INTRODUCTION

Many students have questions or concerns about the clinical course sequence, and this manual is designed to assist in addressing these concerns.

The Practicum/Internship course sequence is designed as a culminating departmental experience which 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 his/her clients. Therefore, the student must have completed a minimum of 24 credit hours of course work which includes the completion of the following core courses: COUN 501 Introduction to Counseling, COUN 670 Counseling Theory and Techniques and COUN 675 Group Counseling (COUN 675 may be taken concurrently with COUN 690).

Additionally, the following course work must be completed prior to COUN 690 for students in a specific academic discipline:

- School Counseling - COUN 660
- Clinical Mental Health Counseling – COUN 545
- Marriage, Couple and Family Counseling and Therapy - COUN 600, COUN 601, and COUN 602

The following course work must also be completed prior to COUN 693 or COUN 694 for students in a specific academic discipline:

- School Counseling – EPSY 661
- Clinical Mental Health Counseling – COUN 555
- Addictions track within Clinical Mental Health Counseling – COUN 551 and COUN 553
- Marriage, Couple and Family Counseling and Therapy – COUN 603

The student must plan to finish his/her program in the academic year the internship is completed.

The course sequence is designed to include participation in intensive “hands on” experiences in an area of counseling at a site of the student’s choice. Weekly on-campus seminars will be held to integrate theory and small group practice and to enable the student to discuss clinical experiences and concerns. In addition, one hour of individual supervision is scheduled on campus with a faculty individual supervisor during the Practicum semester.

The clinical sequence is offered as a series of two or three semester courses. The Department assumes that the individual who takes this series of courses is ready for this intensive experience. In the event the individual cannot demonstrate the basic counselor
skills and knowledge competencies required to counsel clients at the Clinical Site, the TCNJ faculty instructor may require course withdrawal, appropriate remediation, and/or alternative placement and scheduling.

Students are expected to behave professionally at their clinical sites and to follow the American Counseling Association (ACA) Ethical Standards in the performance of all clinical responsibilities. The faculty supervisor reserves the right to (1) discipline and/or dismiss from the course any student who behaves unprofessionally or unethically at the site, and (2) exact grading penalties, including grades of F, for the course or for any work or assignments associated with such disciplinary actions.

The following page provides a summary of important information concerning the clinical sequence.
THE CE CLINICAL EXPERIENCE

IMPORTANT INFORMATION

Do you qualify for clinical placement at this time?

- Completed 24 credits
- Completed the following core courses: COUN 501 Introduction to Counseling, COUN 670 Counseling Theory and Techniques, COUN 675 Group Counseling (or concurrently)
- Plan to graduate at the completion of internship
- Program specific requirements prior to Practicum (COUN 690):
  a. School Counseling - COUN 660
  b. Clinical Mental Health Counseling – COUN 545
  c. Marriage, Couple and Family Counseling and Therapy - COUN 600, COUN 601, and COUN 602

- Program specific requirements prior to Internship (COUN 693 or 694):
  a. School Counseling – EPSY 661
  b. Clinical Mental Health Counseling – COUN 555
  c. Addictions track within Clinical Mental Health Counseling – COUN 551 and COUN 553
  d. Marriage, Couple and Family Counseling and Therapy – COUN 603

Select your clinical site

- Does it meet your professional needs?
- Does the site supervisor have a minimum of an MA and 2 years of professional experience?
- Does the site supervisor have appropriate certifications and licenses?
- Does the site supervisor have relevant training in clinical supervision (e.g., has completed training and/or a course in supervision, is an approved clinical supervisor, etc.)? (see the Site Supervisor Vita for more details)
- Is the site supervisor able to have time for regular supervision (a minimum of one hour per week for individual supervision)?
Will you be able to audio/videotape counseling sessions?

How much time must I devote to my clinical experience?

- A total of 720 hours (120 hours of Practicum hours and 600 hours of Internship hours)
- 280 hours (of the 720) must be direct client contact including individual, group, consultation, and other counseling services (e.g., family counseling, addictions counseling) relevant to the student’s program specialization
- 1 hour per week of on-site supervision by your site supervisor
- 1 hour per week of **ON CAMPUS** individual supervision during the Practicum
- 1 1/2 hours per week in class with your faculty group supervisor

**CLINICAL SEQUENCE**

Practicum (COUN690) is the first course in this clinical course sequence, and followed by Internship (COUN 693 or COUN 694/695) which can be completed in either one-term or two-terms. A student taking a one-term Internship will take Practicum (COUN 690) in the fall semester. A student taking a two-term Internship will take Practicum (COUN 690) in either the spring or summer term prior to Internship. The student must plan to finish his/her program in the academic year the internship (COUN 693 or 695) is completed.

Students in the Clinical Mental Health Counseling Program or Marriage, Couple, and Family Counseling and Therapy Program may choose one of the following clinical course sequence options.

<table>
<thead>
<tr>
<th></th>
<th>Practicum (COUN 690)</th>
<th>Internship (COUN 693 OR COUN 694/695)</th>
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</thead>
<tbody>
<tr>
<td><strong>Option 1:</strong></td>
<td>Spring semester</td>
<td>COUN 694 in Fall semester AND</td>
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<td>COUN 695 in Spring semester</td>
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<tr>
<td><strong>Option 2</strong></td>
<td>Summer</td>
<td>COUN 694 in Fall semester AND</td>
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<td>COUN 695 in Spring semester</td>
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<tr>
<td><strong>Option 3</strong></td>
<td>Fall semester</td>
<td>COUN 693 in Spring semester</td>
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</tbody>
</table>
Students in the School Counseling Program may choose one of the following clinical course sequence options.

<table>
<thead>
<tr>
<th>Option 1</th>
<th>Practicum (COUN 690)</th>
<th>Internship (COUN 693 OR COUN 694/695)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring semester</td>
<td>COUN 694 in Fall semester AND COUN 695 in Spring semester</td>
<td></td>
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</tbody>
</table>

| Option 2  | Fall semester | COUN 693 in Spring semester |
PRACTICUM SEMINAR (COUN 690)

Course Description

The purpose of this course is to provide students with highly supervised counseling experiences. Students will establish counseling relationships with appropriate clients, develop and implement counseling interventions, and work within the structure of a counseling site. Students are required to participate in a practicum placement experience specific to their counseling program specialization. The practicum placement will be approved and supervised by the college. Field visitations as well as individual and group supervision will be integral parts of this practicum experience.

Learning Goals

A. Overarching Goals
1. Demonstrates knowledge of social and cultural issues which affect clients and counseling processes and understands the significance of culturally-respected behaviors that promote optimal development [II G.2.e] (CF3)

2. Explains the formal and informal organizational structure of a counseling agency (community agency students) or analyzes the similarities and/or differences of counseling services across the K-12 grade levels (school counseling students). [II G.1.b] (CF1)

3. Discusses professional development pertinent to counselors, including professional organizations and membership benefits, licensure and certifications, accreditation standards, and current issues in the field. [II G.1.f; G.1.g.] (CF2, CF5)

4. Identifies the legal and ethical issues involved in working with clients and their families. [II G.1.j] (CF1, CF5)

5. Establishes a working alliance with clients and utilizes essential interviewing and counseling skills to develop a therapeutic relationship, establishes appropriate counseling goals, and designs intervention strategies. [II G.5. b; II G.5.c] (CF2, CF4)

6. Prepares, reviews and discusses audio and/or videotapes of student’s interactions with clients. Applies one’s selected counseling theories and/or systems orientation to a case conceptualization in a thoughtful manner (II G.5.d, e] (CF1, CF2)
B. Content Learning Goals

**Clinical Mental Health Counseling**

1. Understands ethical and legal considerations specifically related to the practice of clinical mental health counseling (CMHC.A.2)

2. Knows the professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling (CMHC.A.4)

3. Understands the management of mental health services and programs, including areas such as administration, finance, and accountability (CMHC.A.8)

4. Knows the models, methods, and principles of program development and service delivery (CMHC.C.3)

5. Understands professional issues relevant to the practice of clinical mental health counseling (CMHC.C.9)

**Marriage, Couple, and Family Counseling and Therapy**

1. Understands ethical and legal considerations specifically related to the practice of the marriage, couple, and family counseling (MCFCT.A.2)

2. Knows the professional organizations, preparation standards, and credentials relevant to the practice of marriage, couple, and family counseling (MCFCT.A.4)

3. Understands professional issues relevant to the practice of marriage, couple, and family counseling, including recognition, reimbursement, and right to practice (MCFCT.C.4)

**School Counseling**

1. Understands ethical and legal considerations specifically related to the practice of school counseling (SC.A.2)

2. Knows roles, functions, settings, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school (SC.A.3)
3. Knows the professional organizations, preparation standards, and credentials relevant to the practice of school counseling (SCA.4)

4. Understands the influence of multiple factors that may affect the personal, social, and academic functioning of students (SC.G.1)

5. Understands the relationship of the school counseling program to the academic mission of the school (SC.K.1)

6. Understands the important role of the school counselor as a system change agent (SC.O.4)

7. Understands the school counselor’s role in student assistance programs, school leadership, curriculum and advisory meetings (SC.O.5)

C. Performance Goals

For Clinical Mental Health Counseling

1. Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling (CMHC B1).

2. Applies knowledge of public mental health policy, financing, and regulatory processes to improve service delivery opportunities in clinical mental health counseling (CMHC B2).

3. Applies current recordkeeping standards related to CMHC (CMHC.D.7)

4. Demonstrates the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate (CMHC.D.9)

5. Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols (CMHC.H.1)

6. Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management (CMHC.H.2)

7. Differentiates between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events (CMHC. L.3)
Marriage, Couple, and Family Counseling and Therapy

1. Demonstrates the ability to apply and adhere to ethical and legal standards in marriage, couple, and family counseling (MCFCT.B1)

2. Demonstrates the ability to select models or techniques appropriate to couples’ or families’ presenting problems (MCFCT.B.2)

3. Uses systems theory to conceptualize issues in MCFC (MCFCT.D.2)

4. Uses systems theories to implement treatment, planning, and intervention strategies (MCFCT.D.3)

5. Adheres to confidentiality responsibilities, the legal responsibilities, and liabilities of clinical practice and research, family law, record keeping, reimbursement, and the business aspects of practice (MCFCT.D.5)

6. Demonstrates the ability to recognize his or her own limitations as a marriage, couple, and family counselor and to seek supervision or refer clients when appropriate (MCFCT.D.6)

7. Applies skills in interviewing, assessment, and case management for working with individuals, couples, and families from a system’s perspective (MCFCT.H.1)

8. Determines which members of a family system should be involved in treatment (MCFCT. H3)

School Counseling

1. Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling (SC.B.1)

2. Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students (SC.D2)

3. Demonstrates the ability to recognize his or her own limitations as a school counselor and to seek supervision or refer clients when appropriate (SC.D.5)

4. Engages parents, guardians, and families to promote the academic, career, and personal/social development of students (SC.F.4)

5. Makes appropriate referrals to school and/or community resources (SC.H.4)

6. Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school (SC.N.1)
7. Uses referral procedures with helping agents in the community to secure assistance for students and their families (SC.N.5)

Clinical Requirements for Practicum

Practicum COUN 690 requires a one hundred twenty (120) hour clinical experience during one academic term. Forty (40) of these hours must be in direct client contact. For students in Marriage, Couple, and Family Counseling and Therapy Program, a minimum of 20 hours of the required hours must be in relational work (couple, marital, and/or family counseling). For the students in the Clinical Mental Health Counseling Program with addictions counseling concentration, a minimum of 20 hours of the direct client contact must be in addictions counseling. The remaining hours will be in other professional activities. The Practicum will also consist of a variety of supervised clinical experiences including:

1. A one and one-half (1 1/2) hour group seminar that will meet each week at the college. A faculty member will give direction to the practicum experiences and will be a liaison with the On Campus Individual Supervisor and Site Supervisor.

2. 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.

3. 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. Refer to the Weekly Supervision Session Log in the Appendix Section.

4. The student will also be assigned to a faculty or an affiliate faculty member who will serve as his/her On Campus Individual 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). On campus individual 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.
INTERNERSHIP COUN 693 (ONE TERM) OR COUN 694/695 (TWO TERMS)

Course Description

The purpose of this course is to provide students with an intensive, supervised on-the-job counseling experience specific to students’ counselor education program specialization and totaling a minimum of 600 hours. Emphasis will be upon analyzing and strengthening the application of counseling skills, maximizing utilization of community resources and facilities, and identifying and developing the consultation skills needed to negotiate professional counseling and administrative systems. Internship placements will be approved and supervised by the college. Advanced level weekly on site individual and on campus group supervision sessions are required components of this internship experience.

LEARNING GOALS

A. Overarching Goals

1. Discusses professional development pertinent to counselors, including professional organizations and membership benefits, licensure and certifications, accreditation standards, and current issues in the field. [II G.1.f; G.1.g.] (CF2, CF5)

3. Identifies the legal and ethical issues involved in working with clients and their families [II.G1.j] (CF1, CF5)

4. Displays effective counselors characteristic and behaviors as well as evaluates the impact of his/her own counseling style on client populations including individual, group, and couple/family [II.G.5b](CF5)

5. Provides peer support and consultation through class discussion and exercises, including self-care strategies as part of professional development [II.G.1d](CF5)

6. Demonstrates knowledge of social and cultural issues which affect clients and counseling processes and understands the significance of culturally-respected behaviors that promote optimal development [II G.2.e] (CF3)

7. Explores opportunities to advocate for policies, programs, and services that foster social, personal, and career/academic development of clients [II.G.1i](CF5)

8. Understands useful counseling modalities and strategies in working with clients of diverse backgrounds [II.G.2.d] (CF3)

9. Conceptualizes client cases with respect to nature of the problem, history of the client, personality, developmental stages, and cultural, familial, and environmental
factors, and then develop treatment plans including goals and strategies based on this conceptualization. Is able to apply one’s working theoretical orientation to case conceptualizations. [II.G.5d,e](CF3, CF4)

10. Establishes a working alliance with clients and utilizes essential interviewing and counseling skills to develop a therapeutic relationship, establishes appropriate counseling goals, and designs intervention strategies. [II G.5. b; II G.5.c] (CF2, CF4)

11. Understands and performs effective consultation, coordination and referral services by utilizing appropriate school and/or community resources [(II.G.5.f](CF2, CF5)

**B. Program Specific Content Learning Goals**

**Clinical Mental Health Counseling (CMHC)**

1. Understands ethical and legal considerations specifically related to the practice of clinical mental health counseling (CMHC. A.2)

2. Knows the professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling (CMHC.A.4)

3. Understands a variety of models and theories related to clinical mental health counseling, including the methods, models, and principles of clinical supervision (CMHC.A.5)

4. Understands the impact of crises, disasters, and other trauma-causing events on people (CMHC.A.9)

5. Understands the principles of crisis intervention for people during crises, disasters, and other trauma-causing events (CMHC.C.6)

6. Recognizes the importance of family, social networks, and community systems in the treatment of mental health and emotional disorders (CMHC.C8)

7. Understands professional issues relevant to the practice of clinical mental health counseling (CMHC.C.9)

8. Understands how living in a multicultural society affects clients who are seeking clinical mental health counseling services (CMHC.E.1)
**Marriage, Couple, and Family Counseling and Therapy (MCFCT)**

1. Understands ethical and legal considerations specifically related to the practice of the marriage, couple, and family counseling (MCFCT.A.2)

2. Knows the professional organizations, preparation standards, and credentials relevant to the practice of marriage, couple, and family counseling (MCFCT.A.4)

3. Recognizes specific problems and interventions that can enhance family functioning (MCFCT.C.2)

4. Understands professional issues relevant to the practice of marriage, couple, and family counseling, including recognition, reimbursement, and right to practice (MCFCT.C.4)

5. Understands how living in a multicultural society affects couples and families (MCFCT.E.1)

**School Counseling (SC)**

1. Understands ethical and legal considerations specifically related to the practice of school counseling (SC.A.2)

2. Knows roles, functions, settings, and professional identify of the school counselor in relation to the roles of other professional and support personnel in the school (SC.A.3)

3. Knows professional organizations, preparation standards, and credentials that are relevant to the practice of school counseling (SC.A.4)

4. Understands the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development (SC.A6)

5. Understands the operation of the school emergency management plan and the roles and responsibilities of the school counselor during crises, disasters, and other trauma-causing events (SC.A.7)

6. Knows strategies for helping students identify strengths and cope with environmental and developmental problems (SC.C.3)

7. Understands the potential impact of crises, emergencies, and disasters on students, educators, and schools, and knows the skills needed for crisis intervention (SC.C.6)
8. Understands the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning (SC.E.1)

9. Understands the influence of multiple factors that may affect the personal, social, and academic functioning of students (SC.G.1)

10. Understands the relationship of the school counseling program to the academic mission of the school (SC.K.1)

C. Program Specific Performance Goals

Clinical Mental Health Counseling (CMHC)

1. Demonstrates the ability to apply and adhere to ethical and legal standards in CMHC (CMHC.B.1)

2. Applies knowledge of public mental health policy, financing, and regulatory processes to improve service delivery opportunities in clinical mental health counseling (CMHC.B.2)

3. Uses the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling (CMHC.D.1)

4. Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders (CMHC.D.2)

5. Promotes optimal human development, wellness, and mental health through prevention, education, and advocacy activities (CMHC.D.3)

6. Applies effective strategies to promote client understanding of and access to a variety of community services (CMHC.D.4)

7. Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling (CMHC.D.5)

8. Demonstrates the ability to use procedures for assessing and managing suicide risk (CMHC.D.6)

9. Applies current recordkeeping standards related to CMHC (CMHC.D.7)
10. Demonstrates the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate (CMHC.D.9)

11. Maintains information regarding community resources to make appropriate referrals (CMHC.F.1)

12. Advocates for policies, programs, and services that are equitable and responsive to the unique needs of clients (CMHC.F.2)

13. Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations (CMHC.F.3)

14. Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols (CMHC.H.1)

15. Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management (CMHC.H.2)

16. Screens for addiction, aggression, and danger to self-and/or others, as well as co-occurring mental disorders (CMHC.H.3)

17. Applies relevant research findings to inform the practice of clinical mental health counseling (CMHC.J.1)

18. Develops measurable outcomes for clinical mental health counseling, program, interventions, and treatments (CMHC.J.2)

19. Demonstrates appropriate use of diagnostic tools, including the current edition of the DSM, to describe the symptoms and clinical presentation of clients with mental and emotional impairments (CMHC.L.1)

20. Is able to conceptualize and accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals (CMHC.L.2)

**Marriage, Couple, and Family Counseling and Therapy (MCFCT)**

1. Demonstrates the ability to apply and adhere to ethical and legal standards in marriage, couple, and family counseling (MCFCT.B.1)

2. Demonstrates the ability to select models or techniques appropriate to couples’ or families’ presenting problems (MCFCT.B.2)
3. Uses preventive, developmental, and wellness approaches in working with individuals, couples, families, and other systems such as premarital counseling, parenting skills training, and relationship enhancement (MCFCT.D.1)

4. Uses systems theory to conceptualize issues in MCFC (MCFCT.D.2)

5. Uses systems theories to implement treatment, planning, and intervention strategies (MCFCT.D.3)

6. Adheres to confidentiality responsibilities, the legal responsibilities, and liabilities of clinical practice and research, family law, record keeping, reimbursement, and the business aspects of practice (MCFCT.D.5)

7. Demonstrates the ability to recognize his or her own limitations as a marriage, couple, and family counselor and to seek supervision or refer clients when appropriate (MCFCT.D.6)

8. Demonstrates the ability to provide effective services to clients in a multicultural society (MCFCT.F.1)

9. Maintains information regarding community resources to make appropriate referrals (MCFCT.F.2)

10. Advocates for policies, programs, and services that are equitable and responsive to the unique needs of couples and families (MCFCT.F.3)

11. Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse couples and families (MCFCT.F.4)

12. Applies skills in interviewing, assessment, and case management for working with individuals, couples, and families from a system’s perspective (MCFCT.H.1)

13. Uses systems assessment models and procedures to evaluate family functioning (MCFCT.H.2)

14. Applies relevant research findings to inform the practice of MCFC (MCFCT.J.1)

15. Develops measurable outcomes for MCFC programs, interventions, and treatment (MCFCT.J.2)

**School Counseling (SC)**

1. Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling (SC.B.1)
2. Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program (SC.B.2)

3. Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individual, groups, and classrooms (SC.D.1)

4. Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students (SC.D2)

5. Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development (SC.D.3)

6. Demonstrates the ability to use procedures for assessing and managing suicide risk (SC.D.4)

7. Demonstrates the ability to recognize his or her own limitations as a school counselor and to seek supervision or refer clients when appropriate (SC.D.5)

8. Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development (SC.F.1)

9. Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students (SC.F.2)

10. Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations (SC.F.3)

11. Engages parents, guardians, and families to promote the academic, career, and personal/social development of students (SC.F.4)

12. Assesses and interprets students’ strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities (SC.H.1)

13. Selects appropriate assessment strategies that can be used to evaluate a student’s academic, career, and personal/social development (SC.H.2)

14. Makes appropriate referrals to school and/or community resources (SC.H.4)

15. Assesses barriers that impede students’ academic, career, and personal/social development (SC.H.5)
16. Applies relevant research findings to inform the practice of school counseling (SC.J.1)

17. Develops measurable outcomes for school counseling programs, activities, interventions, and experiences (SC.J.2)

18. Conducts programs designed to enhance student academic development (SC.L.1)

19. Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities (SC.L.2)

20. Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement (SC.L.3)

21. Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school (SC.N.1)

22. Locates resources in the community that can be used in the school to improve student achievement and success (SC.N.2)

23. Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development (SC.N.3)

24. Uses peer helping strategies in the school counseling program (SC.N.4)

25. Uses referral procedures with helping agents in the community to secure assistance for students and their families (SC.N.5)

26. PARTICIPATES IN THE DESIGN, IMPLEMENTATION, MANAGEMENT, AND EVALUATION OF A COMPREHENSIVE DEVELOPMENTAL SCHOOL COUNSELING PROGRAM (SC.P.1)

27. Plans and presents school counseling related educational programs for use with parents and teachers (SC.P.2)

Clinical Requirements for One Term Internship (COUN 693) (6 credit hours)

A student enrolled in full-time Internship must accumulate six hundred (600) hours in professional activities during one (1) academic term (spring semester). Two hundred and forty (240) of these hours must be in direct client contact, including consultation, individual and group counseling. A minimum of ten (10) hours of the direct client contact must be in group work. Additionally, the students in Marriage, Couple and Family Counseling and Therapy Program must complete a minimum of 120 hours of the required hours in relational work (couple, marital, and/or family counseling). The students in the Clinical Mental Health Counseling Program with addictions counseling concentration are required to complete a minimum of 300 hours (of 600 hours) in
substance abuse and prevention counseling. The remaining hours will be in other professional activities. The Internship will also consist of a variety of supervised experiences including:

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

2. Thirty-eight and one-half (38 1/2) hours per week will be spent at the site engaged in professional activity. At least sixteen (16) hours of direct client contact must take place. A minimum of 10 hours of the total direct client contact hours must be in group work. The remaining hours will be in other professional activity.

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

Clinical Requirements for Two-Term Internship (COUN 694/695) (6 credit hours)

A student enrolled for a Two-Term Internship must accumulate six hundred (600) hours in professional activities during two (2) academic terms. (Fall and Spring semester sequence only.) Two hundred and forty (240) of these hours must be in direct client contact, including consultation, individual and group counseling. A minimum of ten (10) hours of the direct client contact (240 hours) must be in group work. Additionally, the students in Marriage, Couple and Family Counseling and Therapy Program must complete a minimum of 120 hours of the required hours in relational work (couple, marital, and/or family counseling). The students in the Clinical Mental Health Counseling Program with addictions counseling concentration are required to complete a minimum of 300 hours (of 600 hours) in substance abuse and prevention counseling. The remaining hours will be in other professional activities. 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 internship seminar that will take place at the college each week with a faculty member. This faculty member will also be working with the Site Supervisor 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 activity.

3. The Site Supervisor will provide the student 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. Weekly written supervisory feedback will be given to the student.

It is important for you to understand that if you take a two-term Internship:

1. You will register for Practicum for the Spring Term or Summer Term prior to the Internship year. (Note: Summer practicum is only available for the students in the CMHC and the MCFCT Programs.)

2. You must register for a two-term Internship during the Spring registration preceding the academic year in which you plan to enroll. Registration for a two-term Internship requires separate registration for each term - COUN 694 (Fall) and COUN 695 (Spring). You must reregister in the Spring for the Fall Internship and in the Fall for the Spring Internship.

3. You must complete all requisite evaluation forms and have all requisite evaluations made of you during BOTH academic terms in which you are enrolled for the two-term internship.

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.

Supervision:

Students enrolled in Practicum or Internship are required to have at least one (1) hour per week of on-site individual supervision and one and one-half (1 1/2) hour per week of group supervision (Practicum or Internship Seminar) by approved supervisors. The faculty member who leads your Practicum/Internship Seminar is your Group Supervisor. During Practicum semester, each student will also be assigned to a faculty or an affiliate faculty member who will serve as his/her On Campus Individual Supervisor. The Department Clinical Coordinator assigns the On Campus Individual Supervisors to students enrolled in Practicum. You will be notified who your On Campus Individual Supervisor will be by the Department of Counselor Education.
CLINICAL SITE REQUIREMENTS

NOTE: All Clinical forms may be found at the Counselor Education website: www.tcnj.edu/~educat/counselor/index.html

There are a number of requirements the Clinical Field Site must provide which should include:

1. The Clinical site must provide the student with the opportunity to counsel clients and provide clinical supervision of the student’s work. The key to student success in the clinical experience is to have a Site Supervisor who spends time reviewing the student’s work and coaching the student. At least one (1) hour of individual supervision is required per week. This supervision will span both the Practicum and the Internship experience. Weekly supervisory written feedback will be provided to the student and copies provided to the Faculty Group Supervisor.

2. An On Site Supervision Agreement is to be submitted to the Clinical Coordinator by dates identified later in this manual.

3. The Clinical site must provide the student with the opportunity to audio- and/or video record the counseling sessions for use in supervision (on campus individual supervision, on site supervision, and/or group supervision). An appropriate consent form must be completed with the client and/or a parent/legal guardian prior to the recording of a session. The details of this requirement are discussed later in this manual.

4. The Site Supervisor must possess the minimum of a master’s degree in counseling or a related field with appropriate certifications and/or licenses, have two (2) years of relevant experience, and have relevant training in clinical supervision (see the Site Supervisor Vita for more details.) The student will include all relevant site supervisor information with the Clinical Site Approval Request form. This information is to be submitted to the Clinical Coordinator by dates identified later in this manual.

5. Site Supervisors are asked to complete an evaluation of the student’s progress towards the end of each academic term. Optimally, evaluations are based on individual learning objectives that are mutually developed at the inception of each clinical experience and which reflect the course objectives and site requirements. Areas of assessment include the following:

   - Counselor Personal Characteristics
   - Skills in Counseling
   - Career Counseling (if applicable)
   - Referral Skills
Strengths and/or Weaknesses

6. In the event the clinical site cannot provide counseling opportunities and supervision that satisfy the Practicum/Internship requirements, The College of New Jersey faculty instructor may require student course withdrawal, appropriate changes, and/or alternative placement and scheduling.

7. The student will need to spend a specific minimum number of hours each semester engaged in counseling and counseling related activity, including consultation, individual and group counseling. In addition, the students in the Marriage, Couple and Family Counseling and Therapy Program are required to engage in couple, marital, and/or family counseling. The students in the Clinical Mental Health Counseling Program with addictions counseling concentration are required to engage in substance abuse and prevention counseling. Each term 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.

8. Clinical Hours
   a. Students may not acquire hours at their Practicum site until the semester begins. Exceptions can be made for orientations and other activities pre-arranged with the Clinical Coordinator.

   b. Students enrolled in all clinical sequences can accumulate up to 120 hours between Fall and Spring semester. In addition, students enrolled in the three term clinical sequence that starts in Spring semester can accumulate up to 120 hours between the end of Spring semester and the start of Fall semester. **Weekly Supervision Logs and Internship Activity Logs should be turned in to the Group Supervisor at the beginning of the semester following the break. One hour of weekly individual supervision must be provided on site.**

   c. Students are not permitted to have two concurrently running sites during Practicum Semester. However, students may elect to have two sites during Internship to meet their career goals. Each site must meet the clinical requirements and separate paperwork for each site must be submitted.

9. While individual and group counseling are primary activities of any clinical experience, other professional activities will be part of the learning experience.
and will be shaped by the student’s interests, abilities, past experiences and goals. Some traditional activities have included the following:

- Individual Counseling (required)
- Group Counseling (required)
- Psychoeducation and developmental guidance groups
- Addictions Counseling (required for substance abuse counseling track within CMHC Program)
- Couple, Marital and Family Counseling (required for MCFCT Program)
- Consultation
- Crisis Intervention
- Case Conferences
- Parent Conferences
- In-Service and Training Programs
- Orientation of New Clients
- Participation in Departmental Staff Meetings
- Information/Orientation Group Sessions
- Workshop Presentation and Coordination
- Testing
- Writing Case Notes

While enrolled in the clinical sequence COUN 690, 693, 694/695, students are required to submit audiotapes of counseling sessions to be utilized during supervision including on campus individual, on site, and group supervision. In order to assure HIPAA compliance in regards to audio or video-recording counseling sessions for supervision, the Department of Counselor Education recently purchased ten iPod Touch devices. Students are required to use these devices for all of their clinical recordings for supervision, without exception. Students can sign-out these devices for one week at a time, and can do so through the Program Assistant, Ms. Lisa Spencer, or through their Practicum and Internship instructors.

You may not download the content of the recordings onto any other devices, for any reason. Again, this is without exception. It is important that students schedule to review their recording with their supervisor within the one week timeframe each time they sign out the device.

It is critical that students notify the Department of Counselor Education immediately if an iPod Touch device is either lost or stolen. These devices are digitally tracked by the Technology Department at The College of New Jersey, which allows for devices’ content to be ‘wiped’ remotely to protect the content’s confidentiality. As an additional protection, all devices are password protected. You will be provided with the password when you sign-out the device.
At least three recordings will be reviewed with the on campus individual supervisor during COUN 690 and at least three recordings will be reviewed with the site supervisor during COUN 693, 694/695. Supervisors will indicate that a recording has been reviewed on the weekly supervision session log sheet. Additionally, these audiotapes may be reviewed in group supervision as a part of the student case consultation.

The course instructor for COUN 690, 693, 694/695 will explain this requirement to the site supervisor during the site visits and discuss ways in which the student will be able to meet this requirement at the site. If the site supervisor indicates that the site does not allow taping, then the student will have to make an alternate arrangement such as providing tapes of role-plays. This is only permitted after the group supervisor and site supervisor have explored all possible options for taping of actual counseling sessions. If role-plays are the only option for clinical recordings, students will complete these role-plays with Dr. Sandy Gibson in the Department of Counselor Education’s counseling lab. At the end of each semester the course instructor will check the weekly supervision log sheets to ensure that requirements have been met.

Copies of the Permission to Audiotape Consent Forms are found in the Appendix Section.

10. Students are required to obtain their own professional liability insurance in addition to the coverage provided through The College of New Jersey and/or his/her placement. A copy of the student’s certificate of insurance needs to be submitted to his/her Practicum or Internship course instructor at the beginning of the semester and when the student renews his/her professional liability insurance.

The Department suggests membership in American Counseling Association (ACA) and enrollment in the professional liability insurance plan that is available to all ACA graduate student members. For the students in School Counseling Program, American School Counselor Association (ASCA, a division of ACA) also offers the professional liability insurance plan. Similarly, the students in Marriage, Couple and Family Counseling and Therapy Program may obtain the professional liability insurance through membership in American Association for Marriage and Family Therapy (AAMFT). Each student will need to evaluate the clinical site to determine which professional liability insurance is appropriate. Student membership benefits for ACA, ASCA, or AAMFT can be found in its respective website, counseling.org, schoolcounselor.org, or aamft.org.

12. Students who will be working in a school setting are required by State Law to have a negative Mantoux Intradermal Tuberlin Test (TB) result within the past
three years. This test may be completed by visiting the Health Center in Eickhoff Hall or a physician’s office if the student has not already been tested.

13. Clinical sites may require graduate counseling student interns to be fingerprinted and undergo a criminal history background check or provide assurance that he/she has not been convicted of, or have charges pending for, any disqualifying offense, which may include, but not be limited to:

- Any crime of the first or second degree;
- Any crime involving sexual offense or child molestation;
- An offense involving the manufacture, transportation, sale, possession, distribution or habitual uses of drugs or any violation involving drug paraphernalia;
- Any crime involving the use of force or the threat of force to or upon a person or property, including, but not limited to, robbery, aggravated assault, stalking, kidnapping, arson, manslaughter and murder;
- Any crime of possessing a weapon;
- A third degree crime of theft or a related offense;
- An offense of recklessly endangering another person, terroristic threats, criminal restraint, luring or enticing a child into a motor vehicle or isolated structure;
- An offense of causing or risking widespread injury or damage;
- Any crime of criminal mischief, burglary, usury, threat or other improper influences, perjury and false swearing, resisting arrest, or escape;
- Any conspiracy to commit or attempt to commit any of the crime described above.

14. Student Assistance Coordinator (SAC) Clinical Requirements:

Students pursuing SAC certification are required to complete 300 hours of the total Internship hours (600 hours) performing SAC activities under the supervision of a SAC certified supervisor. The SAC portion of the clinical requirements may or may not be in the same setting as the primary clinical site.

One-hundred and twenty (120) hours, of the required three-hundred (300) hours of professional clinical experience working with a SAC certified supervisor must be in direct client contact, ten (10) hours of which must be group work. The remaining hours will be in other professional activities.

15. Clinical Affiliation Agreement:

While the Clinical Site Approval Request form acts as the agreement between the Department and a student’s placement, some sites, typically in community
agency settings, may require a separate Clinical or Educational Affiliation Agreement to be completed before students begin accruing hours. 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 prior to the start of Practicum/Internship.

16. School Counseling students:

Some school districts require a letter from the College indicating that the student is in good standing and is requesting an internship. To request a letter, contact the Clinical Coordinator and provide the following information: name and address of school personnel to receive letter, semester in which you intend to begin Practicum, level at which you would like to be placed (elementary, middle or high school) and preference for a particular school (optional, or if pre-arranged with the school district). Allow at least one week for our office to send the letter.

17. Pennsylvania School Counseling Sites: Information for Students Seeking Internships in Pennsylvania Schools

A. Many school districts in Pennsylvania require intern applicants to submit an application for an internship containing the following information:

1. letter from the college indicating that the student is eligible for an internship and requesting a placement for a particular semester or semesters, and at which school level (elementary, middle or high school)
2. letter from the student requesting a placement for which semesters and which school level
3. resume
4. original transcript from the Registrar’s office
5. TB test results
6. child abuse clearance certification
7. criminal background check certification

Some school districts may require the complete application be directly sent from the Department to the district. It is the student’s responsibility to gather this information into a packet and give it to the Clinical Coordinator who will then write a letter to the district and send the entire packet. Students should also provide the Clinical Coordinator with the name and address of the contact person at the school district who should receive the packet.

B. The TB test can be done through your own physician’s office or the TCNJ’s Health Services in Eickhoff Hall.
C. To obtain child abuse clearance and criminal background check:

1. Go to www.dpw.state.pa.us
2. Look at left column and click on “General Information.”
3. Click on “Forms and Publications.”
4. Click on “Pennsylvania Child Abuse History Clearance Forms”.
   ▪ Provides instructions
   ▪ Bottom click for Child Abuse Clearance Form and Criminal Record Check
   ▪ Print out copies of both

5. Child Abuse Clearance Form
   ▪ Fill out section I only
   ▪ Send to provided address with requisite money order

6. Criminal Record Check Form
   ▪ Fill out Part I only
   ▪ Send to provided address with requisite money order
SELECTING THE CLINICAL SITE

The student is responsible for identifying and securing his/her own clinical site. The selection of a site will depend primarily upon individual goals, but also upon the realities of the availability of site locations and Site Supervisors.

The student should begin in the Fall term prior to the clinical sequence to clarify his/her general areas of interest and to attend the Clinical Orientation meeting (date to be announced). If the student continues to have questions due to the nature of an unusual request the Clinical Coordinator should be consulted. The student will want to consider the expectations the Department has for this course, the individual’s personal learning goals, and the potential site possibilities when choosing a site. Once a decision has been reached the student will want to explore potential clinical locations.

The student should explore sites that seem most appropriate to his/her needs and contact a staff member within the agency who would act as the supervisor and/or an appropriate administrator with the authority to authorize the student to work at the site. A meeting with this individual should be arranged to determine if the student and the supervisor can work together and to negotiate a preliminary plan for the clinical experience. This agreement will be sent to the Department on the Clinical Site Approval Request form.

If the student is unable to identify a clinical site, departmental assistance may be provided by reviewing a list of organizations that have either expressed interest in having TCNJ clinical students and/or have been prior clinical sites. Listings of previously used clinical sites are available on the CE website.

Some Settings to Consider:

Educational Settings

Counseling Offices in Schools
Vocational Schools
College Counseling Offices
Career Planning and Placement Offices
Educational Opportunity Fund Offices
Admissions Offices
Continuing Education Offices
Evening Program Offices
Student Life Offices (Student Activities)
Housing or Residence Life Offices
Campus Ministry Offices
Health Services Offices
Agency Settings

Community Mental Health Centers
Children’s Homes
Correctional Settings
Crisis Intervention Centers
Family Planning Centers
Geriatric Care Centers
Hospitals for Mental Illness
Employee Assistance Programs in Industry
Pastoral Counseling Centers
Physician’s Offices
Health Maintenance Organizations
Psychiatric Centers
Psychological Consultants to Business, Industry or Education State
Employment Agencies
Suicide Prevention Centers
Vocational Placement Agencies
Welfare Departments
State Department of Human Services

Note: Appropriateness of a site is determined by the student’s career goals and specialization as well as the site’s ability to satisfy the required clinical activities.
CHANGING THE CLINICAL SITE

All changes in sites should be clinically appropriate and planned for. Students must discuss their plans with their Practicum/Internship instructor and the Clinical Coordinator before making any arrangements with the current and new sites. Students must submit the Clinical Site Approval Request form and their proposed supervisor’s resume to the Clinical Coordinator for review. All changes must be approved by the department prior to leaving their current site and prior to starting their new intended site. New sites may begin at the start of a semester, or no later than one month before the end of the existing semester, so that students will have on-campus supervision of the new site through their Practicum and Internship classes.

If a site change is to occur at the change of a semester (for example, between fall and spring semesters), students may only accrue additional site hours during the between-semester break under two conditions:

1. Student must continue at their previous semester’s site if they wish to accrue hours over the semester break.

2. Student must start the new site one month prior to the semester break, concurrently with the previous site. This will allow for any immediate concerns to be identified and managed with appropriate student support from faculty. Students may not leave their first site during this time in order to start their new site, they must remain at their original site until the end of the semester and fulfill their commitment.

   a. If students are changing sites between Practicum and Internship, and choose to start the new Internship site during the last month of Practicum, those Internship hours will not count towards Practicum hours, nor can they count towards Internship hours. Students should be aware that those additional hours will NOT count. Students may start counting those hours after the end of the Practicum semester, and may accrue up to 120 hours before the start of the Internship semester.

   b. If students are changing sites between Internship semesters (i.e. in a two-semester Internship sequence), students MAY count the concurrent second site hours during their first Internship semester.
### DATES AND DEADLINES TO REMEMBER

<table>
<thead>
<tr>
<th>Date Range</th>
<th>Activity</th>
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<tbody>
<tr>
<td>October &amp; February</td>
<td>Orientation to the Clinical sequence is required. The purpose of the orientation is to provide further explanation of Clinical considerations and to answer student questions. (Dates to be announced.)</td>
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<tr>
<td>Spring or Fall</td>
<td>Pre-registration is the time to identify student interest in taking this course sequence.</td>
</tr>
<tr>
<td>December 1 and April 1, And April 15</td>
<td>Deadline for selecting a site and submitting the Clinical Site Approval Request form, the On Site Supervision Agreement, and the proposed Site Supervisor’s resume to the Clinical Coordinator (spring, summer and fall practicum deadlines).</td>
</tr>
<tr>
<td>December or June (May for summer Practicum)</td>
<td>The student and Site Supervisor will be notified by the Clinical Coordinator of the acceptance of the site and Site Supervisor.</td>
</tr>
<tr>
<td>January or September (TBA for summer Practicum)</td>
<td>Begin work at the Clinical site during the week classes begin and attend the first class meeting of Practicum 690.</td>
</tr>
<tr>
<td>January or September (TBA for summer Practicum)</td>
<td>Review Practicum or Internship course learning goals as well as the list of the clinical requirements and establish specific learning goals to be achieved for the semester.</td>
</tr>
<tr>
<td>January or September</td>
<td>Begin meeting with your On Campus Individual Supervisor. This will be someone other than your Site Supervisor or Group Supervisor.</td>
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BEGINNING THE CLINICAL SITE ACTIVITY

Weeks One and Two

1. Meet with the Site Supervisor and finalize the expectations each has of one another and the kinds of learning opportunities and experiences to be provided for the duration of the Clinical experience (subject to mutual periodic review and renegotiation). These learning goals are developed to meet the course goals.

2. Secure some work space; a desk, phone, computer access, paper, and pens are usually essential.

3. Meet their staff members and administrators.

4. Explore sources of information available (file system, cumulative records, relevant computer programs, other materials).

5. Attend a staff meeting.

6. Know the buildings and facilities.

7. Discuss the formal and informal organization structure.

8. Shadow the Site Supervisor’s facilitation of individual and/or group counseling sessions.

9. Consult with the Site Supervisor for one (1) hour per week. Bring questions, issues and requests for assistance to the Site Supervisor. Receive written feedback from the Site Supervisor on the Weekly Supervision Session Log, and have the supervisor sign the Log of Practicum Activities.

Weeks Three and Four

1. Identify and begin to meet clients.

2. Discuss and learn referral sources.

3. Explore the relationship of the setting to the community and community resources.

4. Consult with the Site Supervisor for one (1) hour per week. Bring questions, issues and requests for assistance to the Site Supervisor. Sample audio and/or video recordings of cases and case notes are
examples of work that may be reviewed. Receive written feedback from the Site Supervisor on the Weekly Supervision Session Log, and have the supervisor sign the Log of Practicum Activities.

**Week Five and Each Week Thereafter**

1. Begin counseling or working on related counseling activities more independently.

2. Counseling to include varying number of specified individual and/or group client hours each week depending upon whether you are in practicum, one term or two-term Internship.

3. Consult with the Site Supervisor for one (1) hour per week. Bring questions, issues and requests for assistance to the Site Supervisors. Sample audio and/or video recordings of cases and case notes are examples of work that may be reviewed. Receive written feedback from the Site Supervisor on the Weekly Supervision Session Log, and have the supervisor sign the Log of Practicum Activities.

4. Solicit specific feedback from the Site Supervisor on how to improve.

5. Maintain other activities at the site.

Revised 1/2017