the intern provides to clients. Identification as a student and requests for permission to record will also be included in the consent/disclosure statements provided to clients as deemed by the site.

For practicum and internship, students must record a minimum of three audio or videotape sessions. These are reviewed in weekly sessions with the site supervisor, individual/triadic supervisor (practicum), and during the group supervision in the practicum and internship courses.

Selecting and Securing a Clinical Site

During the Student Clinical Orientation (each Fall semester), the Internship Coordinator will provide directories and lists of previously approved Clinical Site Placements. Students should begin in the **Fall term before the clinical sequence** to clarify their general areas of interest with their Graduate Program Preceptor (Advisor). It is recommended that the student review the previously approved sites and clarify two to three sites of interest.

Students do not have to choose a site from the approved list and are free to search for a site (previously approved or not) that can meet all programmatic and CACREP requirements. If a student desires to do a Practicum or Internship at a Site not already approved, the Internship Coordinator must be informed and provided with the appropriate placement forms ***as soon as possible***. The Internship Coordinator will contact the Site and confirm that the requirements for a Practicum or Internship can be obtained at that Site. Ultimately, the Coordinator determines if the Site meets the requirements as an approved site. **** If a site has previously been listed as being approved in the past, it will not automatically be considered approved and will still need to be vetted as site qualifications may have changed.***

Before and when selecting a clinical site, students must consider the following questions:

- Does the site meet your professional needs?

- Will the site be able to provide you with a ***variety*** of clinical mental health counseling experiences (individual counseling, group counseling, assessment/diagnosis/testing, use of technology resources, etc.)?

Site Supervisor Qualifications:

- Does the site supervisor have a minimum of a master's degree in counseling or a related profession?

- Does the site supervisor have two years of experience practicing as a professional clinical mental health counselor/professional?

- Does the site supervisor have appropriate certifications and licenses (LPC, LMFT, Licensed psych., NCC, etc.)?

- Does the site supervisor have relevant training in ***counseling supervision*** (e.g., has completed training and/or a course in supervision, is an approved clinical supervisor)? If the supervisor is providing virtual supervision, do they have training in this modality of supervision?

- Is the site supervisor able to have time for regular supervision (a minimum of one hour per week for individual supervision)?

Recording of Individual Counseling Sessions:

- Will you be able to audio/videotape counseling sessions?

How much time must I devote to my clinical experience?

- A total of 700 hours (100 hours of Practicum hours and 600 hours of Internship hours)

- 280 hours (of the 700) must be direct client contact including individual, group, consultation, and other counseling services.

- 1 hour per week of on-site supervision by your site supervisor

- 1 hour per week of on-campus individual/triadic supervision during the Practicum

- 1 1/2 hours per week in class with your faculty group supervisor

Site Appropriateness and Approval

Practicum and Internship sites are approved ***only after careful review*** to ensure that the site provides opportunities for the student to become familiar with a variety of professional activities and resources (including technological resources) (CACREP, 2024). The review includes attention to site supervisor credentials, direct and indirect service opportunities, and site

reputation for adherence to high professional practice and ethical standards. Sites are reviewed and approved by the Internship coordinator in collaboration with the MA in Counseling program faculty.

A list of approved sites from prior semesters can be found on the MA in Counseling website. Regardless of whether the site is previously approved, students must submit the Clinical Site Approval Form, the Site Application, and the Site Supervisor Vitae, to ensure approval of their site before enrolling in the clinical course and beginning their clinical work at the site. The Internship Coordinator, in consultation with the Program faculty, ultimately gives the final approval of whether a student can be successful in a chosen Site. ***The 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.***

Clinical Affiliation Agreement

If the student is at a site that has not previously served as a clinical site for the program, the Clinical Affiliation Agreement must be completed before the student begins in any compacity at the site. The review and approval process of an agreement can take up to several weeks or longer; therefore, students should allow themselves ample time to complete this approval process (at least one month) before the start of Practicum/Internship. The field support staff, Rona Whitehead will work with the site to secure the affiliation agreement in collaboration with the Internship coordinator.

Clinical Hours and Definitions

Direct client contact hours include the time spent providing services to clients in individual or group settings and as primary or co-therapist where there is the opportunity to work directly with a variety of clients and intervention strategies.

Direct client contact includes individual counseling, group facilitation or co-facilitation, psychoeducational lessons/workshops/webinars led by the intern, individual or small group testing /assessments, intakes, and consultation. During the internship, students must lead or co-lead a counseling or psychoeducational group. ***10 hours of group work is a requirement before finishing the entire clinical practice experience in the program.***

The following activities are examples of what is **NOT** considered direct client contact service hours: (1) observing others providing counseling or related services, (2) record-keeping, (3) administrative duties, (4) clinical and/or administrative supervision, (5) role plays or "mock counseling" with peers, site supervisor, or another clinician at the site.

Indirect client contact hours include activities such as being at the site completing notes, preparing for sessions, in supervision on-site or class, preparing and reading research-based clinical materials related to client issues, team meetings, and other administrative responsibilities required of the site (e.g., clinical record keeping and documentation) as well as engaging in a variety of professional activities and resources, including technological resources.

The following activities are examples of what is **NOT** considered indirect client contact service hours: (1) driving to and from the site, (2) completing schoolwork or class-related assignments, (3) staffing a desk, filing, or regular office administrative activities normally performed by clerical or administrative staff members (none of these hours will be approved)

Weekly Clinical Hours Log

Please use the weekly clinical log to clearly demonstrate and track your direct and indirect client contact hours separately. This sheet must be signed and approved by your site supervisor every week. You are then expected to bring this log each week to your clinical course and hand it to your university group supervisor (course instructor). Your log(s) will be stored and maintained in your clinical program folder as managed by the Internship coordinator.

Clinical Hours and Accrual Policies

1. Students may not acquire hours at their Practicum site until the first week of the semester. Exceptions can be made for orientations and other activities ***pre-arranged*** with the Internship Coordinator.

2. Students ***are not permitted*** to have two concurrently running sites during the Practicum semester. However, *students may elect to have two sites during the Internship experience* if the site can meet their specific career and clinical mental health counseling specialty area goals. Each site must meet the clinical requirements and separate paperwork for each site must be submitted.

3. "Carrying over" hours from one semester are *discouraged* and may be done **only** when the student is enrolled in internship credits in both the preceding and current semester. Please speak with the internship coordinator about these options ***before*** planning on carrying over direct and indirect client contact hours.

Duration of Practicum: The duration of a student's supervised practicum experience is extended across a full academic term to allow for the development of basic counseling skills and the integration of knowledge. Practicum is completed before internship. ***Therefore, CACREP standards do not allow for extra hours obtained during the practicum to be counted toward the 600 clock hour internship requirements.***

Clinical Experience at a place of employment

The supervised clinical experience component of the graduate program is designed to provide the trainee with experiences that enhance their ability, promote their professionalism, and provide qualified supervision. ***Therefore, students are generally discouraged from choosing their place of employment as a clinical site.*** However, in exceptional cases, in which the student can demonstrate that the learning objectives can be fulfilled at their place of employment, a work setting may be approved. If a student is completing their clinical experience at their place of employment it is critical that their site supervisor not be in their line of work supervision (this would be a dual role, which is not considered ethical and is potentially damaging to the student's

experience). Additionally, a clear plan must be made for how the student and the site supervisor are differentiating work hours from clinical hours at the site.

Transition from Internship I to Internship II

Students in COUN 5901 (Internship I) may continue to accrue hours for one week beyond the end of the semester with the permission of the university instructor and site supervisor. Students in COUN 5901 (Internship II) may begin to accrue hours for one week before the beginning of the semester with the permission of the university instructor and site supervisor. In both cases, the site supervisor must continue to provide 1 hour per week of site supervision. Due to CACREP group supervision requirements, these ***timeframes may only be extended*** if university group supervision is provided. The university is under no obligation to provide such supervision outside the regular course structure.

Students in COUN 5902 (Internship II) must meet all CACREP, departmental, and course requirements for internships, including but not limited to 600 total hours with at least 240 direct hours, individual/triadic site supervision, and group university supervision mandates before credit will be awarded.

Wavier of Supervision

During a break or period where the University is closed and group supervision cannot be provided to students in Internship, students may request to ***temporarily*** waive their supervision and continue to accrue clinical hours. At this point, the site supervisor retains all responsibility for providing supervision to the trainee and with only consultation from the University Supervisor. To make this request, the student must contact the Internship coordinator at least 2 weeks before the requested waiver period and complete the Wavier of Supervision form. The waiver of supervision ***may never exceed two weeks*** and can only occur if the Waiver of Supervision form is completed in its entirety and approved by all parties including the Site Supervisor, Internship Coordinator, and University Supervisor. *The MA in Counseling Program reserves the right to award this waiver and approvals on a case-by-case basis depending on several factors, including the quality of site supervision, communication between the site and the program, and the supervisee/trainees' competence/skill level.*

Start and End of Attending the Clinical Site

Students are expected to begin attending their approved placement site (either in-person or virtually) the first week of the semester and remain at the site throughout and including the last week of the semester. **At all times students are on site they must also be under the supervision of the Stockton University Supervisor (course instructor) and enrolled in a clinical class.**

Duration of Clinical Experience

The student will need to spend a specific minimum number of hours each semester engaged in counseling and counseling-related activity. Each semester typically covers 15 weeks. Students are required to stay at their clinical site for the duration of their clinical experience, even if their clinical hours are completed. Any other arrangement requires instructor and supervisor approval and is usually granted only in cases of medical or family crises.

Incomplete Policy

A grade of I (incomplete) is a temporary grade assigned to the student. If a student in this course has not completed the 120 direct contact hours by the end of Internship I, ***the student will receive an incomplete and finish those hours at your internship site before receiving a grade for the course.*** If an incomplete is granted the remaining course work must be completed and submitted before the ***last day of class in the next term***. Please communicate and keep both the course instructor (University Supervisor) and the Internship Coordinator updated on your progress in terms of hours.

Credit Policy

Students in COUN 5902 (Internship II) must meet all CACREP, departmental, and course requirements for internships, including but not limited to 600 total hours with at least 240 direct hours, sufficient Internship Counselor Skill Evaluations, individual/triadic site supervision, and group university supervision mandates ***before credit will be awarded.***

Confidentiality

Client Confidentiality Guidelines and Information

Practicum/Internship students are responsible for maintaining the confidentiality of all information related to their clients. Students must understand and follow the confidentiality practices of their clinical placement sites and maintain documentation and recordings in a secure manner. The maintenance of client confidentiality extends to classroom discussion and viewing or listening to recorded counseling sessions. It is vital that students do not discuss clients outside the classroom or with anyone other than supervisors, counseling instructors or faculty members, and professionals at the field site. ***Attention and knowledge of confidentiality is an ethical and legal issue and will be treated as such.***

Guidelines for Confidentiality

Students must provide their practicum/internship instructor with a copy of the client's (or the client's parent or guardian) informed consent for audio or video recording and counseling.

- Always use pseudonyms and make certain that no revealing information is exposed during presentations, case notes/write-ups, or audio or video recordings.
- Under no circumstances should a student bring any original material or forms from the client's file that is the property of the practicum/internship site to class.

- Students are responsible for all written and recorded client-related data. Please remember to collect all information and destroy the written and recorded material ***as soon as possible after it has been presented and graded by the practicum/internship instructor.*** All recordings are destroyed at the end of the practicum/internship semester. Please ensure copies are not left on phones, copy machines, printers, computers, or recorders.
- Practicum/internship supervision groups, recordings, tests, notes, and client cases are only to be discussed with site supervisors, co-students at the site for formal case review or staffing of cases, the instructor, and the other students within your practicum/internship course section. ***Playing recordings in the presence of students, not in the practicum group, other counseling faculty, spouses, friends, or relatives violates informed consent, and is an ethical and legal issue, and will be treated as such.***
- When we use a recording for classroom listening or viewing, the volume should be kept to an audible minimum, and the recording should be discontinued when someone else enters the room.
- Do not identify clients by full name in practicum/internship documentation (e.g., recordings, notes, counseling session critiques), except for consent forms. Instead, use pseudonyms or another coding method.

INTERNSHIP (CLINICAL) COORDINATOR ROLES & RESPONSIBILITIES

Internship Coordinator (Erin M. Sappio)

The Internship Coordinator functions as a manager for all aspects of the Internship experience, interacting as necessary with students, faculty, and site professionals. The Internship Coordinator is primarily responsible for the coordination of practicum and internship experiences and responding to inquiries regarding practicum and internship. Other specific duties include the following:

- Conducting a Practicum and Internship Orientation for students applying for their Clinical Placement experiences
- Creating, coordinating, and conducting a Site Supervisor Orientation for site supervisors from the approved clinical placement sites
- Creating and updating of Clinical Handbook and program clinical documentation, evaluations, and Site Supervision/Site Agreements
- Providing final approval for a student to enroll in Practicum or Internship and giving the permit to register for a clinical class
- Approving all Practicum and Internship sites according to the requirements of the Program and CACREP guidelines/standards
- Providing collaborative support to University Supervisors for consultation with site supervisors on student learning and clinical progress and serving as the primary point of contact for all sites.
- Conducting annual site visits/reviews (*as needed* and per site preferences in terms of virtual or in-person)
- Managing students' clinical program files
- Proposing and developing policy and procedures related to the Clinical (practicum and internship) program experience ensuring clinical requirements meet CACREP standards
- Assuring appropriate ethical codes and legal statutes are adhered to by all involved with the Internship experience (i.e., students, Site Supervisors, and University Supervisors)
- Conducting appropriate supervisor training sessions
- Eliciting, collecting, and analyzing Stakeholder Surveys/data from Site Supervisors, Employers of Students, and Students (CACREP requirements) related to the clinical aspects of the program
- Resolving conflicts related to an Intern's placement or counseling practice in conjunction with Program faculty and Site professionals

<u>Field Staff (Rona Whitehead)</u>

- Manage affiliation agreements and maintain the database for Counseling placements in collaboration and with the approval of the Internship Coordinator
- Collaborate with the Internship Coordinator to develop practicum and internship opportunities by connecting faculty/student need with community need through direct agency contacts
- Market and promote approved Counseling clinical placement opportunities

- Work with relevant offices and groups involved in practicum, internships, and field placements such as legal, risk management, faculty, students, the Career Center, Service Learning, University Academic Internship Coordinator, SOBL Internship Coordinator, and the Center for Community Engagement
- Collaborate with internship coordinator on updates to practicum and internship resources on the Counseling program website
- Collaborate, schedule, coordinate, and accompany the site internship coordinator for annual site visits and/or virtual visits due to restrictions and site preferences

APPLYING FOR THE CLINICAL PLACEMENT EXPERIENCE

Prerequisites

Before admission into Practicum, students must demonstrate satisfactory progress in the graduate program through successful completion of the following COUN 15 credit course sequence:

Course	Credit hours
1.Pre-practicum (COUN 5110)	3
2. Psychopathology (COUN 5120)	3
3. Theories of Counseling (COUN 5115)	3
4. Legal and Ethical Issues (COUN 5125)	3
5. Foundations of Clinical Mental Health Counseling (COUN 5205)	3
Total	15

"Successful completion" means that a student must earn a B or better in Pre-practicum, and no less than a B in all the above courses.

Requirements for Registration and Entry into Clinical Courses

1. Clinical Forms and Paperwork:

a. You must obtain formal written approval from the Internship Coordinator (Site Application) in the semester (Fall or Spring) prior to the term you intend to take the clinical courses (Practicum-Internship). This form will be submitted through the Exaat software.

b. New clinical forms must be completed every semester - even if you remain at the same site.

2. Registration for Clinical Courses (Practicum, Internship I, Internship II):
You will not be able to register for the practicum or internship if:

a. The required paperwork is not presented to the Internship Coordinator (or submitted through Exaat) by the due dates. You submit through Exaat the Clinical Paperwork Checklist completed with your required forms for permission to register.

b. You will not be able to register for any clinical course if: 1) Your GPA is below 3.0, You earn a B- or below in any pre-req. course; or 2) If you obtain a grade below "B" in any clinical course, you must repeat the course.

3. Required Meeting on the Placement Process (Student Clinical Orientation):
There is a required informational meeting on the clinical placement process during the Pre-Practicum course for all students starting practicum in the spring of the following year. There is no practicum in the fall.

Changes in the Clinical Placement Site Policies and Procedures

A decision to change a Clinical Placement Site cannot be made without first consulting with the Site Supervisor, University Supervisor (s), Program Chair, and the Internship Coordinator.

A. Change in Site Initiated by Trainee or University Supervisor during the Semester
If a Clinical Placement Site becomes problematic, the trainee, Internship Coordinator, or University Supervisor may request to change the placement. In this case, the following procedures must be followed:

1. The trainee, Internship Coordinator, and Site Supervisor discuss the issue(s) and determine if a solution can occur within the current placement. The trainee may be asked to continue with the placement until the end of the semester and an agreement can be made that a change of placement will occur for the following semester.

2. If all parties are not able to come to a solution, and a change of placement is necessary during the semester, the request for a change of clinical placement site must be completed in writing by the trainee and provided to the Internship Coordinator. The trainee must summarize the reasons for wanting a change in site and the request must be signed by both the trainee and the Internship Coordinator. The trainee must complete the *Change in Site Evaluation form (Appendix L)* in addition to eliciting a Clinical Skills Evaluation from their current site supervisor and attach it to the written request. The Internship Coordinator will decide whether the trainee should change to another site during the semester. The trainee is not guaranteed another placement during that semester or for any future semester.

3. The trainee and the Internship Coordinator will explore new placement options. The student must follow the procedures outlined in this handbook for proposing a placement site.

4. The Internship Coordinator reserves the right to confer with the Trainee's Site Supervisor at any time during this process.

B. Withdrawal from placement by the Site Supervisor or Counseling Program Faculty
When a Site Supervisor or the Counseling Program faculty decides to terminate a student's placement, the following procedures will be followed:

1. The trainee, Internship Coordinator, and the Site Supervisor discuss the problem and determine if the problem can be resolved, allowing the Intern to remain at the current Site. If the trainee continues at the Site, an understanding may still be reached that the trainee will change to a new Site for the next course. Then the Intern must follow all the procedures outlined in this section of the manual while finishing the current Internship.

2. If a solution is not found, the Intern may immediately be terminated from the current internship site. If the removal is indicated by the Counseling Program faculty, the site will be provided a written summary regarding the reasons for terminating the agreement and removal of the student from the Site. If the removal is due to inadequate or unsatisfactory performance, the Site Supervisor, University Supervisor, and Internship Coordinator will provide the intern/student with a written summary of reasons for the termination on the *Unsatisfactory Counselor Trainee Performance Evaluation* (see Appendix J).

3. If the termination of placement is for unsatisfactory/inadequate trainee performance reasons, the Intern/student will be allowed a hearing with the Counseling faculty. If necessary, the Internship Coordinator will confer with the Counseling faculty to formulate a remediation plan for the Intern/student. The Intern/student is not guaranteed another placement during that semester or for any future semester. If the Intern is asked to leave the Site during the semester and this is due to unsatisfactory performance, then the Intern receives an "F" for the course.

C. Site Supervisor Changes

If a change in Site Supervisor occurs at ***any time*** during the clinical placement experience, the Internship Coordinator must be consulted immediately. The new supervisor must meet the site supervisor credential requirements and proof in the form of the Site Supervisor Vitae/counseling supervision training documentation must be provided to the Internship Coordinator. Once approved, the student and new site supervisor are to facilitate a ***new*** site supervisor agreement and submit it to the Internship coordinator. ***A professional not meeting the site supervisor qualifications and credentials is cause for the trainee to be removed from the site (at no fault of the trainee).***

D. Unsatisfactory/inadequate performance

Evaluation is a part of the Site Supervisor and University Supervisors' responsibilities. Unsatisfactory/inadequate performance should be noted early on, and appropriate intervention should occur. If the unsatisfactory performance persists, then the Supervisor should document this using the *Unsatisfactory Counselor Trainee Performance Evaluation (Appendix K)*. Once it is documented in written form, then the Supervisor should share this with the University Supervisor (or vice versa) and a meeting should be arranged with the trainee.

The report must be dated and signed by the Supervisor and the trainee. The trainee's signature indicates an 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 trainee should write an addendum, ask the Supervisor to read and sign it, and then attach it to the evaluation. The University Supervisor is responsible for contacting the Internship Coordinator concerning an unsatisfactory evaluation report, so that appropriate remediation or resolution of the situation can occur. If the trainee does not improve her/his inadequate performance during an agreed-upon timeframe, then the Intern can be removed from the site, and a grade appropriate to the inadequate performance can be assigned.

TOTAL CLINICAL HOURS REQUIREMENTS

Activities	Minimum Hours
Direct Client Contact Hours (individual, group, family/couples counseling, consultation, intakes, assessments, and psychoeducational prevention/workshops)	280 (40 Practicum;120 in each internship; 10 total in group work)
Indirect Client Contact Hours (Supervision, preparation, completion of clinical paperwork and documentation including technology resources, planning, and research in preparation for client work, client staffing/team meetings, professional development training).	420 (60 Practicum;180 in each internship) Note on a weekly basis: Individual Supervision with a Site Supervisor needs to be 1 hour; Group supervision with university supervisor needs to be 1 ½ hours on campus; Individual supervision with university supervisor on campus needs to be 1 hour- *Practicum only*
Total	700 clock hours

Clinical Duties: *Please note that students are not permitted to engage in regular office administrative activities normally performed by clerical or administrative staff members such as filing, staffing a desk as these hours will not be approved.*

SECTION I: THE SUPERVISED PRACTICUM EXPERIENCE

Philosophy

The supervised clinical practicum experience is a critical component of the MA in Counseling program. The supervised practicum experience is designed to refine and enhance the trainee's basic clinical mental health counseling skills. Through active engagement in supervised clinical practice at a practicum site and in-class supervision, consultation, and evaluation, students will develop a deeper awareness and ability to manage their strengths and vulnerabilities as they begin to develop a personal model of counseling.

Definitions

Practicum is defined as the student's first off-campus supervised clinical practice experience which is intended to provide them with a solid understanding of the core evidence-based counseling practices and the ability to apply these skills effectively and appropriately in clinical mental health settings.

Site refers to any setting in which the student is working to complete training requirements (e.g., community mental health center, college counseling center, hospital, private practice, etc).

Site Supervisor refers to the staff member at each Site to whom the student is directly accountable while working at the Site. Students must receive supervision from a qualified and approved supervisor.

University Supervisor refers to the faculty member who provides group supervision, instruction, and administrative coordination.

Internship Coordinator refers to the faculty member who serves as the primary point of contact for the Site Supervisor and acts as the liaison for the University.

University Individual/triadic Supervisor refers to the faculty member or affiliate faculty member who provides individual/triadic supervision to the student. This supervisor reviews student progress each week for 1 hour.

Counselor-in-training/trainee/student refers to the individual at the placement site who is currently enrolled as a matriculated graduate student in the MA in Counseling program at Stockton University. The student must also be enrolled and attending the related clinical course (Practicum) on-campus throughout the academic semester while concurrently gaining clinical hours at the placement site.

Practicum Site Application Process:

1. Attend the Student Clinical Orientation that is conducted during the Pre-Practicum course in the **Fall semester** before the semester you intend to enroll in the practicum experience (Spring).

2. Review and select two to three sites from the previously approved site list or propose a new site in conjunction with your Preceptor and the Internship Coordinator. If you are proposing a new site, you must contact the internship coordinator ***at least 3 months before the start of the Practicum course***. You are welcome to reach out to the field staff support, Rona Whitehead for assistance with this search process. However, please **do not reach out to sites before speaking and collaborating with the Internship Coordinator. Please make sure that your communication includes the Internship Coordinator throughout this entire process.**

3. Complete the ***Clinical Site Approval Request Form*** and the ***Practicum Site Application*** and submit these forms ***with your proposed supervisor's vitae and proof of supervision training requirement*** to the Internship Coordinator for review. This should be done **approximately 3-4 months before** the start of the Practicum course. The due date for these forms is November 1st.

4. The Internship Coordinator will determine if you are eligible to enroll in the Practicum course. Please note that you will not be able to register for Practicum until approval is granted.

5. Once approved by the Internship coordinator, send your resume (with cover letter) to the Site contact for at least 2 separate sites. At this point, the Internship Coordinator will enable you to register for the Practicum course by issuing a Permission of Instructor (POI).

6. Participate in an interview (s) with Site staff. Send a follow-up if you do not hear back from the site within two weeks.

7. When accepted, complete the ***Site Supervision and Clinical Placement Agreement*** contract, which is reviewed and agreed upon by the Site Supervisor, Internship Coordinator, University Supervisor, and the Practicum Student.

8. Submit the completed ***Site Supervision and Practicum Agreement*** to the Internship Coordinator along with your ***Proof of Liability Insurance*** (must have your name, expiration date, and values of coverage). These documents will be used to start your Program Clinical file.

Clinical Requirements for Practicum (Hours & Supervision)

Practicum (COUN 5900) requires at least 100 total hours of clinical experience during one academic semester. Forty (40) of these hours must be in direct client contact. The remaining hours will be in other professional activities and count as indirect client hours.

- Students will have one and one-half ($1^{1/2}$) hours of weekly group supervision during the Practicum course. A faculty member will give direction to the practicum experiences and will be a liaison with the University Supervisor and Site Supervisor.

- An average of seven to eight (7-8) hours per week will be spent at the clinical site. Of those, approximately 3 hours per week will be spent engaged in direct client contact. The remaining time will be devoted to other professional activities (indirect hours).

- The Site Supervisor will provide one (1) hour of clinical supervision each week and direct the student's work at the site. Weekly written supervisory feedback will be provided to the student.

- The student will also be assigned to a faculty or an affiliate faculty member who will serve as the student's University Individual/triadic Supervisor. This supervisor will review student progress each week and **a minimum of three audio or videotapes of a student's counseling sessions during the semester** (All tapes must be of good auditory quality to fulfill this requirement). University individual/triadic supervision will be for one hour a week and take place at a time to be determined by the assigned supervisor at the beginning of the Practicum. Weekly written supervisory feedback will be provided to the student using the Program Supervision Note.

PRACTICUM EXPECTATIONS

Expectations of the Practicum Student

1. Students are expected to read and understand the ACA Code of Ethics and practice by these standards. Students are also expected to demonstrate Professional Dispositions (see Professional Practice Competencies) across all aspects of the program including time spent at the placement site (s).

2. Practicum Students must purchase professional liability insurance before participating at their field site. Proof of ongoing coverage must be turned in to the Internship Coordinator, and another copy must be placed and kept in the Student's Clinical File **before any practicum activity occurs.**

3. Practicum students must complete 100 total clock hours (40 direct; 60 indirect) in the practicum experience. These are to be recorded across the semester on the Practicum Clinical Hours Log and also tracked weekly via the **Weekly Hour Log (see Appendix)** which is signed by the student and site supervisor. The student brings the weekly hour log to class each week and turns it in to their University Supervisor.

4. **The practicum student is expected (whenever possible) to video record all counseling sessions**. These recorded sessions can then be presented in weekly supervision sessions with site supervisors in addition to the required class/small group presentations. Continuous recording reduces the chance that clients will wonder why recording is occurring in one session over another. Practicum students will need to explain that they are counselors in training and that continuous recording enables them to engage in effective supervision sessions designed to improve counseling skills and the service that the intern provides to clients. Identification as a student and requests for permission to record will also be included in the consent/disclosure statements provided to clients as deemed by the site. Additionally, continuous recording facilitates the recording of unexpected situations that require supervision consultation.

5. The trainee is expected to meet with both the Site Supervisor and the University Triadic Supervisor regularly for individual/triadic supervision. ***The meeting with the Site Supervisor must be on a weekly basis for a minimum of one hour of supervision.*** Weekly interaction averages one hour per week of individual and/or triadic supervision throughout the practicum experience and is performed by the designed site supervisor.

6. The trainee is also required to attend group supervision sessions with the University Supervisor throughout the semester. These supervision sessions will include the presentation of recorded counseling sessions. An average of 1 $^{1/2}$ hours per week of group supervision is provided on a regular schedule throughout the internship and performed by a program faculty member.

7. The trainee is expected to complete their self-evaluation portion and elicit two Practicum Counseling Skill Evaluations of the experience from the Site Supervisor at mid-term and another at the end of the semester.

Expectations of the Site Supervisor

I. Qualifications

Site supervisors must have the following qualifications:

1. a minimum of a master's degree, preferably in counseling, or a related profession;

2. relevant certifications and/or licenses;

3. a minimum of two years post-master's professional experience in the specialized practice area in which the student is enrolled (Clinical mental health counseling);

4. proficiency in the use of technology utilized for supervision;

5. knowledge of the program's expectations, requirements, and evaluation procedures for students; and

6. relevant training for in-person and/or virtual counseling supervision.

II. Orientation

1. Orient the student to the site. Orientation should include the identification of various components of the program, site policies, department organization, expected responsibilities, and limitations.
2. Meet with the student at the beginning of the practicum to assist in the development of the practicum experience, provide and discuss the site handbook including emergency and crisis policies, and provide an overview of the working relationships on the site.
3. Encourage the student to seek information by asking questions of the Site supervisor and other staff members of the staff, schedule time for meeting with administrative staff, and for counseling supervision.

III. Planning

1. Provide opportunities for the student to engage in structured observation of counseling activities of the site supervisor and other counselors in the agency.
2. Explain how counseling activities are developed and how they relate to the counseling program and the site.
3. Participate in the development and refinement of the student's experience for the semester.
4. Arrange regular times to meet with the student to provide weekly 1-hour long supervision. The Site Supervisor must meet with the intern about the performance in the work setting every week. This supervision needs to include but not be limited to:

a) Instruction for the student in all matters related to the delivery of service at the Site.
b) The opportunity for the student to become familiar with a variety of professional activities and resources in addition to direct service (e.g., record keeping, assessment instruments, supervision, information and referral, in-service, and staff meetings).
c) Assurance that the policies of the Site are understood and carried out. The supervisor serves as an advocate for the student.
d) Clinical critique and supervision of the student's recorded audio/video sessions and/or the personal observation of the intern's direct contact.
e) Assistance for the intern in the development of counseling and consultation skills.

5. Communicate with university supervisor(s) concerns about the student's development and evaluation of the student's performance.
6. Be a resource for the student's continuing development of theory, techniques, and materials.

IV. Counseling Activities

1. Provide opportunities for the student to engage in individual and group counseling and consultation activities.
2. Provide opportunities for the student to video record counseling and consultation activities.
3. Provide the student with regular feedback regarding the implementation of counseling and consultation.

V. Evaluation

1. The Site Supervisor is to provide a midpoint and ending evaluation of the student (see Section III: Evaluation and Grading).
2. Maintain contact with university supervisor(s) to discuss the student's performance and progress by attending and responding to University Supervisor check-in consultation meetings.

Expectations of the Practicum Site

1. The Site is expected to have a sustained interest in participating in the professional education of counselors.

2. Mutual understanding between the Site and M.A. in Counseling Program exists on the basic philosophy and goals of counseling.

3. The Site will provide physical arrangements, which are conducive to a positive learning environment e.g., office and desk space, privacy for interviewing, **the ability to video or audio record sessions** (not necessarily the equipment necessary for recording), and adequate guidance relative to site record-keeping requirements.

4. The site will assign the student a practicum supervisor who has the appropriate credentials, time, and interest for training the practicum student.

5. The Site is expected to provide opportunities for the practicum student to engage in a variety of counseling activities under supervision.

Expectations of the University Supervisor

1. The University Supervisor is to meet with practicum students in classroom group sessions and be available to meet with supervisees, as needed/requested throughout the semester.

2. The group supervision sessions are to consist of both didactic and experiential activities incorporating a wide spectrum of topics, concerns, activities, and experiences of the group. The group experience includes case presentations where each student shows two separate recordings of their direct work with clients on their caseload.

3. The University Supervisor is to provide individual students with feedback regarding their performance and turn in the final grade for the internship experience including an evaluation of the student's counseling performance throughout the practicum experience, including documentation of a formal evaluation after the student completes the internship by a program faculty member in consultation with the site supervisor.

SECTION II: SUPERVISED INTERNSHIPS (INTERNSHIP I & INTERNSHIP II)

Philosophy

The supervised internship clinical practice experience is designed to refine and enhance the basic clinical mental health counseling skills and integrate professional knowledge. It is expected that each student will be able to incorporate and utilize individual and group counseling skills following the theories of counseling in providing direct services to clients.

Definitions

Internship is defined as an advanced supervised experience in clinical mental health counseling. The internship is designed to provide an in-depth experience in practical work settings.

Site refers to any setting in which the student is working to complete training requirements. (Examples are community mental health centers, college counseling centers, hospitals, private practices, etc.)

Site Supervisor refers to the staff member at each Site to whom the student is directly accountable while working at the Site. Students must receive supervision from a qualified supervisor.

University Supervisor refers to the faculty member who provides group supervision, instruction, and administrative coordination.

Internship Coordinator refers to the faculty member who serves as the primary point of contact for the Site Supervisor and acts as the liaison for the University.

Counselor-in-training/trainee/Intern refers to the individual at the placement site who is currently enrolled as a matriculated graduate student in the MA in Counseling program at Stockton University. The student must also be enrolled and attending the related clinical course (Internship I or Internship II) on-campus throughout the academic semester while concurrently gaining clinical hours at the placement site.

INTERNSHIP PROCEDURES AND REQUIREMENTS

Prerequisites

The prerequisites for the internship are the successful completion of the Practicum (COUN 5900) course (100 total hours: 40 direct, 60 indirect, and a grade of B or higher). Students must consult with the Internship coordinator before the selection of a site and registration for COUN 5901 (Internship I).

- Students must also turn in proof of liability insurance to the Internship Coordinator before beginning the class and ensure that a current proof of insurance is always in their Clinical Program file.

Site Application Process (Internship)

1. In conjunction with the Internship coordinator, and your Preceptor select sites of interest for Internship. **Please do not reach out to sites before speaking to and collaborating with the Internship Coordinator.**

2. Complete the ***Internship Site application***, ***Clinical Approval Request,*** and ***Site Supervisor vitae/proof of supervision training*** forms and submit them to the Internship Coordinator for approval (due April 1 for Summer; July 1 for Fall; November 1 for Spring). Once the Internship grants approval and notifies you of the approval, send your resume (with cover letter) to the Site contact. You will not be able to register for Internship until you are granted approval.

3. Participate in an interview with Site staff/supervisor.

4. When accepted, complete the ***Internship Agreement*** contract, which is reviewed and agreed upon by the Site Supervisor, Internship Coordinator, University Supervisor, and Intern. *A new Internship agreement must be completed each semester even if the student is working with the same site supervisor at the same site. Additionally, if the site supervisor changes at any point in the semester, the student must immediately notify the Internship coordinator and submit a new Internship agreement.*

5. Submit the completed ***Site Supervision and Internship Agreement*** to the Internship Coordinator along with your ***Proof of Liability Insurance*** *(*must have your name, expiration date, and values of coverage). These documents will be placed in your Clinical Program Folder.

Clinical Requirements: Two-Semester Internship (COUN 5901/5902) (6 credit hours)

Students enroll in a two-semester Internship must accumulate six hundred (600) hours in professional activities during two (2) academic semesters.

Two hundred and forty (240) of these hours must be in direct client contact, including consultation, psychoeducational workshops/presentations, and individual and group counseling. A minimum of ten (10) hours of the total direct client contact (240 hours) must be in group work.

The two-term Internship will also consist of a variety of supervised experiences including:

1. A one and one-half (1 1/2) hour group supervision during the internship seminar course that will take place at the university each week with a faculty member. This faculty member will also be working with the Site Supervisor and the Internship Coordinator regarding site activities.

2. Eighteen and one-half (18 1/2) hours per week will be spent at the site engaged in professional activity. At least eight (8) hours of direct client contact must take place. ***A minimum of 10 hours of the total direct client contact hours must be spent in group work over the two-semester internship.*** The remaining hours will be in other professional activities (indirect hours).

3. The Site supervisor will provide the student with at least one (1) hour of clinical supervision per week, ***including a review of a minimum of three audio or videotapes of the student's counseling sessions or live supervision***. Weekly written supervisory feedback will be given to the student.

NOTE: It is expected that a student in an internship assumes far more professional responsibility than a student enrolled in a practicum. A student in an Internship is expected to assume all the responsibilities of a regular professional staff member of the setting in which the student is doing the Internship.

INTERNSHIP CLINICAL HOURS REQUIREMENTS
(Internship I and Internship II)

Activities	Minimum Hours
Direct Client Contact Hours (individual, group, family/couples counseling, consultation, intakes, assessments, and psychoeducational prevention/workshops)	240 (120 in each internship; 10 total in group work)
Indirect Client Contact Hours (Supervision, preparation, completion of clinical paperwork and documentation including technology resources, planning, and research in preparation for client work, client staffing/team meetings, professional development training).	360 (180 in each internship) Note: Individual Supervision with a Site Supervisor needs to be 1 hour on a weekly basis; Group Supervision with University supervisor on-campus needs to be 1 and ½ hours
Total	600 clock hours

Clinical Duties: *Interns are not permitted to staff a desk, file paperwork, or engage in office administrative duties normally performed by clerical or administrative staff members as such hours will not be approved.*

INTERNSHIP EXPECTATIONS

Expectations of the Intern

1. Internship students are expected to read and understand the ACA Code of Ethics and practice by these standards. Students are also expected to demonstrate Professional Practice Competencies across all aspects of the program including time spent at the placement site (s).

2. The intern must purchase professional liability insurance before participating as an intern. **Proof of ongoing coverage must be turned in to the Internship Coordinator** *before any internship activity occurs.*

3. The intern is to negotiate and finalize the Site Supervision and Clinical Placement Agreement contract with the Site Supervisor and the University supervisor and gain the approval of the Internship Coordinator. The student will not be able to collect clinical hours at the site until the agreement is turned into the University Supervisor and Internship Coordinator.

4. The intern must complete 600 total clock hours in the internship experience. These are to be recorded on both the Weekly Hours Log & the Clinical Hours Log Sheet which is signed by the student and site supervisor. Keeping track of these hours across semesters is the responsibility of the intern. "Carrying over" hours from one semester to another is discouraged and may be done **only** when the student is enrolled in internship credits in both the preceding and current semester.

5. Internship students complete at least 240 hours of direct client contact and 360 hours of indirect client contact hours (600 total hours). There may be more than 600 hours completed during the internship experience, ***but a minimum is no less than 240 direct contact hours.***

6. **The intern is expected (whenever possible) to video record all counseling sessions**. These recorded sessions can then be presented in weekly supervision sessions with site supervisors in addition to the required class/small group presentations. Continuous recording reduces the chance that clients will wonder why recording is occurring in one session over another. Interns will need to explain that they are counselors in training and that continuous recording enables them to engage in effective supervision sessions designed to improve counseling skills and the service that the intern provides to clients. Identification as a student and requests for permission to record will also be included in the consent/disclosure statements provided to clients as deemed by the site. Additionally, continuous recording facilitates the recording of unexpected situations that require supervision consultation.

7. The intern is expected to log all activities of the internship on the Internship Hours Log form and sign, verifying that the hours are correct. Students will engage in this process in

two ways: 1. Weekly Hours Logs; 2. Clinical Hour Logs (semester-long). ***Students must maintain each log throughout the entire internship experience*** and must prepare the weekly log with the appropriate approval and signatures from the site supervisor. The Intern must bring this log to class for the university supervisor each week. The Intern will also obtain the signature of the Site Supervisor, verifying that the Semester-long Clinical Hours Log is accurate, before turning this log in to the University Supervisor at the end of each semester.

8. The intern is expected to meet with both the Site Supervisor and the University Supervisor regularly. **The meeting with the Site Supervisor must be on weekly basis for a minimum of one hour of supervision.** Weekly interaction averages one hour per week of individual and/or triadic supervision throughout the internship and is performed by the designed site supervisor.

9. The intern is also required to attend group supervision sessions with the University Supervisor throughout the semester for a minimum total of 24 hours. These supervision sessions will include the presentation of recorded counseling sessions. An average of 1 $^{1/2}$ hours per week of group supervision is provided on a regular schedule throughout the internship and performed by a program faculty member.

10. The intern is expected to complete their self-evaluation portion and elicit two Internship Clinical Mental Health Counseling Skills Evaluations of the experience from the Site Supervisor at mid-term and another at the end of the semester.

Expectations of the University Supervisor

1. The University Supervisor is to meet with the interns in classroom group sessions and be available to meet with supervisees, as needed/requested throughout the semester.

2. The group supervision sessions are to consist of both didactic and experiential activities incorporating a wide spectrum of topics, concerns, activities, and experiences of the group. The group experience includes case presentations where each student shows two separate recordings of their direct work with clients on their caseload.

3. The University Supervisor (or an appropriate representative: Internship coordinator) is to engage in ongoing contact and consultation with the Site Supervisor during the semester.

4. The University Supervisor is to provide individual students with feedback regarding their performance and turn in the final grade for the internship experience including an evaluation of the student's counseling performance throughout the internship, including documentation of a formal evaluation after the student completes the internship by a program faculty member in consultation with the site supervisor.

Expectations of the Site Supervisor

1. Site supervisors must have the following qualifications:

    a. a minimum of a master's degree, preferably in counseling, or a related profession;

    b. relevant certifications and/or licenses;

    c. a minimum of two years post-master's professional experience in the specialized practice area in which the student is enrolled;
    d. proficiency in the use of technology utilized for supervision;

    e. knowledge of the program's expectations, requirements, and evaluation procedures for students; and
    f. relevant training for in-person and/or virtual counseling supervision.

2. The Site Supervisor is to be apprised of the goals, objectives, requirements, and procedures of the program. As such Site Supervisors must attend the Site Supervisor Orientation (conducted each Spring) or view the Orientation Recording from the prior Spring (if the students start at the site in the Summer or Fall).

3. The Site Supervisor will complete a contract (*Site Supervision and Clinical Placement Agreement)* with the intern.

4. The Site Supervisor must meet with the intern about the performance in the work setting every week. This supervision needs to include but not be limited to:

    a. Instruction for the intern in all matters related to the delivery of service at the Site.
    b. The opportunity for the student to become familiar with a variety of professional activities and resources in addition to direct service (e.g., record keeping, assessment instruments, supervision, information and referral, in-service, and staff meetings).
    c. Assurance that the policies of the Site are understood and carried out. The supervisor serves as an advocate for the intern.
    d. The opportunity for the student to develop program-appropriate audio/video recordings for use in supervision or to receive live supervision of his or her interactions with clients.
    e. Clinical critique and supervision of the video, audio, and/or the personal observation of the intern's direct contact.

5. Assistance for the intern in the development of counseling and consultation skills.

6. The Site Supervisor is to provide the intern with sufficient experience in areas typically part of the Site counselor's role and function.

7. The Site Supervisor is to provide a midpoint and ending evaluation of the intern via the Internship Clinical Mental Health Counseling Skills evaluation form (see Evaluation and grading section below).

Expectations of the Internship Site

1. The Site is expected to have a sustained interest in participating in the professional education of counselors.

2. Mutual understanding between the Site and the Counselor Education program exists on the basic philosophy and goals about counseling.

3. Provision is made for ongoing professional development for the professional staff and the intern.

4. The Site will provide physical arrangements, which are conducive to a positive learning environment e.g., office and desk space, privacy for interviewing, **the ability to video or audio record sessions** (not necessarily the equipment necessary for recording), and adequate guidance relative to site record-keeping requirements.

5. The Site will provide the intern with a variety of experiences typical of those encountered by the Site counseling staff.

6. The Site will regard the intern as a professional in training and accord the intern the generally expected professional courtesies.

SECTION III: EVALUATION AND GRADING

Evaluation Process

Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's practicum and internship.

The evaluation of the student's clinical experience is based on the University Supervisor evaluation in conjunction with the scores from the Counseling Skills Evaluation and the student's self-evaluation. Completion of the course assignments, class participation, and participation in group supervision sessions will also determine the grade for the course. Failure to complete and hand in assignments may result in an Incomplete or Unsatisfactory grade for the semester.

Clinical Skills Evaluations

PRACTICUM

Practicum Counseling Skills Evaluation

The University Supervisor in collaboration with the Site Supervisor provides an evaluation of the practicum student's performance at two points in the semester (midterm and final). The Site Supervisor's input is provided in the "Site Supervisor Comments" section of the Practicum Counseling Skills Evaluation Form. It is the student's responsibility to elicit feedback and ensure the completion of the form before submitting it to their University supervisor (practicum course instructor).

INTERNSHIP

Internship Clinical Mental Health Skills Evaluation

The Site Supervisor and intern student provide two evaluations (midterm and final) each semester of the intern's performance using the Internship Skills Evaluation Form. These are to be completed both at the midterm and the end of the semester. It is the intern's responsibility to arrange these evaluation meetings, ensure the completion of the forms, and submit the completed forms to the University Supervisor.

Stakeholder Evaluations

Student Evaluation of Site and Supervisors

Students will also complete a final evaluation of their site, university, and site supervisors. The evaluations will be collected by the Internship Coordinator after the site internship, and feedback will be provided to the site and supervisors as requested and over time.

Site Supervisor Evaluation of Counseling Program

At the conclusion of the academic semester, site supervisors are sent the Site Supervisor Evaluation of the Counseling Program form. The Internship coordinator disseminates this evaluation form to all site supervisors via email.

Grading Guidelines

The University Supervisor is *ultimately responsible* for assigning a final grade for the clinical class, even though Site Supervisors can provide input into the assignment of a final grade. The grade is based on work performance, Professional Practice Competencies, and demonstrated competencies in the professional practice of counseling.

Grades are assigned according to the following guidelines:

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

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

B- or below = unsatisfactory performance. The student cannot continue to Internship I (COUN 5901) or Internship II (COUN 5902) or complete the program (if the grade is earned in Internship II), and remediation must occur before moving on in the program.

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

To continue from Practicum (COUN 5900) to Internship I (COUN 5901) to Internship II (COUN 5902), an Intern must receive a grade of "B" or above. To complete the program, an Intern must receive a grade of "B" or above in Internship II (COUN 5902).

If a student's practicum and/or internship work suggests that a final grade of B- or below might be assigned, the supervisors should address the following steps (whenever possible):

1. Inform the trainee as early as possible that her/his work is occurring at a below competency level.
2. Outline the below-satisfactory work as clearly as possible.
3. Develop a remediation plan in conjunction with all supervisors and the trainee to help the trainee work on the areas of deficiency.
4. Document this Student Remediation Plan in written form and hold a meeting with the trainee to review the areas of deficiency and have the trainee sign the document indicating that she/he understands the deficiencies.
5. Provide an adequate time frame for the trainee to implement the remediation plan and begin working at a satisfactory or above level through as much supervision and resources as necessary to help the trainee achieve success and reach a satisfactory level of work performance.

If a grade of B- or below is assigned for Practicum or Internship:
For Practicum (COUN 5900): A remediation plan can be devised to repeat the content and experience of the Clinical course, during the semester following the assignment of the B- or below (*unless the Counseling Program faculty determines that the student should not continue with the Internship or in the counseling program).* A grade of B or higher must be earned for the remediation plan for the student to continue in the Counseling program. Hours accumulated during the remediation plan will be considered as part of the Practicum experience, regardless of the number of hours already accumulated.

A trainee who earns a C for the remediation work (synonymous with a second enrollment in Practicum) will be reviewed by the Counseling Program faculty to determine if the trainee should continue in the program.

For Internship I (COUN 5901): The same procedures apply as those for Practicum.

For Internship II (COUN 5902): The same procedures apply as those for Internship I.

Unsatisfactory/Inadequate Performance:
The Unsatisfactory Trainee Performance Evaluation (Appendix K) can be used at any time during the Clinical experience when a trainee demonstrates unsatisfactory, unethical, or illegal performance at a placement site. The evaluation form will be completed by a supervisor, shared with the trainee, given to the Internship Coordinator, and eventually shared with the Counseling Program faculty.

Unethical or Illegal Performance:
Unethical or illegal performance of counseling services is sufficient to cause to administratively withdraw a student from an Internship Site and deny the student further enrollment in the Counseling program. The following reasons are examples of when an Intern might be demonstrating unsatisfactory, unethical, or illegal performance. Other reasons may be determined by the Site Supervisor or University Supervisor:

- □ Failure to follow appropriate ethical codes or legal statutes
- □ Failure to follow the administrative guidelines or expectations of counselors working at the 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 failure to follow supervisory feedback
- □ Failure to demonstrate professionalism and Professional Practice Competencies (e.g., arriving late and keeping clients waiting; poor or inadequate documentation of cases or treatment plans; poor record-keeping)
- □ Failure to provide recordings, documentation, of sessions for supervisors to evaluate
- □ Failure to maintain ethical boundaries between personal and professional roles
- □ Failure to maintain appropriate hours at the Site, keeping an appropriate ratio of direct to indirect counseling services.

SECTION IV: ETHICAL STANDARDS AND CONSIDERATIONS

American Counseling Association Ethical Standards

Stockton University's MA in Counseling Program subscribes to the American Counseling Association (ACA) ethical standards. Students of this program are expected to be aware of the codes and behave in the subscribed ethical manner. ***Students are expected to review the ACA Code of Ethics and Standards before beginning a clinical site placement.***

The 2014 code of ethics can be found on the ACA website:
https://www.counseling.org/resources/aca-code-of-ethics.pdf

Confidentiality and Informed Consent

Confidentiality has long been considered an integral part of the counselor's role with clients. Most therapists agree that maintaining the right to privacy is a basic ingredient in maintaining human dignity. The ACA code reflects this in Section B., an important section for the intern and practicing therapist to know. As the internship is a learning situation that will introduce this issue along with several other issues, the intern must understand the responsibility for the protection of the client's rights.

The trainee must take special care to obtain adequate consultation in cases that may present problems outside of the intern's range of competencies. It is the ongoing communication between the supervisors and the intern that will assist in addressing any issues that may arise in the internship experience.

The legal counterpart of confidentiality is informed consent. Given that the client has a right to confidentiality and privacy, a valid procedure needs to be followed to inform client of the limits of confidentiality. Ideally, such information is given before counseling starts and discussed with the Site Supervisor before seeing any clients. The Site may have specific forms and procedures. Independent expectations need to be clarified for the intern before seeing any clients within the Site. Students are also expected to have clients agree to and sign the permission to record form (see Clinical Forms and Documents section) before video/audio tapings with their clients.

Roles and Relationships with Clients

Appropriate roles and relationships with clients have specifically been covered in the ACA Code of Ethics Section A. Section A.6.e. states, "Counselors avoid entering non-professional relationships with former clients, their romantic partners, or their family members when the interaction is potentially harmful to the client. This applies to both in-person and electronic interactions or relationships" (p. 5). If, as an intern, if there is any concern about your role or relationship with a client, former client, their romantic partners, or family member, consultation with the supervisor is necessary.

Closure/Termination Process

Client: Ending the counseling relationship is as important a part of the counseling process as the introduction and intervention. The closure of the relationship may be a formal or informal process. The ACA Code of Ethics Section A.11 covers what is necessary for this process. Closure is an important issue that needs to be clarified and discussed with the Site Supervisor for guidance and clarity.

Supervisor: Part of the evaluation of the intern will come from the closure with the Site Supervisor. The intern needs to clearly define the benefits and growth within the internship experience as well as discuss any concerns or suggestions for the supervisor. Clear and direct communications are important aspects of the closure with the supervisor as well as the client.

PROFESSIONAL LIABILITY ISSUES

Students, as professionals in training, are to show proof of liability insurance before **placement in the field**. **Students may not start any clinical activity without first obtaining liability insurance**.

University Policy

Stockton University has liability insurance that covers students attending classes and seeing clients in the lab as part of the course work during the period that the clinical classes are in session. However, it is important to understand the University's insurance is primarily to protect the institution. The interns still need to be responsible for their own liability insurance.

Site Responsibility

The Site is typically responsible for providing liability insurance for its employees. Whether or not this includes interns is an issue that needs to be discussed with the supervisor at the time of acceptance to a Site. Nonetheless, students are expected to have their own professional liability insurance policy in addition to any policy provided by the site.

SECTION V: CRISIS MANAGEMENT AND REPORTING POLICIES

Preparing for Crisis Situations

Emergencies are likely to arise in any Site setting: a client may be abused, be considering suicide, or need temporary food and shelter. Students preparing for clinical experience need to develop a plan for dealing with crisis situations. Each student's plan will be in keeping with the Site's policies and the ACA Code of Ethics. When time is taken to consider who needs to be contacted and what the intern will do ahead of time, the intern can better respond to the client's needs. Interns are more likely to be calmer and more rational when they have a plan.

The following questions can help in the preparation of a crisis intervention plan:

1. What crises are likely to occur in this setting?
2. What person(s) at this Site are qualified to help in these emergencies?
3. What is expected of me at this site in each of these crisis situations?
4. What resources are available at this Site that will be helpful?
5. What kind of crises do I feel capable of working with effectively?
6. What kind of crises do I feel unable to handle?
7. To whom can I refer clients when I cannot be effective in a crisis?
8. What do I need to do to increase my awareness of issues such as rape or domestic violence?
9. How do I generally act in an emergency?
10. What can I do to develop the skills I need to deal effectively with crises?

Remember that you rarely must deal with a crisis alone. Your supervisors are always on call for consultation in emergencies. *Any situation which poses a danger to the client or others, or which is outside of the professional competence of the intern, needs to be brought to the attention of the supervisors as soon as possible.*

Crisis Management

The following information is provided as guidelines and issues to consider before a crisis situation occurs. Reviewing the process in dealing with a crisis is an important function of the supervisor/supervisee relationship.

SUICIDE

1. Suicide can be defined in the following manner:

   a. a person intentionally brings about his/her own death.
   b. others do not coerce the person to do the actions.
   c. death is caused by conditions arranged by the person for the purpose of bringing about his/her own death.

2. Confidentiality

The American Counseling Association endorses the following ethical standard as a definition of confidentiality and how it relates to the suicidal client:

When the client's condition indicates that there is clear and imminent danger to the client, the member must take reasonable personal action to inform responsible authorities. Consultation with other professionals must be used when possible. The assumption of responsibility for the client's behavior must be taken only after careful deliberation. The client must be involved in the resumption of responsibility as quickly as possible.

3. Risk Factors

There are certain risk factors associated with the possibility of eventual suicide:

a) Gender-- women attempt three times more frequently than men, but men actually complete suicide more than three times as often as women.

b) Age-- clients aged 19 or younger and 45 or older are considered at a higher risk.

c) Depression-- it plays a significant factor in 12 to 60% of suicides.

d) History of previous attempts.

e) Alcohol abuse

f) Loss of rational thinking--any psychosis presents a hazard to the patient if judgment and rational thought are impaired.

g) Lack of social support -- the suicidal patient often lacks significant others, employment, and/or religious support.

h) Organized Plan--the person with a well-delineated plan and access to lethal means is a far greater risk than others.

i) Sickness--chronic, debilitating, and severe illness may be a definite risk factor.

4. Intervening with the client experiencing suicidal ideation: Listed below are some of the recognized techniques used by counselors to facilitate the counseling process for suicidal clients. Be aware that each case is unique, as each client is unique.

a) Listen intelligently, sensitively, and carefully.

b) Accept and acknowledge your client's suicidal thoughts.

c) Do not give false assurances to your client. Don't say things like "Everything will be all right."

d) Be supportive of your client.

f) Don't use euphemisms. Be direct such as, "You would like to kill yourself" rather than vague expressions of the problem.

g) Bring out any ambivalence the client has. Try to increase the choices or the awareness of choices.

h) If your client is in crisis, do not leave the client alone.

i) Intervene in the search for hopefulness instead of helplessness.

j) Intervene to dispose of any weapons the client may have.

k) Tell others who would be concerned and can help. You have already informed the client of the limits of confidentiality.

l) Help your client identify and develop support systems.

m) Trust your own judgment.

n) Have available the suicide hotlines in your area.

o) Understand the procedures for commitment in your area

p) **In cases of suspected suicidal risk always seek consultation from your supervisors.**

HARM TO OTHERS

Counselors in training should know that when a client is determined to pose a threat to another's wellbeing, serious legal and ethical questions are at issue. It may be that many agencies or schools do not have an explicit policy regarding this situation. This is another issue that should be addressed with the Site Supervisor ahead of time. The intern should immediately consult the Site or University supervisor regarding a violent client if the situation occurs. To defer the supervision until a regularly scheduled meeting is due is not advisable. The institutionalized supervisory meeting may not meet the client's needs nor protect the public. Addressing the issue as soon as the awareness is available in the proper course of action for the client and intern.

SUBSTANCE ABUSE

More people are sensitive to the role and consequences of their personal substance use and abuse. However, many struggle for years without recognizing their personal abuse patterns and do not seek someone with whom to talk about it. The intern needs to learn the typical symptoms a client who is abusing may exhibit. There are many resources available for referral and information. Know the referral procedures of the site's policy on substance abuse.

CHILD ABUSE

1. Recognition:

Child abuse/neglect becomes apparent to the counselor in one of two ways: either by direct verbal report or by being uncovered indirectly via the counseling process. When uncovered directly, it is usually via a report from the victim, perpetrator, or some other party involved with the victim or perpetrator. This is the most direct method, and the position of the counselor is not to evaluate the authenticity of the report, at least not at this phase. This is the job of authorities such as the police and the Department of Family Services. However, it is also possible that counselors may indirectly, through their work with clients or students, find evidence of abuse or neglect.

2. Counselor Responsibility:

Counselors are obligated to report suspected cases of child abuse to the proper authorities and the supervisor, although caution must be exercised in evaluating the evidence. The intern needs to be concerned when several of the following characteristics are present.

3. Characteristics of Abuse or Neglect in Children:

There are some general characteristics of child abuse applicable to both the perpetrator and the victim. The most widely accepted for the abusive or neglectful parent are as follows:

a) abused as children themselves

b) socially and emotionally immature

c) low self-esteem

d) expect children to act like adults

e) cannot express frustration or anger via acceptable means

f) expectations of their children are unacceptable given their ages

g) violent marital discord

h) abuse of alcohol and/or drugs

i) inability to tolerate stress

j) lack of adequate parenting skills

k) ignore child's needs

l) is guarded in discussing family relationships

m) lack of appropriate role model

The most widely accepted general characteristics of the abused and/or neglected child are as follows:

a) inappropriate hostility directed toward adults

b) disruptive and destructive behavior

c) passive and withdrawn behavior, crying easily

d) fearful at times, not wanting to go home (or places where abuse has occurred)

e) habitual absences or tardiness from school

f) inappropriately dressed for the weather

g) failure to thrive

h) bruises, burns, or other unexplained marks

i) chronically untreated medical needs

j) constant hunger

k) sexually oriented remarks

l) sexually suggestive behavior

m) discomfort of genital areas

n) consistent high levels of anxiety

Reports of suggested child abuse or neglect should be made to the Site Supervisor, the proper authorities, and the University supervisor as soon as possible after discovery.

APPENDICES: CLINICAL FORMS AND DOCUMENTS

Please use these forms as examples and for illustrative purposes only. The official clinical forms and clinical documentation are publicly available for viewing and downloading via the MA in Counseling program website, under the "Clinical Resources" tab. These documents are also available through the Exaat program.

Appendix A: Clinical Site Approval Form
Appendix B: Site Application Form- Practicum
Appendix C: Site Application Form- Internships
Appendix D: Site Supervision and Clinical Placement Agreement
Appendix E: Weekly Clinical Hours Log
Appendix F: Permission to Record
Appendix G: Clinical Paperwork Checklist
Appendix H: Site Supervisor Evaluation of Program
Appendix I: Student Evaluation of Clinical Site
Appendix J: Student Evaluation of the University Triadic Supervisor (Practicum)
Appendix K: Unsatisfactory Trainee Performance Evaluation
Appendix L: Change in Site Evaluation Form
Appendix M: Clinical Handbook Agreement

STOCKTON
UNIVERSITY

COUNSELING PROGRAM

CLINICAL SITE APPROVAL REQUEST: CLINICAL MENTAL HEALTH COUNSELING (APPENDIX A)

Student Name_____

Current Address_____

Home Phone_____

Work Phone_____

Cell Phone_____

Email_____

Clinical Site Name_____

Clinical Site Address_____

Proposed Site Supervisor Name_____

Clinical Site Phone / Extension of Supervisor_____

Site Supervisor Email Address _____

Semester: Fall Spring Summer Change of Site
Please circle one option above

Course: Practicum Internship I Internship II
Please circle one option above

Below is the summary of Practicum (COUN 5900) and Internship (COUN 5901/5902) experience requirements. Internship activities should build upon and exceed those engaged in during COUN 5900 Practicum.

Students will learn about or participate in the following subjects and activities:

1) Collaboration with other mental health professionals
2) Organizational policies and procedures of the agency, including pertinent ethical and legal issues in clinical mental health counseling
3) Crisis intervention policies and procedures used at the site
4) Individual and group counseling

5) Culturally sensitive service and counseling modalities to serve the culturally diverse members of the community
6) Program design, implementation, and evaluation
7) Consultation
8) Referral services
9) Client advocacy
10) Assessment of clients utilizing diagnostic tools that are appropriate for the agency
11) Initial intake procedures
12) Case management
13) Documentation and record-keeping
14) Includes a minimum of one (1) hour each week of individual supervision by the Site Supervisor

Describe any additional activities the student will be engaged in at the site during Practicum and Internship.

_____

_____

Policies, Procedures and Professional Practice Agreement

This is to confirm that the counseling activities I undertake as part of my supervised field experience for the MA in Counseling Program at Stockton University will be subject to the policies, procedures, and professional practices of my placement site.

_____ _____

Student Signature Date Site Supervisor Signature Date

_____

Internship Coordinator Signature Date

STOCKTON UNIVERSITY | COUNSELING PROGRAM

SITE APPLICATION FORM – PRACTICUM (APPENDIX B)

APPLICATION FOR SEMESTER:

___SPRING (20 __) application deadline: November 1

Last Name: _____ First Name: _____

Z number: _____ Student e-mail address: _____

Student phone (day): _____

I am applying to enroll in COUN 5900 Practicum, and I have or will have the pre-requisites by the beginning of the course, and I have a grade of B or higher in Pre-practicum (COUN 5110) and a B or higher in all the other prerequisite courses:

Course	Grade
_____COUN 5110 Pre-Practicum	_____
_____COUN 5120 Psychopathology	_____
_____COUN 5115 Theories of Counseling	_____
_____COUN 5125 Ethical and Legal Issues	_____
_____COUN 5205 Foundations of CMHC	_____

By submitting this application, I understand that I will NOT be able to start my clinical placement or begin my practicum course, until I have submitted a completed **Clinical Approval Form**, ***my proposed supervisor's vita***, and a **Practicum Agreement** with appropriate signatures, to our Internship Coordinator. I am familiar with the ACA Code of Ethics, and I agree to abide by them.

_____

Practicum Student

_____

Faculty Advisor (Preceptor)

Upon submission of this application, approval by the Internship Coordinator is required to proceed with the Site Placement process.

_____Approved _____Not Approved Affiliation Agreement Y N N/A

Internship Coordinator: _____ Date: _____

STOCKTON UNIVERSITY | COUNSELING PROGRAM

SITE APPLICATION FORM – INTERNSHIP (APPENDIX C)

APPLICATION FOR SEMESTER:

___SUMMER (20 __) application deadline: April 1

___FALL (20___) application deadline: July 1

___SPRING (20___) application deadline: November 1

Last Name: _____First Name: _____

Z number: _____Student e-mail address: _____

Student phone (day): _____ Student phone (alt): _____

I am applying to enroll in COUN 5901 Internship, and I have or will have the pre-requisites by the beginning of the course, including COUN 5900 with the completion of 100 clinical hours and 27 additional credits in Counseling, for a total of 30 credits. I am proposing that my internship be in the following agency:

Name of Agency: _____Contact Person: _____

Phone number or email:

_____

Address of Site: _____

City: _____Zip code: _____

By submitting this application, I understand that I will not be registered until I have a ***Clinical Site Approval form*** (if not previously approved site), ***my supervisor's vita***, and have submitted a completed ***Internship Agreement***, with appropriate signatures, to our Internship Coordinator. I am familiar with the ACA Code of Ethics, and I agree to abide by them.

_____

Internship Student

_____

Faculty Advisor (Preceptor)

Upon submission of this application, approval by the Internship Coordinator is required to proceed with the Placement process. _____Approved _____Not Approved Affiliation Agreement Y N N/A

Internship Coordinator: _____Date: _____

STOCKTON UNIVERSITY | COUNSELING PROGRAM

Site Supervision and Clinical Placement Agreement (Contract)- (Appendix D)

Student Information:

Student: _____ Phone: _____

Student email: _____Site email: _____

Site Mailing Address: _____

City: _____State: _____Zip: _____

Site and Site Supervisor Information:

Physical Site Address: _____City: _____

State: _____Zip: _____

Site Supervisor name: _____Phone: _____

Email: _____ Site Supervisor Credentials (e.g., LPC, LMFT, NCC): _____

Lic. No.: _____Years of clinical mental health counseling practice: _____

Approved Clinical Supervisor Certificate? Y N Training in Counseling Supervision: _____

Supervision Theory/Philosophy:

Modality of Supervision (check one): F2F • Distance/Telehealth • If Distance Supervision, Please describe training/cont. ed. in Distance Supervision:

Beginning Date of Placement: _____Ending Date (last day of semester): _____

Anticipated Weekly Schedule (3-5 hours a day, 2-3 days per week- Practicum; 18 1/2 hours-24 per week, 3-5 days per week-Each Internship): *Any changes must be made in writing and communicated to all parties.*

Mon.	Tues.	Wed.	Thurs.	Friday	Sat.	Sun.

Student/Supervisor Responsibilities & Agreements
(*Please initial to indicate your agreement on each line*).

Student Responsibilities	Initials
Keep a daily/weekly log of both direct and indirect service activities. These logs must be reviewed weekly by the Site Supervisor who will sign them, indicating their approval of the hours.	
Receive weekly individual and/or triadic supervision from the Site Supervisor that averages at least one hour per week throughout the entire clinical placement experience. Students are encouraged to seek supervision outside of regularly scheduled sessions, as required.	
Engage in counseling interactions with clients (group or individual), which will be supervised by your Site Supervisor (and/or viewed by audio/video tape in supervision). University Supervisors will require verbatim accounts of counseling sessions.	
Maintain current liability insurance	
Adhere to all agency policies and procedures as required on-site.	

Supervisor Responsibilities	Initials
Attend (each Spring) or view the recording of the Site Supervisor Orientation (Fall and/or Summer)	
Review the *Site Supervisor Handbook*	
Provide the student with adequate workspace, telephone, office supplies, and staff to conduct professional activities.	
Provide the student the ability to video and/or audio record individual counseling sessions.	
Review and sign the student's daily/weekly log of both direct and indirect hours weekly. Your signature indicates your approval of the hours indicated on the log.	
Provide weekly individual and/or triadic supervision to the student that averages one hour per week throughout the clinical placement experience.	
Provide the student with the opportunity to engage in counseling interactions with clients (***must include both group and individual counseling),*** which includes at least 40 direct hours during practicum and 120 direct hours for each Internship (I & II).	
Conduct a mid and final evaluation of the student's performance.	
Communicate with the University Supervisor regarding any concerns regarding student's performance. The University Supervisor will contact Site Supervisors regularly to request regular feedback on the student's performance, however, Site Supervisors should contact the University Supervisor and Internship Coordinator with problems and concerns should they arise.	

By signing below, I am indicating that I have read, understood, and agreed to the terms of this contract.

Counselor in Training Date

Site Supervisor Date

University Supervisor Date

Internship Coordinator Date

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WEEKLY CLINICAL HOURS LOG (Appendix E)

Name: _____ **Week of:** _____

Check One: Practicum Internship I Internship II

Semester: _____ **Year:** _____

DIRECT CLIENT CONTACT HOURS			
	Date/Time	**# of Hours**	**Notes/Explanation**
Individual Counseling			
Group work			
Family/Couple Counseling			
Assessment/Intakes			
Diagnosis			
Psychoeducational Activities			
Consultation			
Other (explain)			

DIRECT WEEKLY HOUR TOTAL _____

INDIRECT CLIENT CONTACT HOURS			
	Date/Time	**# of Hours**	**Notes/Explanation**
Case Management			
Case Staffing			
Observation of Clinical Practice			
Report/Note writing, reviewing recordings, prep and or research for sessions			
Professional development (explain)			
Other (explain)			
Supervision			
	Date/Time	**# of Hours**	**Notes/Explanation**
Individual/Triadic Supervision (Prac Only)			
Individual/ Triadic Site Supervision (On-Site)			
Group Supervision (Class)			

INDIRECT WEEKLY HOUR TOTAL _____

TOTAL (Direct and Indirect) WEEKLY HOURS _____

Site Supervisor Signature _____ Date _____

Student Signature _____ Date _____

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Permission to Audio and/or Video Record (Appendix F)
Clinical Mental Health Counseling Sessions

I hereby give permission to _____,
(Counselor-in-Training Name)

a counselor-in-training at Stockton University who is completing clinical requirements at

_____, to make audio and/or video recordings of our
(Name of Site)

counseling session(s).

I understand that my counseling sessions, or that of my child, are private and that these sessions cannot be recorded or discussed outside of this agency or school without my permission. I also understand that these recordings will be used only for the purpose of providing clinical supervision to the counselor-in-training (student), either at Stockton University or in the student's clinical placement. Any person involved in providing or receiving clinical supervision is bound to the same ethical principle of confidentiality as professionals providing counseling. All recordings of counseling sessions will be destroyed or erased no later than the end of the present semester and usually within six weeks of the recording. I understand that I can withdraw this permission at any time. I understand that there will be no penalty to me if I refuse to give my permission to record.

_____ _____
(Signature of Client) (Signature of Witness)

_____ _____
(Date) (Date)

If the client is a minor (under 18 years), a parent or legal guardian must sign.

_____ _____
(Parent or Legal Guardian) (Date)

Make a copy for the client, the site supervisor, and the University supervisor at Stockton University.

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Clinical Paperwork and Requirements Checklist (Appendix G)

PRACTICUM (SPRING; FIRST YEAR):

1) Practicum Application ☐
2) Clinical Site Approval Form ☐
3) Provide/send Internship Coordinator proposed site supervisor's vita (see Site Supervisor Vita Template) ☐
4) Site Supervisor Proof of training in Counseling Supervision or ACS ☐
5) Practicum Agreement ☐
6) Obtain Liability Insurance and proof copy ☐

INTERNSHIPS (SUMMER OR FALL/SPRING OF SECOND YEAR):

1) Internship Application ☐
2) Clinical Site Approval Form ☐
3) Site Supervisor Vita ☐
4) Site Supervisor Proof of training in Counseling Supervision or ACS ☐
5) Internship Agreement (a new agreement must be completed each semester even if you are staying at the same site) ☐
6) Proof of on-going liability insurance ☐

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SITE SUPERVISOR EVALUATION OF PROGRAM (APPENDIX H)

SITE: DATE:

ADDRESS:

Please rate the Clinical Process from the MA in Counseling Program at Stockton with a check at the appropriate point on the scale.

Scaling: *1 is the lowest rating and 5 is the highest rating.*

		1	2	3	4	5
1.	Student understanding of clinical responsibilities	_____	_____	_____	__	___
2.	Quality of service provided by internship student	_____	_____	_____	__	___
3.	Degree to which student assisted the institution in meeting its goals	_____	_____	_____	__	___
4.	Degree to which faculty consultations were helpful	_____	_____	_____	__	___
5.	Ease of communication with Counseling faculty	_____	_____	_____	__	___
6.	Opportunity to contribute to student evaluations	_____	_____	_____	__	___
7.	Usefulness of Site Supervisor handbook	_____	_____	_____	__	___
8.	Would you be willing to serve as a site supervisor in the future?	Yes	_____		Nc	___

Comments / Suggestions for improvement:

_____

_____

_____

_____

Please return to: Erin Sappio, PhD, NCSP (Internship Coordinator); sappioe@stockton.edu

Evaluation Completed by:

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STUDENT EVALUATION OF CLINICAL PLACEMENT SITE (APPENDIX I)

Name: _____ Site: _____

Dates of Placement: _____to _____ Site Supervisor: _____

University Supervisor: _____

Rate the following questions about your site and experiences by the following or N/A:

Poor Average Good
1 2 3 4 5

_____Amount of on-site supervision
_____Quality and usefulness of on-site supervision
_____Relevance of experience to career goals
_____Exposure to and communication of site's goals
_____Exposure to and communication of site's procedures
_____Exposure to professional roles and functions within the site
_____Exposure to information about related community resources

Rate all following experiences that you have had at your site:

_____Report writing (case notes, treatment plans, etc.)
_____Intake interviewing
_____Administration, scoring, and interpretation of assessments/tests
_____Case presentations/staffing cases
_____Individual counseling
_____Group counseling
_____Professional Workshops/psychoeducational presentations
_____Family/couples counseling
_____Career counseling
_____Other:

_____Overall evaluation of the site

Comments, concerns, or suggestions:

_____

_____

_____

_____

Student Evaluation of University Triadic Supervisor

Stockton University, MA in Counseling Program (APPENDIX J)

Please evaluate your current individual/triadic supervisor based on the following items. Try to give feedback that will help your supervisor identify both strengths as well as areas for improvement.

Supervisor Name: _____

		Not Observed	Not Effective	Effective	Very Effective
1	Helps create a safe environment				
2	Structures supervision sessions				
3	Provides useful feedback				
4	Encourages my active involvement				
5	Is available and accessible				
6	Encourages questions				
7	Helps me understand client dynamics				
8	Supports me				
9	Challenges me to grow				
10	Helps me look at my own issues				
11	Provides helpful suggestions				
12	Is flexible and open				
13	Is fair and respectful				
14	Helps me address ethical issues				
15	Helps me with client documentation				
16	Is multiculturally responsive				
17	Invites self-reflection / evaluation				
18	Seeks my ideas and input				
19	Helps me consider my own theory				

Adapted from Campbell, J. M. (2000). *Becoming an effective supervisor: A workbook*. : A workbook. Routledge/Taylor & Francis Books; Morgan, M. (2016), UW Counseling Program

On a scale from 1 - 10, (1= very poor, 10=excellent), circle the number that reflects your perception of this supervisor's work with you (their support of your clinical work and growth).

1 2 3 4 5 6 7 8 9 10

What did you find helpful about your supervisor?

What do you wish your supervisor had done differently?

Please make any additional comments that might help your supervisor understand what they did well, and where they can work to improve.

UNSATISFACTORY COUNSELOR TRAINEE PERFORMANCE EVALUATION (APPENDIX K)

Name of Trainee:
Name of Site Supervisor:
Placement Site:
Date of Evaluation:

- 1st Notification- Date:
- 2nd Notification- Date:
- Final Notification-Date:
- No former official notice was provided; the situation is serious enough to terminate the clinical placement site

Concern/Cause: *Please check the overall area (s) of unsatisfactory/insufficient performance*

- Counseling skills and/or knowledge
- Implementing a theoretical approach to counseling
- Professionalism (e.g., arriving late, unprofessional dress/language)
- Poor documentation (e.g., inadequate progress notes or treatment plans)
- Supervision issues (e.g., missing supervision sessions, failing to attempt changes recommended by the supervisor, lack of openness to feedback)
- Ethical codes or legal statues (in violation of)
- Other (please explain):

Summary of unsatisfactory performance: Please provide a brief written summary of the unsatisfactory performance area(s):

_____	____
Site Supervisor Signature	Date
_____	____
Trainee Signature	Date
_____	____
University Supervisor Signa	Date
_____	____
Internship Coordinator Signature	Date

Change in Site Evaluation Form (Appendix L)

Student Name:
Site Name:
Site Supervisor Name:
Time period at Site:

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

___There was a formal orientation or introduction to training at this site.
___I received a sufficient introduction to the site's policies and procedures and my expectations and duties as an Intern.
___I received adequate physical space to provide counseling with appropriate confidentiality at this site.
___I was regularly assigned clients at this site.
___I had difficulty getting sufficient clients at this site to complete direct client contact hours requirements.
___I had difficulty getting opportunities to participate as a co-leader or a leader of counseling groups at this site.
___I had trouble getting the necessary equipment and physical arrangements to videotape recordings of my counseling sessions at this site.
___I was made a member of the regular staff at this site.
___I was treated with professional respect by all staff members at this site.
___I received adequate site supervision, so I never felt unsupported
___This site provided me with resources to continue my professional development.
___This site provided me with opportunities to learn about applying various counseling theories and techniques.
___This site provided me with opportunities to work with individuals representing diversity in our community.
___I would recommend this site to other interns of Stockton's MA in Counseling Program

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

_____ _____
Signature of Student Date

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CLINICAL HANDBOOK AGREEMENT

I, _____(Print Counseling Student Name) attest to the fact that **I have read the entire Stockton University MA in Counseling, Clinical (Practicum and Internship) Handbook**, and that I understand all the contents contained in the handbook. While the Counseling faculty have provided detailed information and examples, when possible, I understand that it is not possible to conceptualize or document every possible situation requiring University/Faculty intervention that may arise during Practicum and/or Internship. As such, the University and faculty may intervene as new situations arise that are not currently documented. I understand that the manual will be updated to include new information and that I will be responsible for any updates that are released.

My signature below indicates my agreement to comply with the policies designated in this handbook.

Student Name (Print):

Student Name (Signature):

Date:

LAST PAGE

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Revised 8/14/23