NEW JERSEY CITY UNIVERSITY
COLLEGE OF EDUCATION
DEPARTMENT OF COUNSELOR EDUCATION

M.A. IN COUNSELING PROGRAM

Field Experience Manual

NEW JERSEY CITY UNIVERSITY
COLLEGE OF EDUCATION
DEPARTMENT OF COUNSELOR EDUCATION

Dear Counseling Student,

Welcome to the clinical phase of the Counseling Program. Your field experiences will provide hands-on opportunities to improve your counseling skills and learn the work of the professional counselor in your chosen counseling field. Think with the "end" in mind and begin planning for Practicum early in your program.

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Part I

Introduction to the Counseling Internship

OVERVIEW OF THE PRACTICUM/INTERNSHIP PROCESS

Beginning Practicum is the most exciting part of your Counseling Program experience. Practicum is an intensive individual and group counseling field experience. The general purposes of Practicum are to improve counseling skills and to become oriented to professional practice through an introductory experience on site. Candidates will also conduct consultation, assessment, and classroom counseling. Candidates will video record individual and group counseling sessions with client and/or parent permission.

The assigned site supervisor is responsible for client care, as well as the candidate's ethical and professional conduct as a Practicum student. Students must be well prepared and committed to doing their best work. By working at the site for a semester or more, students will have the opportunity to build therapeutic relationships and respond to the needs of the clients they see, and learn from professional counselors and mental health professionals.

Candidates complete three semester field experiences: a 100-hour practicum (40 direct hours and 60 indirect hours for a total of 100) and two 300-hour semester Internships (120 direct hours and 180 indirect hours). School Counselor candidates must complete two Internships in a school under the supervision of a Certified School Counselor with two years of experience. School Counseling candidates may complete the Practicum in a mental health or school setting. In many cases, teachers complete the field experiences in their school with additional hours before and after the school day.

The following is an overview of the Practicum application process.

Practicum Application Packet and Field Experience Manual:

Detailed information is available in the Practicum Application Packet and Field Experience Manual found on the NJCU Website (**http://www.njcu.edu/department/counselor-education**). You are required to attend a Practicum Orientation the year before beginning Practicum.

Practicum Orientation:

If you plan to begin Practicum in a later semester, you can attend the Practicum orientation for information; be mindful to have the appropriately updated paperwork completed and submitted to the Counseling Program.

Course and Credit Requirements:

Students are required to complete between 21 (School Counseling Students) and 27 credits (Clinical Mental Health Students) including the four core courses (COUN 601, COUN 605, COUN 607, and COUN 608) with a B or higher and a "B-" or higher in all other courses before beginning Practicum.

Start Site Research Early:

Start your site's researches early to make an informed decision.

- Research potential sites online
- Talk with interns
- Visit sites
- Network
- Schedule informational interviews
- Speak with site representatives about site availability

Practicum Application and Practicum Agreement Deadlines:

The deadline for submitting the required **"<u>Completed</u>"** Practicum Application and the **"<u>Original</u>"** Practicum Agreement (contract) to the Clinical Coordinator will be discussed during the **"<u>Mandatory</u>"** Practicum Orientation.

Begin to conduct your site research and gather documents now after attending the Practicum orientation. Schedule your Practicum appointment with the Clinical Coordinator by email well in advance of the deadline. The Clinical Coordinator will review and approve your Practicum application at your scheduled meeting. **You must receive an approval of your Practicum application before proceeding to complete the *Request for Placement* (see appendix A), *Site Supervisor Form* (see appendix B) and Site Agreements: *Clinical Mental Health Counseling Practicum/Internship Agreement* (see appendix C) or *School Counseling Practicum/Internship agreement* (see appendix D).**

*If you register for practicum or internship course and your contract is ***not*** completed within the first two weeks of the semester, you will be dropped from the course.

Part II

Applying for and Enrolling in Practicum and Internship and Finding an Internship Site

Practicum Orientation:

If you plan to begin Practicum in a later semester, you can attend the Practicum orientation for information; be mindful to have the appropriately updated paperwork completed and submitted to the Counseling Program.

Start Site Research Early:

Start your site's researches early to make an informed decision.

- Research potential sites online
- Talk with interns
- Visit sites
- Network
- Schedule informational interviews
- Speak with site representatives about site availability

Finding your Site:

You are responsible for finding and securing your site and you will list your preferred site on your Practicum Proposal (in your Practicum Application Packet). Faculty members can provide site suggestions based on our site agreements and student placements. Site placements are competitive and some sites have additional requirements. Mental Health Sites often require COUN 609 and submission of the application a year in advance. **Sites with relatives or close friends on staff are not permitted**.

Certain sites require that your Practicum application be submitted directly from the University (e.g., Jersey City Board of Education, Jersey City Medical Center). Please read the manual thoroughly, investigate potential sites, and speak with the Clinical Coordinator if you have questions.

From spring 2020, most of the students are placed in a clinical or school site virtually. Thus, counselor education program (faculty, staff, and students) is using pro/Licensed version of zoom (end to end encryption). NJCU's counselor education program is trying to secure Supervision Assist program which will enable students to HIPAA-secure, end to end encryption cloud-recording of live sessions for later playbacks for group supervision.

Site Supervisors:

Site supervisors are required to meet the following criteria in order to be approved by the Clinical Coordinator to supervise a practicum or internship student:

- Must hold a minimum of a master's degree in Counseling or a related profession

- and the required license or certification (e.g. School Counselor Certificate, or LPC, LCSW, LCADC, LMFT, licensed Psychologist or Psychiatrist, or Nurse with advanced training in Psychiatric Nurse or Addictions).
- to have two years of experience in the program area (i.e., School Counseling or Clinical Mental Health Counseling)
- Has training in counseling supervision
- Site supervisors may not be relatives or close friends.

Supervision

In Practicum and Internship candidates will meet with their site supervisor for 1 hour of weekly supervision. Students will attend group supervision in class at NJCU one night each week during the semester in Practicum and Internship for 2.5 hours. These hours are counted as indirect services.

INFORMATION ABOUT SITES AND SITE SUPERVISORS

1. For Clinical Mental Health Counseling students, your site supervisor must be a licensed Mental Health Professional (LPC, LCSW, LCADC, LMFT, clinical nurse specialist, licensed Psychologist or Psychiatrist, etc.) with 2 years of experience. **Relatives or close friends may not be supervisors or work at the site**. Most sites require coursework in Mental Health and diagnosis and treatment planning (COUN 609, COUN 610, and COUN 686). Clinical sites serving severely mentally ill patients or only children are not recommended unless you have additional preparation.

2. For School Counseling students, your site supervisor is a Certified School Counselor with two years of experience. If you plan to log hours for the LPC, your site supervisor must also be a licensed Mental Health Professional.

3. Determine who approves your contract. For school sites, the principal or guidance director often approves your application; however, some school districts require that your name be approved by a resolution of the school board. Board meetings are usually once or twice per month.

4. School districts may require that the Request for Placements be sent directly by the University. Check with your faculty advisor or Clinical Coordinator about a specific site.

5. Make sure the site you are going to apply for Practicum **will allow** you to videotape 2 of your counseling sessions. Audio taping is only an option when videotaping is unacceptable by the site. Live supervision can be used when video or audio taping is not permitted at the site.

SAMPLE SITE LIST

Sample Sites for Clinical Mental Health Counseling:

Alliance Community Healthcare
Bayonne Community Mental Health Center
BlueCrest Recovery Center
Broadway House
Catholic Charities
Essex County Hospital
Freedom of Choice Health Care, Inc.
GenPsych PC
Hopes Cap, Inc.
Institute for Family Services
Integrity House
Jersey City Medical Center
New Bridge Medical Center
NJCU (Academic Advisement/ OSP/ Residence Hall)
Rutgers University Career Services
Saint Peter's University
The Bridge, Inc.
The Leaguers, Inc.
Trinitas Regional Medical Center

Sample Sites for School Counseling:

A. Harry Moore School, Jersey City
Bayonne School District
Bloomfield School District
East Orange School District
Golden Door Charter School, Jersey City
Hudson County Area Vocational Technical Schools
Jersey City School District
Kearny School District
Marist High School, Bayonne
Newark School District
North Bergen School District
Orange School District
Union City School District
Union Township School District
West New York School District
University Academy Charter High School

TIPS FOR STEP 1

1. Update your resume each semester and in COUN 663 Career Counseling. Consult with Professional Staff in the Career Center to "polish" your resume and your letter of interest. Resumes and cover letters with Standard English or organizational errors will not be accepted.

2. Think about your time commitments and how you will balance your employment, family, and personal responsibilities with Practicum and Internship requirements.

   School counseling interns must complete 2 semesters of Internship in a school. Most schools meet during the day. There are very few placements at night in alternative schools and vocational schools and students apply up to a year in advance for these sites.

   School Counseling students can complete their Practicum in a school or a Mental Health Counseling Site. Mental Health Counseling Sites require additional preparation including COUN 609 and 686.

   Most Mental Health Sites provide Internship/Practicum opportunities and clinical supervision only during the day. Night and weekend field experiences are very limited and students can apply up to a year in advance for these sites.

3. Update your Program Plan: *School Counseling* (see appendix E) or *Clinical Mental Health Counseling* (see appendix F) regularly with your faculty advisor and the completed Program Plan is to be included in your application packet (refer to the Practicum Application Packet).

4. Talk with students or graduates who were at your potential site. Schedule an interview with a counselor or representative (clinical director, principal, and supervisor) at your potential site. Phone and in person contacts are more effective than email. Do not give them a contract or request form until the Clinical Coordinator approves your application. Some sites will only discuss a placement with you with authorization from the University. When your Practicum application is approved, the Request for Placement will be your "authorization" that you are approved by NJCU for a placement.

5. Follow up your email with a phone call or meet the site contact person to find out if they have availability. Many sites accept candidates a year in advance. The contact person may be:

   - A counselor you know or who has been referred to you.
   - The Clinical Director or Director of the Training Program in an agency or hospital.
   - The Counseling Supervisor/Guidance Director in a school.
   - The Board of Education office representative for placements.

6. Check to assure that your transcript has no incompletes. Courses with a "C+" or lower grade must be repeated successfully before submitting your application.

7. Schedule your appointment with the Clinical Coordinator early and submit all documents together.

Request for Placement Form and Site Placement Contract

1. Upon signature from The Clinical Coordinator, students are expected to proceed with the submission of the Request for Placement Form.

2. Upon receipt of the approved RFP, the Clinical Coordinator will work with the student to send out the Site Placement Contract and Site Supervisor Information Form (requesting a copy of the site Supervisor's Counseling License or School Counseling Certification). **PLEASE NOTE:** For School Counseling Site Placements, some districts require that only the Clinical Coordinator sends out the site placement contract.

3. Large agencies and hospitals may require a Nonstandard Agreement with specific clauses for their site. These are negotiated with the University lawyer and Vice President of Academic Affairs. It may take 6-12 months to finalize, but are in place for 2-3 years. So start the process extra early if your site requires a nonstandard agreement.

4. Keep in touch with your potential site supervisor and Clinical Coordinator as you wait in receipt of the site placement contract. Being that reviewing and approving documentation may take some time.

Internship Contract:

Students can request a contract for multiple semesters, e.g. Practicum, Internship I, and/or Internship II at the same site. If you change your site, a new contract is required, which also includes a new Practicum Proposal Form and an RFP.

If you are unable to get a contract for multiple semesters then it is your responsibility to make sure you check each semester to assure that your contract is current and there are no changes.

***If you register for practicum or internship course and your contract is *not* completed within the first two weeks of the semester, you will be dropped from the course.**

Part III

Practicum and Internship Requirements

REQUIREMENTS FOR PRACTICUM

1. Students are required to complete between 21 (School Counseling Students) and 27 credits (Clinical Mental Health Students) including the four core courses (COUN 601, COUN 605, COUN 607, and COUN 608) with a B or higher and a "B-" or higher in all other courses before beginning Practicum. COUN 603, 604, 609, 629, 636, and 663 are highly recommended.

2. Clinical Mental Health Counseling students need COUN 609. COUN 686 can be taken concurrently with Practicum for some sites. School Counseling students need COUN 616 and COUN 636, COUN 663 and must complete the courses before or concurrently with Practicum and prior to Internship.

3. A minimum GPA of 3.0 with no incomplete grades or grades below a "B" in the four core courses and a "B-" in all other courses.

4. Current American Counseling Association (ACA) student membership for the duration of your field experience courses (Practicum, Internship I and Internship II).

5. Acceptable PDCA reviews from the instructor of COUN 601, COUN 605, COUN 607, and COUN 608 or from another faculty member approved by the Clinical Coordinator if the faculty member is not available.

   "Professional Disposition Competence Assessment Revised (PDCA-R)" form, (Appendix G) is to assess, monitor, and evaluate student's progress in dispositional issues throughout the program. PDCA-R has ten domains: (a) Conscientiousness, (b) Coping and Self-Care, (c) Openness, (d) Cooperativeness, (e) Moral Reasoning, (f) Interpersonal Skills, (g) Cultural Sensitivity, (h) Self-Awareness, (i) Emotional Stability, and (j) Ethical Behavior. The counselor education faculty will complete PDCA-R in four core courses (COUN 601; COUN605; COUN 607; COUN 608) and the field coursework. Students will also be given the opportunity to self-evaluate on PDCA-R before they apply for practicum. Faculty may also complete the PDCA-R in any given class when disposition concerns arise.

6. Satisfactory knowledge, skills, and dispositions determined by the Faculty Committee.

7. Time and availability to complete 40 hours of direct service, 60 hours of indirect service on a regular basis throughout semester and attendance at the weekly class.

8. Demonstrated ability and commitment to accepting feedback and complying with directions, rules, ethics, and standards of the Counseling Program and field site institutions. No remediation plan.

9. For Practicum or Internship students who will be in a school site and who are not currently certified teachers: a copy of their substitute license/criminal background check must be submitted

to the Center for Teacher Preparation and Partnerships, P203A one month prior to the start of the field experience.

Course and Credit Requirements:

Students are required to complete between 21 (School Counseling Students) and 27 credits (Clinical Mental Health Students) including the four core courses (COUN 601, COUN 605, COUN 607, and COUN 608) with a B or higher and a "B-" or higher in all other courses before beginning Practicum.

Practicum and Internship courses are 3 semester credit hours each. University group supervision takes place weekly as part of the Practicum and Internship courses.

Practicum and internship courses should not exceed a 1:12 faculty: student ratio.

Practicum and Internship Recordings:

Candidates must video record themselves and show their recordings in group supervision. Written permission of the client and parents/guardians (if needed) is required by completing the Consent to Record form in *English* (appendix H) or *Spanish* (appendix I). If the site does not permit videotaping or audio taping at the site, students can receive Live Supervision. Viewing videotaped sessions provides excellent feedback to improve skills and is an essential component of the student assessment system. Permission forms and letters explaining video procedures and confidentiality are provided after the Practicum application is approved.

Internship:

Counseling candidates complete 100 hours beginning practicum, prior to a two semester advanced 600 hour Internship (300 hours each semester). Candidates are placed in sites according to their clinical training, professional skills, and interests to provide the best experience a site.

Only one field experience may be taken each semester. Field experience courses are not offered in the Summer (Fall and Spring semesters only). All required hours and assignments must be completed during the semester unless there are extraordinary circumstances such as illness or family emergency.

Practicum Candidates:

Should complete 40 hours of direct client contact under supervision (individual counseling, group counseling, consultation and assessment) and 60 hours of indirect services (observation, report writing, individual site supervision, university group supervision, and professional development). The proportion of hours may vary according to site needs.

Internship Candidates:

Should complete 300 hours each semester for two semesters for a total of 600 hours under the supervision of the site school counselor supervisor including 120 hours of direct client service (individual counseling, group counseling, assessment and consultation,) and 180 hours of indirect services (observation, report writing, individual site supervision, university group supervision, and professional development). The proportion of hours may vary according to site needs.

Practicum/Internship Hours:

Practicum students spend a minimum of 1½ to 2 days or 10-12 hours each week of the semester at their Practicum site during Spring or Fall. Hours include both direct and indirect services. The schedule is determined by the site supervisor and the student and established for the semester. Students must be on site throughout the semester even if they complete the minimum number of hours before the semester ends. Some sites require more hours for Practicum students. Internship students complete a minimum of 3 days or nights or 18-24 hours each week. Both direct and indirect hours are required.

Direct Services:

Direct services are face-to-face clinical work with clients. Practicum requires the candidate to counsel clients regularly for several weeks. Practicum candidates may lead or co-lead a counseling group. In Internship, the number of clients will increase to complete 120 hours in direct services on site and 180 hours of indirect services. In Internship, students are required to conduct a minimum of 2 long/short-term counseling or psychoeducational groups (lead or co-lead a group) which may constitute 30% to 50% of the direct hours.

Indirect Services:

Students log indirect hours for work that supports their counseling experiences such as observation, case conferences, individual supervision, training, completing logs, progress notes, and client records, professional development, meetings, consultation, and presentations. Students may not count hours for non-counseling duties such as lunchroom, filing, or clerical paperwork or duties that do not directly support their counseling.

INTERNSHIP HOURS POLICY

CACREP Accreditation requires that candidates complete 600 total hours including at least 240 hours of direct service to clients during internship coursework. The NJCU Counselor Education program provides three internship courses within which students can complete the required coursework (6 credits of internship are the minimum requirement) as well as the hours requirements. These courses are Internship I, Internship II, and an extension of internship coursework (register as Internship V for 1-3 credits). The preferred sequence of coursework is that counselors-in-training complete 6 credits (Internship I and II) while meeting the 600-hour requirement within two semesters.

Circumstances may arise when students do not complete 300 total hours/ 120 direct hours within Internship I or reach 600 total hours/ 240 direct hours upon completion of Internship II therefore a policy is required to ensure fairness to students and completion of course requirements.

Hour Accrual Policy: Students will receive credit for up to 450 total hours/ 180 direct logged hours accrued during internship coursework including hours that exceed the number required in any given semester. For example, a student who logs 325 total hours/ 140 direct service hours during Internship I (exceeding the requirement of 300 total hours/ 120 direct service hours) will have the additional hours (25 total hours/ 20 direct service hours) credited for Internship II.

Ethical Responsibility: Students are ethically mandated (ACA Code of Ethics 2014) to meet the commitment made to internship placements including working and seeing clients through the end of the academic semester even after they have met their hour requirements.

Internship I: Students enrolled in Internship I are expected to complete 300 total hours/ 120 direct service hours within the semester they are enrolled in Internship I. This is required to pass the course with an A grade (but other course requirements also factor into grading). Circumstances sometimes prevent students from completing this requirement. In these cases, students who complete at least 240 total hours/ 100 direct service hours within the semester may receive at most an A- grade in the course (if other course requirements are met) and enroll in Internship II the following semester. Students will be required to still meet the total hours requirement to pass Internship II within the parameters described in paragraph seven (internship II section) of this policy.

Students who do not complete at least 240 total hours/ 100 direct service hours will fail Internship I and must retake Internship I as a 3-credit course. In this case, students will retain credit for the hours accrued during initial enrollment in Internship I and these will count towards the 300 total hours/ 120 direct service hours requirement for Internship I and the 600 hours/ 240 direct service hours requirement for Internship II and graduation from the program.

Internship II: Students enrolled in Internship II are expected to have accrued 600 total hours/ 240 direct service hours during enrollment in Internship I and II by the end of the semester they are enrolled in Internship II. This is required to pass the course with an A grade (but other course requirements also factor into grading) and to graduate. Circumstances sometimes prevent students from completing this requirement. In these cases, students who complete at least 480 total hours/ 200 direct service hours by the end-of-semester may receive at most an A- grade in the course (if other course requirements are met) and enroll in the extension of Internship (register as Internship V) the following semester. Students will be required to still meet the total hours requirement to pass the extension of Internship and be eligible for graduation.

STUDENT SITE LOGS AND MONTHLY SUMMARY SHEET

- Students are expected to update their weekly hour logs: *Clinical Mental Health Counseling* (appendix J) or *School Counseling* (appendix K) in Tk-20 each day. Students will review, with their site supervisor, each week before the site supervisor signs the log.

- Students are expected to submit the signed weekly log at the beginning of your class each week to the field experience course instructor (make a copy of the log before you submit it).

- Students are also expected to update their Monthly Summary Sheet each week. Submission of the Monthly Summary Sheet should take place at the beginning of the class to the field experience course instructor. Your site supervisor does not sign the monthly summary. **Students are highly encouraged to check the due dates in their course syllabus.**

Time logs are in Excel format and will be filled out and signed electronically in Tk-20.

MIDTERM AND FINAL EVALUATIONS

- *Mid-Term Evaluations* (appendix L and M) should be completed in Tk-20 by both the student and the site supervisor. It is expected that both the student and site supervisor will review their completed evaluation during a weekly supervision session. Mid-Term Evaluations are due the 8th week of the semester.

- *Final Evaluations* (appendix N and O) should be completed in Tk-20 by both the student and site supervisor. It is expected that both the student and site supervisor will review their completed evaluation during a weekly supervision session. Final Evaluations are due the 15th week of the semester.

- *Student Evaluation of Site and Site Supervisor* (appendix P) will be completed in Tk-20 by the student at the end of the academic semester.

Part IV
Responsibilities

PRACTICUM AND INTERNSHIP STANDARDS AND EXPECTATIONS

Practicum and Internship provide an opportunity for you to perform under supervision a variety of counseling activities that a professional counselor is expected to perform and to develop and refine your individual and group counseling skills. Clinical experiences provide opportunities for you to counsel clients who represent the ethnic and demographic diversity of their communities. As gatekeepers of the profession, the faculty is responsible for developing counselors-in-training and ensuring quality client care. In order to fulfill these dual responsibilities, faculty continuously evaluates your academic, professional, and personal qualities. Thus, all candidates shall….

- Demonstrate professional counseling knowledge, skills, and dispositions including warmth, genuineness, respect, integrity, unconditional positive regard, and empathy in interactions with clients, classmates, staff, and faculty, and others.

- Demonstrate the ability to accept and integrate feedback and express feelings effectively and appropriately.

- Be aware of your impact on others and accept personal responsibility for your knowledge, behavior, and attitudes.

- Obtain satisfactory PDCA-R evaluations by faculty members.

- Demonstrate knowledge of and compliance with the ACA and ASCA Code of Ethics and other relevant divisional ethical codes, regulations, and standards of conduct and continuously monitor your own performances accordingly.

- Consult immediately with your on-site supervisor, instructor, and Clinical Coordinator if you have an ethical concern or dilemma on site.

- Report any serious or potentially serious issue (e.g. suicide ideation, threat, neglect, abuse) immediately to your site supervisor/designee, instructor, and/or director of the program and follow institutional policy.

- Behave at all times as a professional counselor, graduate student, and representative of NJCU, as well as a volunteer worker and guest at the field site.

- Each student will be provided **two opportunities** to successfully complete all field experience course requirements (COUN 690, COUN 694, and COUN 695). If a student is terminated from a site placement, due to unprofessional and/or unethical behavior, the student will have to retake the field experience course the following semester (Fall or Spring).

- **If unsuccessful, after the two attempts,** the student will be evaluated by the Counseling Program Faculty to determine his/her suitability in continuing the program (Refer to the Remediation Policy included in this manual and the Counseling Student Handbook).

Responsibilities of the site supervisor:

1) Provide an orientation to the site during the first two weeks of the placement.

2) Provide opportunities for the candidates to perform the work of a counselor under supervision, be available for direction and support; and to have the student's sessions videotaped or audiotaped and or provide live supervision for university supervision.

3) Provide 1 hour per week of individual clinical supervision, sign logs, and complete a midterm and final evaluation.

Responsibilities of the university group supervisor/instructor:

1) Conduct the group supervision each week and review student's videotaped sessions.

2) Monitor logs, counseling plans and progress, and provide the final grade.

3) Communicate regularly with the site supervisor and the university coordinator by phone or in person, and immediately contact the coordinator and site supervisor should any problem or change in relation to the student, site, or college occur.

4) Assure the student's adherence to administrative policies, rules, standards, schedules, and practices of the site.

Expected School Counseling Experience

Experience/Activity*
Individual Counseling
Small Group Counseling
Parent/Family Counseling/Consultation
SAC groups
I&RS meetings
Classroom observations
Classroom programs/lessons
CST Evaluation Report/IEP meetings/annual review
Counseling department meetings
Faculty meetings
Parent programs (e.g. back-to-school, junior/senior night, PTA, family night)
Student orientation program
In-service program
Crisis intervention team/emergency response team meeting
Board of Education meeting
Faculty/district policy trainings (e.g. suicide, substance abuse, DYFS, bullying)
Enrollment/new student/withdrawal sessions
Peer leadership/peer mediation
Emotional/social skills/character education, code of conduct programs
Individual student planning
Transition program
Community outreach/collaboration program
School opening day/closing or moving up/graduation
School wide programs
College fair/college reps. instant decision day
Visit to vocation/technical school, out of district placement, or alternative school
Other:

***Site Supervisor and Intern will select and schedule experiences.**

Expected Clinical Mental Health Counseling Experience

Experience/Activity*
Individual counseling
Group counseling
Family counseling
Crisis Intervention
Consultation with family members
Consultation with staff, community resources, or referrals
Consultation other
Staff/unit meetings/case rounds
Case presentation
Support groups
Group psychoeducation
Professional development
Multidisciplinary team meeting
Crisis intervention team/CERT meeting
Assessment/case history
Testing
Registration/Intake
Discharge
Referral
Community outreach
Home visit
Agency visit
Hospital visit
Other:
Other:
Other

***Site Supervisor and Intern will plan and select experiences.**

New Jersey City University
College of Education
Department of Counselor Education

Remediation Policy

I. The Primary Areas for Review

Students' performance is holistically evaluated in the following areas:

1. **Academic Performance**

a) Academic Courses

The first time a concern is documented about a student's academic performance; the Faculty Advisor and Department Chair/Counseling Program Coordinator will meet with student and discuss and develop a remediation plan.

Students must (1) complete academic courses while maintaining a 3.0 GPA in the program; (2) abide by the College of Education Academic Integrity Policies; and (3) participate fully in learning experiences. If a student fails to maintain a 3.0 GPA, the student will meet with her/his Faculty Advisor and/or the Department Chair/Counseling Program Coordinator to discuss a plan to improve the student's GPA. The student will be given one semester to meet the required 3.0 GPA in the program. A student who receives a grade of B- or below in the 4 core courses (COUN 601, COUN 605, COUN 607, and COUN 608) must repeat the course to earn a grade of B or better.

b) Field Experience Courses (COUN 690, COUN 694, and COUN 695)

The first time a concern is documented about a student's field experience; the Clinical Coordinator, the Instructor of the field experience course, and the Site Supervisor will meet and develop a remediation plan.

In the event a student is terminated from a site placement for unprofessional/unethical conduct; the student has to withdraw from the course and repeat the course the following semester.

Students must earn a grade of B or better in all field experience courses. Any student who receives a grade of B- or below in any of the field experience courses (COUN 690, COUN 694, and COUN 695); must repeat the field experience course the following semester.

Each student will be provided two opportunities to successfully complete all field experience course requirements (COUN 690, COUN 694, and COUN 695). After the two attempts and the student is still unsuccessful, then he/she will be evaluated by the Counseling Program Faculty to determine suitability in continuing the program.

2. **Counseling Skills and Counseling Dispositions**

The first time a concern about a student's counseling skills and/or counseling dispositions are documented; the Faculty Advisor and Department Chair/Counseling Program Clinical Coordinator will meet and develop a remediation plan.

The sequence of clinical skills, including, but not limited to COUN 607, COUN 608, COUN 690, COUN 694, and COUN 695, involves the demonstration of increasingly complex counseling skills competencies. Professional behaviors and dispositions influence one's ability to provide ethical and effective services. Students have to adhere to all aspects of the American Counseling Association *Code of Ethics* (2014), demonstrate multicultural competence and accept and implement feedback from supervisors.

Students should also demonstrate openness to new experiences and different values, tolerance of ambiguity, patience, creativity, self-awareness, maturity, flexibility, ability to express feelings appropriately, acceptance of his/her own limitation, and integrity.

II. Assessment Points

Students' performance evaluation is an ongoing process while students are in the Counseling Program. However, more thorough assessment of the students' performance is conducted at the following points:

1. Admission Interview
2. Initial and ongoing Advisement Meetings with Faculty Advisor
3. Completion of 4 Core Courses and Core Reviews
4. Practicum Application Process
5. Successful Completion of Practicum, Internship I and Internship II:
    a. Mid-Term Evaluation
    b. Final Evaluation
    c. Site Evaluation
6. Completion of Internship II (readiness for graduation):
    a. E-Portfolio
    b. Counseling Skills and Counseling Dispositions demonstrated through the use of videotaping individual and group sessions and presentation of case study in field experience courses

IV. Remediation Steps

1. In addition to the aforementioned assessment points, a faculty member may bring up a student whom the faculty member has concerns about during any program meeting. Concerns may be experienced by the faculty member directly or reported by adjunct professor, staff members, site supervisors, and/or peers.

2. The first time a student fails to maintain a 3.0 GPA, receives the first unsatisfactory grade for any clinical course or when the student fails to demonstrate the graduate level of academic performance, professional and counseling skills and counseling dispositions delineated in Section I; the full time faculty members will review the information, collect supportive evidence and explore the possible course of actions to be taken. Documentation of these occurrences is kept in the student's file.

3. An initial meeting with the student will be conducted with the faculty member and may include other relevant parties such the Faculty Advisor and the Department Chair/Counseling Program Clinical Coordinator.

4. During the initial meeting, the faculty members and the student collaboratively develop a *Remediation Plan* (appendix Q) in which the concern(s) are identified and a plan is set to rectify the concern(s) are presented.

5. If the student agrees with the Remediation Plan and decides to follow it, then the student, Faculty Advisor, and the Department Chair/Counseling Program Clinical Coordinator will sign the form to indicate adheres to the Remediation Plan. The student is expected to meet with his/her Faculty Advisor once per semester to evaluate the student's progress with the goals and objectives of the Remediation Plan.

6. If the student disagrees with the Remediation Plan; the student will be provided with instructions to appeal the process and will be given the contact information of the College of Education Assistant Dean's Office to submit an official appeal.

APPENDICES

APPENDIX A

Department of Counselor Education
2039 Kennedy Boulevard, Rossey Hall 536
Jersey City, NJ 07305-1597
Phone 201-200-3400/Fax 201-200-3405

M.A. IN COUNSELING PROGRAM
PRACTICUM AND INTERNSHIP

REQUEST FOR PLACEMENT

Date: _____

To: _____(Site Supervisor)

Our formal request is to place a Counseling Master's Student at your site for Practicum/Internship under the supervision of a licensed professional who has a minimum of two years of experience.

Student's Name: _____ Gothic ID: _____

Address: _____

Cell/Emergency Phone: _____

NJCU Email: _____

Site Placement Requested

Site Name: _____

Approved Start Date and End Date (m/d/y): _____

Site Supervisor's Name (print): _____

Site Supervisor's Signature: _____ Date: _____

Approved by: _____ Date: _____
NJCU Counseling Program Clinical Coordinator

Please return this form to the department listed below. Thank you.

New Jersey City University
Department of Counselor Education
2039 Kennedy Boulevard, Rossey Hall 536
Jersey City, New Jersey 07305-1597

Please read field experience information on side 2.

REQUEST FOR PLACEMENT (Page 2 of 2)
PRACTICUM AND INTERNSHIP FIELD EXPERIENCE INFORMATION

Counseling candidates complete 100 hours beginning practicum, prior to a two semester advanced 600 hour Internship (300 hours each semester). Candidates are placed in sites according to their clinical training, professional skills, and interests to provide the best experience at a site.

Responsibilities of the Site Supervisor are to:

1) Provide an orientation of the site.

2) Provide opportunities for the candidates to perform the work of a counselor under supervision including, individual counseling, group counseling, consultation, and videotaping, audiotaping or providing live supervision in selected sessions with permission.

3) Provide one hour per week of individual clinical supervision, and complete a midterm and final evaluation.

Practicum Candidates:

Should complete 40 hours of direct client contact under supervision (individual counseling, group counseling, consultation and assessment) and 60 hours of indirect services (observation, report writing, individual site supervision, university group supervision, and professional development). The proportion of hours may vary according to site needs.

Internship Candidates:

Should complete 300 hours each semester for two semesters for a total of 600 hours under the supervision of the site counselor supervisor including 120 hours of direct client service (individual counseling, group counseling, assessment and consultation,) and 180 hours of indirect services (observation, report writing, individual site supervision, university group supervision, and professional development). The proportion of hours may vary according to site needs.

Documentation:

The candidate should provide you with a resume and transcript for your review as well as a Request for Placement Form, a Contract Agreement, and a Site Supervisor Form for you to complete and sign. If you have any question please contact this department at 201-200-3400. Thank you for your professional partnership and support of our graduate counseling student.

Department of Counselor Education
2039 Kennedy Boulevard, Rossey Hall 536
Jersey City, NJ 07305-1597
Phone 201-200-3400/Fax 201-200-3405

Dear Site Supervisor:

RE: Counseling Internship

Thank you for your consideration for serving as a site supervisor for our NJCU student intern. We are most grateful to you and your institution for your supervisory assistance, cooperation and help. Before you sign the contract, please review the following requirements for the site supervisor. These requirements are based on the CACREP (Council for Accreditation of Counseling and Related Educational Programs) standards.

- The site should allow the intern student to videotape or audiotape or engage in live supervision for some counseling sessions.
- The site supervisor needs to provide one hour weekly supervision to the student intern.
- The site supervisor needs to complete the Midterm and Final Evaluation in conjunction with the student intern during weekly supervision.
- The site supervisor should discuss the progress and concerns of the intern student with the NJCU instructor on a regular basis throughout the semester.

It is at the discretion of your agency/school to terminate the site placement at any given moment due to the unprofessional and/or unethical conduct of the student intern. We would appreciate if you can share any concerns you have of the student's performance with the NJCU Clinical Coordinator or the instructor of the Practicum/Internship class upon demonstration of the unprofessional behavior.

Should you have any questions regarding these requirements, please feel free to contact the NJCU Counseling Program Clinical Coordinator. See below:

Clinical Coordinator: Mrs. Anna Ivanova-Tatlici
Phone: 201-200-2187
Email: aivanova@njcu.edu

APPENDIX B

Student's Name: _____

NEW JERSEY CITY UNIVERSITY
DEPARTMENT OF COUNSELOR EDUCATION

SITE SUPERVISOR FORM

SITE SUPERVISOR'S INFORMATION	
Name:	
Email Address:	
Cell/Emergency Phone:	
Job Title:	
License/Certification*:	
Degrees/Major:	
Supervision Training Certification:	
Professional Experience (**attach resume**)*:	

SITE INFORMATION	
Site Name:	
Address:	
Phone:	

STUDENT'S INFORMATION	
Name:	
Address:	
Cell Phone:	
Home/Emergency Phone:	

Site Days/Hours:	

APPENDIX C

Student's Name: _____

NEW JERSEY CITY UNIVERSITY
M.A. IN COUNSELING PROGRAM

CLINICAL MENTAL HEALTH COUNSELING
PRACTICUM/INTERNSHIP AGREEMENT

This Practicum/Internship Agreement ("Agreement") is completed on _____ (m/d/y) between _____(the "Practicum/Internship Site") whose business address is _____ and New Jersey City University (the "University") M.A. in Counseling Program whose business address is 2039 Kennedy Boulevard, Jersey City, New Jersey 07305.

Terms:

The terms of this agreement shall begin on _____(m/d/y), and end on _____(m/d/y.) Either party has the right to terminate this Agreement on a thirty (30) days prior written notice to the other at the addresses set forth in the first paragraph of this Agreement, provided that with respect to any internship committed to or commenced at the time of such notice, this Agreement shall remain in effect until the completion of such internship, subject to the right of _____(the "Practicum/Internship Site") to withdraw a student from the internship program set forth in this Agreement.

Purpose:

The purpose of this Agreement is to provide qualified graduate students with a Practicum/Internship Counseling experience in the field of counseling.

Students in COUN 690 (Practicum) must complete supervised Practicum experiences that total a minimum of 100 clock hours. Forty (40) of those hours in Practicum must be in direct service to clients.

Students in COUN 694/695 (Internship I & II) must complete supervised Internship experiences that total a minimum of 300 clock hours, for each Internship Course. One hundred twenty (120) of those hours, for each Internship Course, must be in direct service to clients.

The University Agrees:

1. To assign a University Faculty Liaison to facilitate communication between the University and the Practicum/Internship Site.

2. To notify the student that he/she must adhere to administrative policies, rules, standards, schedules, and practices of the Practicum/Internship site.

3. That the University Faculty Liaison shall be available for consultation with both the Practicum Site Supervisor and students and shall immediately be contacted should any problem or change in relation to the student, site, or college occur.

4. That the University supervisor is responsible for the assignment of a fieldwork grade.

5. That the Practicum/Internship Site, in its sole discretion, makes the final determination as to whether a student is placed at the Practicum/Internship Site. And, the University agrees and understands that the Practicum Site has the final approval for placement of any student recommended by the University, and will permit the Practicum/Internship Site to withdraw the student when the student is unacceptable and undesirable to the Practicum/Internship Site for reasons of health, performance of duties, or other reasonable causes.

6. That prior to any student being placed at the Practicum/Internship Site, the University will provide written evidence of malpractice insurance coverage by providing a certificate of insurance indicating limits of liability of each incident at $2,000,000 and $4,000,000 in the aggregate and that the University will notify the Practicum/Internship Site within thirty (30) days of the malpractice insurance coverage being terminated or suspended, said termination or suspension being grounds for the termination of this Agreement.

Practicum/Internship Field Site Agrees:

1. To assign a Practicum/Internship supervisor who has appropriate credentials, time, and interest for training the Practicum/Internship student.

2. To provide opportunities for students to engage in a variety of counseling activities under supervision and for evaluating the student's performance.

3. To provide the students, subject to availability, with adequate work space, telephone, office supplies, and staff to conduct the professional activities as assigned.

4. To provide a minimum of one hour per week of individual supervision, that involves some examination of students' work using audio/video tapes, observation, and/or live supervision.

5. To provide written evaluation of the student based on criteria established by the University program.

The primary Practicum/Internship Site supervisor will be identified for a particular student being placed at the site. The training activities indicated below will be provided for the students in sufficient amounts, to the extent available, to allow adequate evaluation of the students' level of competence in each activity. The Clinical Coordinator will be the faculty liaison with whom the students and Practicum/Internship Site supervisors will communicate regarding progress, problems, and performance evaluations.

Practicum/Internship Activities:

The activities to be provided to the students by the Practicum/Internship Site may include:

1. Individual Counseling: Personal, Social, Educational, Career

2. Group Counseling: Co-leading, Leading

3. Intake Interviewing, Preliminary Assessment, Introduction to Services

4. Psychoeducational Activities: Group, Parent, Outreach, Skills Development, In-Service

5. Consultation: With Family/Parent, Teacher, Agency; for Referral, Team Collaboration

6. Report Writing, Record Keeping, Treatment Planning, Counseling Summaries

7. Individual Supervision

8. Group Supervision, Peer Supervision

9. Case Conferences, Staff Meetings

10. Other: _____

HIPAA Compliance:

The University acknowledges that Practicum/Internship Site must comply with the applicable portions of the Health Insurance Portability and Accountability Act of 1996 ("HIPAA"), and the requirements of any regulations promulgated there under including without limitation the federal privacy regulations and the federal security standards. The parties agree that protected health information, as defined in 45 *CFR* 164.504, or individually identifiable health information, as defined in 42, *USC* 1320d (collectively "PHI"), concerning Practicum/Internship Site clients will be disclosed to the University faculty and students pursuant to this Agreement. The parties agree to implement appropriate safeguards to prevent the use or disclosure of any PHI. The University agrees that it shall inform and emphasize to faculty and students that, as a condition of participation in any Practicum/Internship program, its faculty and students shall keep PHU strictly confidential in accordance with Practicum/Internship Site policies and the requirements of state and federal law, including HIPAA. Faculty and students shall not disclose any such information to anyone else unless the Practicum/Internship Site's HIPAA policies and procedures are followed. The University shall take reasonable steps so that all students and faculty are aware that PHI is confidential and must be treated as such and understand their obligations under HIPAA. The University shall specifically advise all students, faculty and officials that breaches of HIPAA shall be sufficient cause to have that person removed from participation in any Practicum/Internship Site program. The University agrees to promptly report to the Practicum/Internship Site any improper or unlawful use or disclosure of any PHI. The parties agree to make their respective internal practices, books, and records relating to the use and disclosure of PHI available to the Secretary of Health and Human Services to the extent required for determining compliance with HIPAA. Continued violations of this provision shall be considered a material breach of this Agreement. The HIPAA obligations shall survive termination of this Agreement.

IN WITNESS WHEREOF, and with full authority, the Parties hereto have executed this Agreement effective the date first above written.

FOR AND ON BEHALF OF

_____

Site Facility Name

_____

Site Supervisor's Signature

FOR AND ON BEHALF OF
NEW JERSEY CITY UNIVERSITY
M.A. IN COUNSELING PROGRAM

_____

NJCU Counseling Program Chair

APPENDIX D

Student's Name: _____

NEW JERSEY CITY UNIVERSITY
M.A. IN COUNSELING PROGRAM

SCHOOL COUNSELING
PRACTICUM/INTERNSHIP AGREEMENT

This Practicum/Internship Agreement ("Agreement") is completed on _____ (m/d/y) between _____(the "Practicum/Internship Site") whose business address is _____ and New Jersey City University (the "University") M.A. in Counseling Program whose business address is 2039 Kennedy Boulevard, Jersey City, New Jersey 07305.

Terms:

The terms of this agreement shall begin on _____ (m/d/y), and end on _____ (m/d/y.) Either party has the right to terminate this Agreement on a thirty (30) days prior written notice to the other at the addresses set forth in the first paragraph of this Agreement, provided that with respect to any internship committed to or commenced at the time of such notice, this Agreement shall remain in effect until the completion of such internship, subject to the right of _____(the "Practicum/Internship Site") to withdraw a student from the internship program set forth in this Agreement.

Purpose:

The purpose of this Agreement is to provide qualified graduate students with a Practicum/Internship Counseling experience in the field of counseling.

Students in COUN 690 (Practicum) must complete supervised Practicum experiences that total a minimum of 100 clock hours. Forty (40) of those hours in Practicum must be in direct service to clients.

Students in COUN 694/695 (Internship I & II) must complete supervised Internship experiences that total a minimum of 300 clock hours, for each Internship. One hundred twenty (120) of those hours, for each Internship, must be in direct service to clients.

The University Agrees:

1. To assign a University Faculty Liaison to facilitate communication between the University and the Practicum/Internship Site.

2. To notify the student that he/she must adhere to administrative policies, rules, standards, schedules, and practices of the Practicum/Internship site.

3. That the University Faculty Liaison shall be available for consultation with both the Practicum Site Supervisor and students and shall immediately be contacted should any problem or change in relation to the student, site, or college occur.
4. That the University supervisor is responsible for the assignment of a fieldwork grade.
5. That the Practicum/Internship Site, in its sole discretion, makes the final determination as to whether a student is placed at the Practicum/Internship Site. And, the University agrees and understands that the Practicum Site has the final approval for placement of any student recommended by the University, and will permit the Practicum/Internship Site to withdraw the student when the student is unacceptable and undesirable to the Practicum/Internship Site for reasons of health, performance of duties, or other reasonable causes.

6. That prior to any student being placed at the Practicum/Internship Site, the University will provide written evidence of malpractice insurance coverage by providing a certificate of insurance indicating limits of liability of each incident at $2,000,000 and $4,000,000 in the aggregate and that the University will notify the Practicum/Internship Site within thirty (30) days of the malpractice insurance coverage being terminated or suspended, said termination or suspension being grounds for the termination of this Agreement.

Practicum/Internship Field Site Agrees:

1. To assign a Practicum/Internship supervisor who has appropriate credentials, time, and interest for training the Practicum/Internship student.

2. To provide opportunities for students to engage in a variety of counseling activities under supervision and for evaluating the student's performance.

3. To provide the students, subject to availability, with adequate work space, telephone, office supplies, and staff to conduct the professional activities as assigned.

4. To provide a minimum of one hour per week of individual supervision, that involves some examination of students' work using audio/video tapes, observation, and/or live supervision.

5. To provide written evaluation of the student based on criteria established by the University program.

The primary Practicum/Internship Site supervisor will be identified for a particular student being placed at the site. The training activities indicated below will be provided for the students in sufficient amounts, to the extent available, to allow adequate evaluation of the students' level of competence in each activity. The Clinical Coordinator will be the faculty liaison with whom the students and Practicum/Internship Site supervisors will communicate regarding progress, problems, and performance evaluations.

Practicum/Internship Activities:

The activities to be provided to the students by the Practicum/Internship Site may include:

1. Individual Counseling: Personal, Social, Educational, Career
2. Group Counseling: Co-leading, Leading
3. Intake Interviewing, Preliminary Assessment, Introduction to Services
4. Psychoeducational Activities: Group, Parent, Outreach, Skills Development, In-Service
5. Consultation: With Family/Parent, Teacher, Agency; for Referral, Team Collaboration
6. Report Writing, Record Keeping, Treatment Planning, Counseling Summaries
7. Individual Supervision
8. Group Supervision, Peer Supervision
9. Case Conferences, Staff Meetings
10. Other: _____

IN WITNESS WHEREOF, and with full authority, the Parties hereto have executed this Agreement effective the date first above written.

FOR AND ON BEHALF OF

_____
Site Facility Name

_____
Site Supervisor's Signature

FOR AND ON BEHALF OF
NEW JERSEY CITY UNIVERSITY
M.A. IN COUNSELING PROGRAM

_____
NJCU Counseling Program Chair

APPENDIX E

NEW JERSEY CITY UNIVERSITY
DEPARTMENT OF COUNSELOR EDUCATION

SCHOOL COUNSELING PROGRAM PLAN

Name: _____ Today's Date: _____

Matric. Date: _____ Gothic ID: _____

Advisor: _____

Course #	Course Title	Credit	Semester/Grd.	Comments
COUN 601	Orientation to Professional Counseling and Ethics (Formerly Ethics, Law, & Professional Issues)	3.0		
COUN 603	Counseling and Development Across the Lifespan (Formerly Developmental Psychology)	3.0		
COUN 604	Appraisal and Assessment in Counseling (Formerly Tests and Measurements)	3.0		
COUN 605	Counseling Theories (Formerly Introduction to Counseling)	3.0		
COUN 606	Research and Program Evaluation (Formerly Research Methodology and Applications)	3.0		
COUN 607	Group Process	3.0		
COUN 608	Counseling Skills (Formerly Interviewing and Counseling)	3.0		
COUN 609[1]	Differential Diagnosis of Maladaptive Behavior (Formerly Personality Maladjustments of Children and Adolescents)	3.0		
	OR			
COUN 627	Consultation and Management Development in School Counseling	3.0		
COUN 616	Counseling, Consultation, Referral, and Resources in Schools(Therapeutic Intervention Techniques II: Consultation in Educational Settings)	3.0		
COUN 629	Multicultural Counseling	3.0		
COUN 632	Family and Couple Counseling (Formerly Family Therapy and Referral Networks)	3.0		
COUN 636	Group Counseling Theory and Practice (Formerly Advanced Practices in Group Counseling: Supervision)	3.0		
COUN 663	Career Counseling and Development	3.0		
COUN 690	Practicum in Counseling	3.0		
COUN 694	Internship I in Counseling	3.0		

COUN 695	Internship II in Counseling	3.0		
	Total Credits	48.0		

Note: [1] For those accepted BEFORE SPRING 2017: If you have not taken COUN 609, you have an option to take EITHER COUN 609 OR COUN 627 toward the 48 credit curriculum. If you have already taken COUN 609, you don't need to take COUN 627. For those accepted SPRING 2017 AND AFTER: You need to take COUN 627 instead of COUN 609. COUN 627 will be a required course as a part of the 48 credit curriculum.

APPENDIX F

NEW JERSEY CITY UNIVERSITY
DEPARTMENT OF COUNSELOR EDUCATION

CLINICAL MENTAL HEALTH COUNSELING PROGRAM PLAN

Name: _____ Today's Date: _____

Matric. Date: _____ Gothic ID: _____

Advisor: _____

Course #	Course Title	Credit	Semester/Grd.	Comments
COUN 601	Orientation to Professional Counseling & Ethics (Formerly Ethics, Law, & Professional Issues)	3.0		
COUN 603	Counseling and Development Across the Lifespan (Formerly Developmental Psychology)	3.0		
COUN 604	Appraisal and Assessment in Counseling (Formerly Tests and Measurements)	3.0		
COUN 605	Counseling Theories (Formerly Introduction to Counseling)	3.0		
COUN 606	Research Methodology & Program Evaluation (Formerly Research Methodology & Applications)	3.0		
COUN 607	Group Process	3.0		
COUN 608	Counseling Skills (Formerly Interviewing and Counseling)	3.0		
COUN 609	Differential Diagnosis of Maladaptive Behavior (Formerly Personality Maladjustments of Children & Adolescents)	3.0		
COUN 610	Clinical Mental Health Counseling (Formerly Community Mental Health Counseling)	3.0		
COUN 629	Multicultural Counseling	3.0		
COUN 632	Family and Couple Counseling (Formerly Family Therapy and Referral Networks)	3.0		
COUN 636	Group Counseling Theory and Practice (Formerly Advanced Practices in Group Counseling: Supervision)	3.0		
COUN 650	Foundations of Addictions Counseling (Formerly Psychology of Alcohol and Substance Abuse)	3.0		
COUN 663	Career Counseling and Development	3.0		
COUN 686	Case Conceptualization and Treatment Planning in Counseling (Formerly Counseling Case Studies)	3.0		
COUN 690	Practicum in Counseling	3.0		
COUN 694	Internship I in Counseling	3.0		

COUN 695	Internship II in Counseling	3.0		
COUN	Counseling Elective	3.0		
COUN	Counseling Elective	3.0		
	Total Credits	60.0		

APPENDIX G

Professional Dispositions Competency Assessment—Revised (PDCA-R)Non-Admissions Form

Person Being Rated:_____ **Rater:**_____ **Date Range for Observation:**_____

	Below Expectation SCORE: 1	Meets Expectation SCORE: 3	Above Expectation SCORE: 5	SCORE
Conscientiousness	A generally consistent pattern of behaviors such as: difficulty meeting responsibilities in a timely fashion; excessive class absences; tardiness; missing appointments or other obligations without prior notice; difficulty following directions; last minute work; lack of preparation; ineffective management of appointments/scheduling.	A generally consistent pattern of behaviors such as meeting responsibilities in a timely fashion; consistent class attendance; timeliness for class; meeting commitments and obligations; following directions; timely submission of work; advance preparation; effective management of appointment/scheduling.	A highly consistent pattern of behaviors such as meeting responsibilities in a timely fashion; consistent class attendance; timeliness for class; meeting commitments and obligations; following directions; timely submission of work; advance preparation; effective management of appointment/scheduling. Demonstration of perseverance even with unpleasant or boring tasks; outstanding self-discipline and industriousness.	
Emotional Stability	Evidence of behaviors not appropriate for clinical settings, such as (but not limited to) outbursts, excessive crying, inappropriate humor, lawless behavior, sexually inappropriate behavior, disinterested responses, over-talkative, lethargic, agitated verbal or behavioral responses to frustrating situations.	Evidence of behaviors appropriate for clinical settings, such as (but not limited to) consistently making positive contributions in academic and clinical settings, attentive body language, emotionally appropriate responses to peers, faculty, and supervisors; calm verbal and behavioral responses to frustrating situations.	Evidence of behaviors appropriate for clinical settings, such as consistently making positive contributions; modeling emotionally appropriate responses; demonstrating altruistic or pro-social behaviors; intentionally seeking opportunities for improvement; demonstrating forgiveness; setting and achieving goals; calm verbal and behavioral responses to frustrating situations.	
Self-Awareness	Displays one or more of the following: demonstrates limited ability to accurately report goals, motives, strengths and weaknesses; shows minimal effort in responding to professional or academic weaknesses; difficulty identifying poor habits; limited capacity to predict the impact of their own behavior on others and/or on groups or organizations.	Consistently displays the following: the ability to accurately report goals, motives, strengths, and weaknesses; can (if needed) produce documentation of their efforts to respond to professional or academic weaknesses; capacity to accurately identify poor habits; demonstrated ability to predict the impact of their own behavior on others and/or on groups or organizations.	Consistently displays the following behaviors: Seeks feedback from reliable sources on their behavior; gracefully addresses needed improvements without external prompting; identifies their impact on others and organizations and self-corrects when mistakes are made without external prompting.	
Interpersonal Skills	Limited capacity to accurately read and appropriately respond to social cues; lack of engagement with the external world; lack of warmth or excessive warmth. Evidence of a pattern of one or more of the following: inappropriate statements, behavior, and/or dress for context of the situation; excessive shyness, rudeness and/or dominance; lack of energy in relationships; boundary problems; difficulty managing conflict; often socially awkward; chooses not to speak up in academic or professional settings.	Accurately reads and appropriately responds to social cues; energetically engages in relationships and with the external world; appropriately warm in relationships; demonstrates the capacity to interact effectively with others; dresses appropriately for the context of the situation; manages conflict appropriately; speaks up/contributes ideas in academic and professional situations.	Behaviors convey warmth, assertiveness, expressiveness, positive affect, enthusiasm, and social giftedness. Communicates an enjoyment of being in the company of others; effectively manages difficult interpersonal situations and conflict. Relates well to others in a variety of social contexts. Makes excellent contributions in group settings.	
Cooperativeness	Behaviors that evidence a lack of cooperation, such as defensiveness; engaging in power struggles with authority figures; inappropriately competitive behaviors; expression of arrogant opinions; overly aggressive; overtly challenging supervisors; and/or a lack of willingness to accept influence.	Behaviors that evidence cooperation, such as working well with authority figures; avoiding inappropriate competition or power struggles; accepting influence from supervisors and other experts; a general display of helpful behaviors; collaborative.	Behaviors evidencing superior teamwork skills; consistently friendly; likeable; cooperative. Described by others as very collaborative and "easy to get along with;" highly sought after for service on teams, groups, and committees. Seeks "win-win" solutions to conflicts.	

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Coping and Self-Care	Displays for extended period of time one or more of the following behaviors: Disheveled physical appearance; poor hygiene; poor grooming; short tempered; fatigued or overcommitted to an extent that academic or professional behavior is negatively impacted. Lack of time management; behaviors indicative of excessive use of substances.	Consistently displays the following behaviors: well groomed; seeks health care as needed; lack of evidence of behaviors indicative of excessive use of substances; energetic in academic and professional commitments; behaviors indicative of effective time management. Not overextended.	Consistently displays the following behaviors: well groomed; professional dress and appearance; seeks health care as needed; lack of evidence of behaviors indicative of excessive use of substances; energetic in academic and professional commitments; set boundaries to consistently protect time for self-care; behaviors indicative of excellent time management. Not overextended.	
Honesty	Evidence of dishonest behavior such as plagiarism, cheating; manipulating; lack of integrity; falsehoods; Engagement in illegal activities. Engagement in behaviors reflecting a lack of capacity to judge the rightness or wrongness of actions. Failure to respect or uphold rules, policies and/or laws.	No evidence of manipulating; falsehoods; reliable and truthful in dealings with others. Behavior conveys the ability to judge the rightness or wrongness of actions. Except in rare circumstances, upholds rules, policies, and/or laws.	No evidence of questionable behaviors such as falsehoods. Reliable and truthful in dealings with others; engenders public trust. Speaks up against questionable behaviors in others. Genuine and transparent.	
Openness	Professional and academic behavior negatively impacted by lack of tolerance for ambiguity; lack of interest in professional or academic subjects; lack of willingness to engage in new learning experience, or dogmatic world-view. Lacks curiosity about new or novel situations. Alternatively, may not temper thrill-seeking behavior with good judgment.	Tolerance for ambiguity; imaginative; curious; open to new experiences; intellectually interested and engaged. Able to experience novel situations, assimilating or accommodating new information appropriately; uses good judgment to temper selection of intense experiences.	Behaviors are highly creative and ingenious. Tolerance for ambiguity. Displays courage and embraces opportunities to engage in new cultural and professional experiences. Original solutions to problems. Initiates opportunities to learn from new experiences, while carefully considering potentially harmful repercussions.	
Cultural Sensitivity	Behaviors that suggest a need for growth in cultural awareness and/or sensitivity, such as a lack of awareness of diversity factors; lack of awareness of one's own cultural heritage; lack of respect for cultural differences; closed minded; intolerance for differences; adherence to a 'one size fits all' model of counseling; behavior reflecting racist or discriminatory attitudes.	Behaviors that suggest tolerance for the culture and lifestyle differences of others; cultural sensitivity to the multiple possible factors that make up an individual's identity and how those influence the counseling process; comfortable with differences; aware of one's own heritage; respects differences.	Behaviors that suggest a high level of awareness and tolerance for culture and lifestyle differences; cultural sensitivity to the multiple possible factors that make up an individual's identity and how those influence the counseling process; aware of one's own heritage and engages in ongoing self-discovery; creates opportunities to learn about and appropriately engage in the cultures of others.	
Ethical Behavior	Evidence of one or more of the following behaviors: ethical breaches or unprofessional conduct. Engagement in behaviors reflecting a lack of capacity to judge the rightness or wrongness of actions. Failure to respect or uphold rules, policies and/or laws.	Integration of legal, ethical, and professional behavior into day-to-day actions. Behavior conveys the ability to judge the rightness or wrongness of actions. Except in rare circumstances, upholds rules, policies, and/or laws.	Integration of legal, ethical, and professional behavior into day-to-day actions. Behavior consistently conveys the ability to judge the rightness or wrongness of actions and reflects an understanding of the principles underlying laws, ethical codes, policies, and professional behavior standards. Demonstrates congruence between belief system and ethical behaviors.	
			TOTAL SCORE:	
			DISPOSITION QUOTIENT (TOTAL SCORE /10)	

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APPENDIX H

NEW JERSEY CITY UNIVERSITY
DEPARTMENT OF COUNSELOR EDUCATION
MASTER OF ARTS IN COUNSELING PROGRAM

CONSENT TO RECORD COUNSELING SESSION

I _____, grant permission for my Counselor Intern, _____, to counsel me and video and audio record my counseling sessions. My Counselor Intern is an advanced graduate student who is not yet licensed or certified and works under the supervision of _____.
I understand that my Counselor Intern is recording our sessions for his or her supervision and training. My Counselor's professor and group supervision class may view the recorded session and they will not share information outside the class.

I can turn off the tape at any time or revoke my permission to record with no consequences. I can choose to be seen or just heard in the recording. My name and identifying information will not be disclosed and confidentiality will be maintained within the limits of the law. My parent/guardian also gives permission to record if permission is required.

_____ _____
Client's Signature Date

_____ _____
Parent/Guardian's Signature Date
(if the client is under 18 years)

_____ _____
Counselor Intern's Signature Date

_____ _____
Licensed Supervisor/Counselor's Signature Date

APPENDIX I

LA UNIVERSIDAD DE LA CUIDAD DE NUEVA JERSEY

DEPARTAMENTO DE EDUCACIÓN DE CONSEJERO

PROGRAMA DE MAESTRIA EN ARTES EN CONSEJERIA

CONSENTIMIENTO PARA GRABAR SESION DE CONSEJERIA

Yo _____, otorgo permiso a que mi Consejero/a Pasante _____, me aconseje y video-grabe y / o audio-grabe mi sesión de consejería. Mi Consejero/a Pasante es un estudiante en el programa avanzado de Maestría en Consejería quienes aún no tiene licencia y trabaja bajo la supervisión de _____.

Entiendo que mi consejero/a pasante está grabando nuestras sesiones para su supervisión y propósitos de entrenamiento. El profesor de mi consejero/a y la clase de supervisión grupal podrán observar la sesión grabada y ellos no compartirán información fuera de la clase. La grabación se mantendrá confidencial con los límites de la ley y la sesión de consejería también se eliminará permanentemente después de que se haya visto con la clase.

Puedo apagar la cinta en cualquier momento o revocar mi permiso de grabar sin consecuencias. Puedo elegir ser visto o solo escuchado en la grabación. Mi nombre e información de identificación no serán divulgados y la confidencialidad se mantendrá dentro de los límites de la ley. Mi padre/guardián también da permiso para grabar si se requiere permiso.

_____ _____

Firma del Cliente Fecha

_____ _____

Firma del Padre (Si el cliente es menor de 18 años) Fecha

_____ _____

Firma del Consejero Pasante Fecha

_____ _____

Firma del Supervisor de Consejería Fecha

APPENDIX J

Weekly and Cumulative Log Portions of an Hour

[per activity of internship candidate]

HOME

Site Location:

Week Ending: ame of Counselor-in-training

Activity	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	*Total Week*	Total to Date
1. Intake								0	**0**
2. Individual Counseling								0	**0**
3. Group Counseling								0	**0**
4. Psychoeducation								0	**0**
5. Assessment								0	**0**
6. Consultation								0	**0**
7. Other:								0	**0**
Total Direct Contact	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
1. Professional Meetings								0	**0**
2. Supervison								0	**0**
3. Hallway Activities								0	**0**
4. Record Keeping								0	**0**
5. Consulting Records								0	**0**
6. Task Duties								0	**0**
7. Research / Preparation								0	**0**
8. Other								0	**0**
Total Indirect Contact	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
TOTALS	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**

Supervisor: _____

APPENDIX K

Weekly and Cumulative Log Portions of an Hour

[per activity of internship candidate]

HOME

Site Location:

Week Ending: ame of Counselor-in-training

Activity	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	*Total Week*	Total to Date
1. Academic Planning [Individual]								0	**0**
2. Individual Counseling								0	**0**
3. Group Counseling								0	**0**
4. Classroom Guidance								0	**0**
5. Consultation: Professional								0	**0**
6. Consultation: Family								0	**0**
7. Other								0	**0**
Total Direct Contact	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
1. Professional Meetings								0	**0**
2. Supervison								0	**0**
3. Hallway Activities								0	**0**
4. Record Keeping								0	**0**
5. Consulting Records								0	**0**
6. Task Duties								0	**0**
7. Research / Preparation								0	**0**
8. Other								0	**0**
9. Professional training/Workshop									
Total Indirect Contact	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
TOTALS	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**

Supervisor: _____

APPENDIX L

Counseling Program

Practicum/Internship Site supervisor's Mid-Term Evaluation

(Completed by Site Supervisor)

Student's Name_____Date_____

Site Location_____ Site Supervisor_____

_____Practicum Internship ___I ___II ___III ___IV _____Semester ___Year

I. STUDENT PROGRESS

In what areas has the student intern shown strengths?

In what areas has the student showed improvement?

In what areas does the student need to work on?

1 Strongly Disagree 2 Disagree 3 Agree 4 Strongly Agree N/A Not Applicable

A score of 3 means that you are functioning at the expected level

II. STUDENT'S PROFESSIONAL SKILLS

1. Accepts supervisor's feedback	1	2	3	4	n/a
2. Maintains client confidentiality	1	2	3	4	n/a
3. Practices ethical behavior	1	2	3	4	n/a
4. Maintains appropriate case notes and records	1	2	3	4	n/a
5. Implements goals and policies of the site	1	2	3	4	n/a
6. Identifies own strengths and weaknesses	1	2	3	4	n/a
7. Works effectively with other professionals	1	2	3	4	n/a

III. STUDENT'S COUNSELING SKILLS

1. Responds appropriately to client	1	2	3	4	n/a
2. Establishes rapport	1	2	3	4	n/a
3. Is sensitive to individual differences	1	2	3	4	n/a
4. Reflects client's feelings	1	2	3	4	n/a
5. Listens effectively	1	2	3	4	n/a
6. Helps client establish appropriate goals	1	2	3	4	n/a
7. Uses effective interventions consistent with theoretical orientation	1	2	3	4	n/a

IV-A. SCHOOL COUNSELING ONLY

1.Works effectively in the school setting	1	2	3	4	n/a
2.Addresses students' academic, personal, and career needs appropriately.	1	2	3	4	n/a
3.Collaborates and consults with teachers	1	2	3	4	n/a
4.Addresses developmental needs of students appropriately at this school level (e.g. college planning, behavior, peers, academic skills)	1	2	3	4	n/a
5. Consults effectively with parents	1	2	3	4	n/a

IV-B. MENTAL HEALTH COUNSELING ONLY

1. Conducts intakes and discharges effectively	1	2	3	4	n/a
2. Conceptualizes cases using effective diagnosis and treatment planning.	1	2	3	4	n/a
3. Integrates new session information into ongoing treatment planning.	1	2	3	4	n/a
4. Works effectively with a range of client problems	1	2	3	4	n/a
5. Addresses and corrects clinical errors.	1	2	3	4	n/a
6. Balances responsibilities e.g. sessions, appointments, record-keeping, treatment plans, supervision, and unexpected events	1	2	3	4	n/a

To provide additional comment please do so on a separate paper

Site Supervisor's Signature_____Date_____

APPENDIX M

Counseling Program

Practicum/Internship Student's Mid-Term Self-Evaluation

(Completed by Student)

Student's Name_____Date_____

Site Location_____ Site Supervisor_____

_____Practicum Internship ___I ___II ___III ___IV _____Semester ___Year

I. STUDENT PROGRESS

In what areas have you shown strengths?

In what areas have you showed improvement?

In what areas do you need to work on?

1 Strongly Disagree 2 Disagree 3 Agree 4 Strongly Agree N/A Not Applicable

A score of 3 means that you are functioning at the expected level

II. STUDENT'S PROFESSIONAL SKILLS

1. Accepts supervisor's feedback	1	2	3	4	n/a
2. Maintains client confidentiality	1	2	3	4	n/a
3. Practices ethical behavior	1	2	3	4	n/a
4. Maintains appropriate case notes and records	1	2	3	4	n/a
5. Implements goals and policies of the site	1	2	3	4	n/a
6. Identifies own strengths and weaknesses	1	2	3	4	n/a
7. Works effectively with other professionals	1	2	3	4	n/a

III. STUDENT'S COUNSELING SKILLS

1. Responds appropriately to client	1	2	3	4	n/a
2. Establishes rapport	1	2	3	4	n/a
3. Is sensitive to individual differences	1	2	3	4	n/a
4. Reflects client's feelings	1	2	3	4	n/a
5. Listens effectively	1	2	3	4	n/a
6. Helps client establish appropriate goals	1	2	3	4	n/a
7. Uses effective interventions consistent with theoretical orientation	1	2	3	4	n/a

IV-A. SCHOOL COUNSELING ONLY

1.Works effectively in the school setting	1	2	3	4	n/a
2.Addresses students' academic, personal, and career needs appropriately.	1	2	3	4	n/a
3.Collaborates and consults with teachers	1	2	3	4	n/a
4.Addresses developmental needs of students appropriately at this school level (e.g. college planning, behavior, peers, academic skills)	1	2	3	4	n/a
5. Consults effectively with parents	1	2	3	4	n/a

IV-B. MENTAL HEALTH COUNSELING ONLY

1. Conducts intakes and discharges effectively	1	2	3	4	n/a
2. Conceptualizes cases using effective diagnosis and treatment planning.	1	2	3	4	n/a
3. Integrates new session information into ongoing treatment planning.	1	2	3	4	n/a
4. Works effectively with a range of client problems	1	2	3	4	n/a
5. Addresses and corrects clinical errors.	1	2	3	4	n/a
6. Balances responsibilities e.g. sessions, appointments, record-keeping, treatment plans, supervision, and unexpected events	1	2	3	4	n/a

To provide additional comment please do so on a separate paper

Student's Signature_____Date_____

APPENDIX N

Counseling Program

Practicum/Internship Site Supervisor's Final Evaluation

(Completed by Site Supervisor)

Student's Name_____Date_____

Site Location_____ Site Supervisor_____

_____Practicum Internship ___I ___II ___III ___IV _____Semester ___Year

I. STUDENT PROGRESS

In what areas has the student intern shown strengths?

In what areas has student intern showed improvement?

In what areas does the student need to work on?

1 Strongly Disagree 2 Disagree 3 Agree 4 Strongly Agree N/A Not Applicable

A score of 3 means that you are functioning at the expected level

II. STUDENT'S PROFESSIONAL SKILLS

1. Accepts supervisor's feedback	1	2	3	4	n/a
2. Maintains client confidentiality	1	2	3	4	n/a
3. Practices ethical behavior	1	2	3	4	n/a
4. Maintains appropriate case notes and records	1	2	3	4	n/a
5. Implements goals and policies of the site	1	2	3	4	n/a
6. Identifies own strengths and weaknesses	1	2	3	4	n/a
7. Works effectively with other professionals	1	2	3	4	n/a

III. STUDENT'S COUNSELING SKILLS

1. Responds appropriately to client	1	2	3	4	n/a
2. Establishes rapport	1	2	3	4	n/a
3. Is sensitive to individual differences	1	2	3	4	n/a
4. Reflects client's feelings	1	2	3	4	n/a
5. Listens effectively	1	2	3	4	n/a
6. Helps client establish appropriate goals	1	2	3	4	n/a
7. Uses effective interventions consistent with theoretical orientation	1	2	3	4	n/a

IV-A. SCHOOL COUNSELING ONLY

1.Works effectively in the school setting	1	2	3	4	n/a

2.Addresses students' academic, personal, and career needs appropriately.	1	2	3	4	n/a
3.Collaborates and consults with teachers	1	2	3	4	n/a
4.Addresses developmental needs of students appropriately at this school level (e.g. college planning, behavior, peers, academic skills)	1	2	3	4	n/a
5. Consults effectively with parents	1	2	3	4	n/a

IV-B. MENTAL HEALTH COUNSELING ONLY

1. Conducts intakes and discharges effectively	1	2	3	4	n/a
2. Conceptualizes cases using effective diagnosis and treatment planning.	1	2	3	4	n/a
3. Integrates new session information into ongoing treatment planning.	1	2	3	4	n/a
4. Works effectively with a range of client problems	1	2	3	4	n/a
5. Addresses and corrects clinical errors.	1	2	3	4	n/a
6. Balances responsibilities e.g. sessions, appointments, record-keeping, treatment plans, supervision, and unexpected events	1	2	3	4	n/a

To provide additional comment please do so on a separate paper

Site Supervisor's Signature_____Date_____

APPENDIX O

Counseling Program
Practicum/Internship Student's Final Exam Self-Evaluation
(Completed by Student)

Student's Name_____Date_____

Site Location_____ Site Supervisor_____

_____Practicum Internship ___I ___II ___III ___IV _____Semester ___Year

I. STUDENT PROGRESS

In what areas have you shown strengths?

In what areas have you showed improvement?

In what areas do you need to work on?

1 Strongly Disagree 2 Disagree 3 Agree 4 Strongly Agree N/A Not Applicable

A score of 3 means that you are functioning at the expected level

II. STUDENT'S PROFESSIONAL SKILLS

1. Accepts supervisor's feedback	1	2	3	4	n/a
2. Maintains client confidentiality	1	2	3	4	n/a
3. Practices ethical behavior	1	2	3	4	n/a
4. Maintains appropriate case notes and records	1	2	3	4	n/a
5. Implements goals and policies of the site	1	2	3	4	n/a
6. Identifies own strengths and weaknesses	1	2	3	4	n/a
7. Works effectively with other professionals	1	2	3	4	n/a

III. STUDENT'S COUNSELING SKILLS

1. Responds appropriately to client	1	2	3	4	n/a
2. Establishes rapport	1	2	3	4	n/a
3. Is sensitive to individual differences	1	2	3	4	n/a
4. Reflects client's feelings	1	2	3	4	n/a
5. Listens effectively	1	2	3	4	n/a
6. Helps client establish appropriate goals	1	2	3	4	n/a
7. Uses effective interventions consistent with theoretical orientation	1	2	3	4	n/a

IV-A. SCHOOL COUNSELING ONLY

1.Works effectively in the school setting	1	2	3	4	n/a
2.Addresses students' academic, personal, and career needs appropriately.	1	2	3	4	n/a
3.Collaborates and consults with teachers	1	2	3	4	n/a
4.Addresses developmental needs of students appropriately at this school level (e.g. college planning, behavior, peers, academic skills)	1	2	3	4	n/a
5. Consults effectively with parents	1	2	3	4	n/a

IV-B. MENTAL HEALTH COUNSELING ONLY

1. Conducts intakes and discharges effectively	1	2	3	4	n/a
2. Conceptualizes cases using effective diagnosis and treatment planning.	1	2	3	4	n/a
3. Integrates new session information into ongoing treatment planning.	1	2	3	4	n/a
4. Works effectively with a range of client problems	1	2	3	4	n/a
5. Addresses and corrects clinical errors.	1	2	3	4	n/a
6. Balances responsibilities e.g. sessions, appointments, record-keeping, treatment plans, supervision, and unexpected events	1	2	3	4	n/a

To provide additional comment please do so on a separate paper

Student's Signature_____Date_____

APPENDIX P

New Jersey City University
Counseling Program
Student Evaluation of Practicum/Internship Site and Site Supervisor

SITE _____

STUDENT_____ SITE SUPERVISOR_____

Please review this form only with your instructor, advisor, or Coordinator

1 Inadequate/Poor 2 Sometimes Adequate 3 Adequate 4 Very Good 5 Superior

PLEASE RATE USING THE ABOVE SCALE AND ADD COMMENTS

1. Overall quality of this placement site for practicum/internship training: 1 2 3 4 5

2. Overall quality of the supervision you received at this placement site: 1 2 3 4 5

3.Exposure to appropriate professional role models – counselors engaged in the practice of the profession 1 2 3 4 5

4.Opportunity to interact with people from related professions, e.g. LDC,, school psychology, student assistance, social work, LCADC, psychology, psychiatry, occupational therapy,
1 2 3 4 5

5.A diverse range of appropriate training experiences (e.g. client contact/intake, crisis intervention, assessment, staff meetings, consultation, referral, small and large groups). 1 2 3 4 5

Please describe:

6.Opportunity to share experiences with other trainees at your level 1 2 3 4 5

Please describe

7. Physical space, office accommodations, facilities, and the space you used: 1 2 3 4 5

8. Available assessment/ intake materials and supplies needed: 1 2 3 4 5

Please describe even if you did not use:

9. Institution's willingness to use overall facility as a training site not just your unit

1 2 3 4 5

10.Opportunity to interact with and work with a culturally diverse population. 1 2 3 4 5

Please describe

11. Opportunity to become involved in counseling professional association membership, conferences, and networking. 1 2 3 4 5

Please describe

12. Ease in and support for getting clients 1 2 3 4 5

13. Comfort level with staff 1 2 3 4 5

14. Using 1 (never) to 5 (enthusiastically), would you recommend this site to another student?

` 1 2 3 4 5

15. Using 1 (never) to 5 (enthusiastically), would you recommend your site supervisor to another student?

1 2 3 4 5

Check methods your supervisor used:

_____ Reviewed videotapes

_____ Reviewed audiotapes

_____ Live observation

_____ Co-counseling

_____ Reviewed case presentation

_____ Reviewed transcriptions

_____ One way mirror

_____ Microphone/earphone

_____ Group supervision

_____ Modeling

_____ Role play

_____ Individual supervision

_____ Consult with others

_____ Other

16. Did you get the kind of supervision you wanted?

1. No, definitely not
2. No, not really
3. Yes, generally
4. Yes, definitely

17. To what extent has your site supervisor fit your needs?

4 Almost all my needs have been met

3 Most of my needs have been met

2 Only a few of my needs have been met

1 None of my needs have been met

18. How satisfied are you with the amount of supervision you have received?

1 Quit dissatisfied

2 Indifferent or mildly dissatisfied

3 Mostly satisfied

4 Very satisfied

19. Has the supervision you received helped you to deal more effectively in your role as a school or mental health counselor?

1. No, definitely not

2. No, not really
3. Yes, generally
4. Yes, definitely

Your comments:

Student Signature_____ Date_____

NJCU Internship Coordinator/ Instructor Signature_____

Date_____

APPENDIX Q

New Jersey City University
College of Education
Department of Counselor Education

Area of Concern/Remediation Plan

Date of Meeting:	
Student's Name:	Student's Gothic ID#:
Attended Faculty Members/Site Supervisor:	
Reported Concern:	

Remediation Plan

Area of Concern	Remediation Goal	Target Date

Student Signature and Date

Faculty Advisor Signature and Date

Department Chair/Counseling Program Clinical Coordinator Signature and Date

Follow Up Meeting Date/Signatures	Student's Progress