



Field Supervisor Clinical Manual

*Department of Counselor
Education*

INTRODUCTION

This Field Site Supervisor Manual has been prepared to facilitate cooperation between the Department of Counselor Education and educational and community services agencies.

Clinical experiences at a counseling field site are an important part of the graduate students' program. Field experiences provide opportunities for students to expand and enrich their personal and professional development.

Alumni of the program consistently rate their clinical experiences as most helpful in their professional development and current employment. In fact, Practicum/Internship has the highest rating of our graduates in most recent surveys.

While trying to decide if you would be willing to supervise a student, some questions will come to mind. We hope we will have addressed some of your concerns in this manual. We also hope the guidance we give will help you make the experience enjoyable, if you agree to be a Site Supervisor.

The Department Faculty appreciates the school and community agency personnel who cooperate with us in preparing counselors. As we work together, we anticipate a relationship which will benefit both our students and the profession. Please call us if we can be of service to you.

Dr. Stuart Ro, Department Chairperson

Dr. Kathleen Grant, PhD, Assistant Professor

Dr. Jill Schwarz, PhD, NCC, Associate Professor, Global Program Coordinator

Dr. Atsuko Seto, PhD, LPC, NCC, ACS, Associate Professor, Clinical Mental Health Counseling Coordinator

Dr. Mark Woodford, PhD, LPC, MAC

Natasha Shabazz, M.A., Program and Clinical Coordinator

Department Telephone (609) 771-2119

WHAT IS THE CLINICAL COURSE SEQUENCE

The course sequence for the clinical phase of the counselor's education is composed of two intensive supervised experiences called Practicum and Internship. Clinical experiences are intended to allow the student to synthesize and apply knowledge learned in other academic experiences, and to facilitate refinement to students' previously learned skills, and the development of new skills. Practicum (COUN 690) is the first course of this sequence. Internship (COUN 693 or 694/695) is the second course. In both courses a faculty member meets weekly for 1 1/2 hours with a small group of students involved in field experiences. This faculty member discusses current counseling issues, field issues or concerns, assists in the development of counseling skills and periodically reviews client cases students are working with.

During Practicum the student will also be assigned an On Campus Individual Supervisor who will be a full-time faculty or an affiliate faculty member. This person will provide the student weekly individual mentoring and review of counseling cases. This session will be focused on the counseling process itself. One of the recommended activities will be to review digital audio and/or video recordings of the student's work with clients. The work of the On Campus Individual Supervisor will supplement the work you, as Site Supervisor, will do with the student during your weekly meetings. Your focus will be on general case management and review of student work at the site. The college faculty member who supervises the group seminar is responsible for coordinating the work of the On Campus Individual Supervisor, Site Supervisor and the student.

During the Internship phase of the Clinical experience there will not be an On Campus Individual Supervisor. It is assumed that the intensive mentoring will no longer be needed, therefore, individual supervision of the student will be now provided solely by the Site Supervisor. The Internship may be taken either as a full-time or one-half time commitment. The full-time commitment will involve the student working at the site full-time for one semester. The part-time commitment will involve the student working at the site half time for two semesters. More information will be provided later in this document regarding the differences between these commitments.

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 may choose one of the following clinical course sequence options.

	Practicum (COUN 690)	Internship (COUN 693 OR COUN 694/695)
Option 1:	Spring semester	COUN 694 in Fall semester AND COUN 695 in Spring semester
Option 2	Summer	COUN 694 in Fall semester AND COUN 695 in Spring semester
Option 3	Fall semester	COUN 693 in Spring semester

Students in the School Counseling Program can choose one of the following clinical course sequence options.

	Practicum (COUN 690)	Internship (COUN 693 OR COUN 694/695)
Option 1	Spring semester	COUN 694 in Fall semester AND COUN 695 in Spring semester
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. Understands the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation. [II F.1.b]
2. Understands professional counseling organizations, including membership benefits, activities, services to members, and current issues. [II F. 1. f]
3. Understands professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues. [II F. 1. g]
4. Understands ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling. [II F. 1. i]
5. Understands a systems approach to conceptualizing clients. [II F. 5. b]
6. Knows counselor characteristics and behaviors that influence the counseling process. [II F. 5. f]
7. Knows essential interviewing, counseling, and case conceptualization skills. [II F. 5. g]

B. Content Learning Goals

Clinical Mental Health Counseling

1. Understands theories and models related to clinical mental health counseling. [CMHC 1. B]

2. Understands etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders. [CMHC 2. B]
3. Understands legal and ethical considerations specific to clinical mental health counseling. [CMHC 2. L]
4. Knows professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling. [CMHC 2. K]
5. Understands record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling. [CMHC 2. M]

School Counseling

1. Knows school counselor roles as leaders, advocates, and systems change agents in P-12 schools. [SC 2. A]
2. Understands school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies. [SC 2. B]
3. Understands school counselor roles in school leadership and multidisciplinary teams. [SC 2. D]
4. Understands characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders. [SC 2. G]
5. Understands professional organizations, preparation standards, and credentials relevant to the practice of school counseling. [SC 2. L]
6. Understands legal and ethical considerations specific to school counseling. [SC 2. N]
7. Knows development of school counseling program mission statements and objectives. [SC 3. A]
8. Knows skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement. [SC 3. H]

C. Performance Goals

For Clinical Mental Health Counseling

1. Knows psychological tests and assessments specific to clinical mental health counseling. [CMHC 1. E]
2. Understands mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks. [CMHC 2. C]

3. Understands potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders. [CMHC 2. E]
4. Understands the impact of biological and neurological mechanisms on mental health. [CMHC 2. G]
5. Understands legislation and government policy relevant to clinical mental health counseling. [CMHC 2. I]
6. Knows cultural factors relevant to clinical mental health counseling. [CMHC 2. J]
7. Understands legal and ethical considerations specific to clinical mental health counseling. [CMHC 2. L]
8. Understands record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling. [CMHC 2. M]
9. Knows intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management. [CMHC 3. A]
10. Knows techniques and interventions for prevention and treatment of a broad range of mental health issues. [CMHC 3. B]

School Counseling

1. Knows models of P-12 comprehensive career development. [SC 1. C]
2. Understands school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies. [SC 2. B]
3. Knows community resources and referral sources. [SC 2. K]
4. Understands legal and ethical considerations specific to school counseling. [SC 2. N]
5. Knows interventions to promote academic development. [SC 3. D]
6. Understands use of developmentally appropriate career counseling interventions and assessments. [SC 3. E]
7. Knows techniques of personal/social counseling in school settings. [SC 3. F]
8. Knows interventions to promote college and career readiness. [SC 3. J]

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. 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 Site Supervisor, or their designee, will be physically on the site premises when the student is seeing clients. Any such designee be aware that they are to serve in the role of supervisor should the student require immediate supervision.
5. 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.

INTERNSHIP COUN 693 (1 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)
2. Identifies the legal and ethical issues involved in working with clients and their families [II.G1.j] (CF1, CF5)
3. 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)
4. Provides peer support and consultation through class discussion and exercises, including self-care strategies as part of professional development [II.G.1d](CF5)
5. 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)
6. Explores opportunities to advocate for policies, programs, and services that foster social, personal, and career/academic development of clients [II.G.1i](CF5)
7. Understands useful counseling modalities and strategies in working with clients of diverse backgrounds [II.G.2.d] (CF3)
8. 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, CF 4)
9. 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)
 10. 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)

School Counseling (SC)

1. Understands ethical and legal considerations specifically related to the practice of the 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.A.6)
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)

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)

INTERNSHIP COUN 693 (1 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. Understands advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients. [II F. 1. E]
2. Understands professional counseling organizations, including membership benefits, activities, services to members, and current issues. [II F. 1. F]
3. Understands professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues. [II F. 1. G]
4. Understands ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling. [II F. 1. J]
5. Knows self-care strategies appropriate to the counselor role. [II F. 1. L]
6. Understands multicultural counseling competencies. [II F. 2. C]
7. Knows a systems approach to conceptualizing clients. [II F. 5. B]
8. Knows theories, models, and strategies for understanding and practicing consultation. [II F. 5. C]
9. Knows counselor characteristics and behaviors that influence the counseling process. [II F. 5. F]
10. Knows essential interviewing, counseling, and case conceptualization skills. [II F. 5.G]

B. Program Specific Content Learning Goals**Clinical Mental Health Counseling**

1. Understands theories and models related to clinical mental health counseling. [CMHC 1. B]
2. Knows principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning. [CMHC 1. C]
3. Understands the impact of crisis and trauma on individuals with mental health diagnoses [CMHC 2. F]
4. Understands cultural factors relevant to clinical mental health counseling. [CMHC 2. J]
5. Understands professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling. [CMHC 2. K]
6. Understands legal and ethical considerations specific to clinical mental health counseling. [CMHC 2. L]
7. Knows techniques and interventions for prevention and treatment of a broad range of mental health issues. [CMHC 3. B]

School Counseling

1. Understands school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies. [SC 2. B]
2. Understands school counselor roles in school leadership and multidisciplinary teams. [2. D]
3. Knows school counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma. [SC 2. E]
4. Knows characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders. [SC 2. G]
5. Understands professional organizations, preparation standards, and credentials relevant to the practice of school counseling. [SC 2. L]
6. Understands legal and ethical considerations specific to school counseling. [SC 2. N]
7. Knows development of school counseling program mission statements and objectives. [SC 3. A]
8. Knows skills to critically examine the connections between social,

familial, emotional, and behavior problems and academic achievement.
[SC 3. H]

C. Program Specific Performance Goals

Clinical Mental Health Counseling

1. Knows psychological tests and assessments specific to clinical mental health counseling. [CMHC 1. E]
2. Understands mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services network. [CMHC 2. C]
3. Understands the impact of biological and neurological mechanisms on mental health. [CMHC 2. G]
4. Understands legislation and government policy relevant to clinical mental health counseling. [CMHC 2. I]
5. Understands cultural factors relevant to clinical mental health counseling. [CMHC 2. J]
6. Understands legal and ethical considerations specific to clinical mental health counseling. [CMHC 2. L]
7. Knows record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling. [CMHC 2. M]
8. Understands intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management. [CMHC 3. A]
9. Knows techniques and interventions for prevention and treatment of a broad range of mental health issues. [CMHC 3. B]
10. Knows strategies to advocate for persons with mental health issues. [CMHC 3. E]

School Counseling

1. Understands the history and development of school counseling. [SC 1. A]
2. Understands assessments specific to P-12 education. [SC 1. E]
3. Understands school counselor roles as leaders, advocates, and systems change agents in P-12 schools. [SC 2. A]
4. Understands school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies. [SC 2. B]
5. Understands competencies to advocate for school counseling roles. [SC 2. F]

6. Knows community resources and referral sources. [SC 2. K]
7. Understands legal and ethical considerations specific to school counseling. [SC 2. N]
8. Understands design and evaluation of school counseling programs. [SC 3. B]
9. Understands core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies. [SC 3. C]
10. Understands use of developmentally appropriate career counseling interventions and assessments. [SC 3. E]
11. Knows strategies to facilitate school and postsecondary transitions. [SC 3. G]
12. Understands strategies for implementing and coordinating peer intervention programs. [SC 3. M]
13. Understands the use of data to advocate for programs and students. [SC 3. O]

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 include facilitating or co-facilitating group work. 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 include facilitating/co-facilitating 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 cassette audiotapes of counseling sessions. Please note that digital audiotapes are not permitted. 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 include facilitating/co-facilitating group work. 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 include facilitating/co-facilitating 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 individual clinical supervision per week, including a review of a minimum of three digital audio or video recordings of the student's counseling sessions. Weekly written supervisory feedback will be given to the student.

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 should 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. 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
 - 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
9. Substance Awareness 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 include facilitating/co-facilitating group work. The remaining hours will be in other professional activities.

SITE SUPERVISOR SELECTION AND EXPECTATIONS

There are several ways to become involved in the supervision of clinical students in the Department of Counselor Education Program at The College of New Jersey.

Volunteer

An agency or school determines that it would like to have a clinical student involved in its program and provides the Department of Counselor Education at The College of New Jersey with information describing the work setting and the duties to be performed by the student. Included in the description would be special needs and compensation, if any. This information will be placed in a directory of potential sites that is accessible online by our students. Any student who is interested in pursuing this field placement opportunity would contact the agency directly. Students may begin their clinical courses in Spring or Fall terms (Note: Summer practicum is available to those who are in CMHC program), depending upon the program they are pursuing.

Recruited

The individual student contacts an agency or school and explores the possibility of completing a clinical experience at the site.

What Experience and Preparation are Needed to be a Site Supervisor?

Site Supervisors are expected to have a Masters degree in Counseling or a related discipline with appropriate certifications and/or licenses, have relevant training in counseling supervision, and have a minimum of two (2) years experience in the field in which the student will be working. These supervisor criteria help to ensure that the student will be supervised by an individual who has had the academic preparation and experience to guide the student through various aspects of a chosen career training experience. It should be noted that the Department will also consider individuals as supervisors who have equivalent credentials earned in less traditional ways.

What are the Expectations of the Site Supervisor?

The Department is looking for Site Supervisors who will work with the student and provide them with a valuable practical experience as well as an educational experience. On the practical side, the student should experience all activities a professional counselor would be engaged in at the work setting.

A firm requirement is that the student be engaged in direct counseling relevant to the student's discipline and that the Site Supervisor provides at least one (1) hour of clinical supervision to the student each week. Other activities might include the following:

- Consultation
- Case Conferences
- In-Service and Training Programs
- Orientation of New Clients
- Crisis Intervention and Disaster Mental Health Response
- Participation in Departmental Staff Meetings
- Information/Orientation Group Sessions
- Workshop Presentations and Coordination
- Testing
- Parent or Family Conferences
- Writing Case Notes

Each site is different and the scope of the activity of the student at the site will be determined by the program offered at the site.

The educational experience provided at the site is also important. The Site Supervisor (and other site professionals) can make the experience a challenging one for the student. This can best be done by understanding the intent of the clinical course sequence, meeting regularly with the student to review the work he/she has been engaged in, and involving the student in a dialogue that helps him/her to think about the implications of the choices made working at the site and providing weekly written comments to the student. Thoughtful consideration of the work engaged in at the site will help challenge the student towards higher level functioning. The Site Supervisor is very important in helping to structure the experience to meet this educational goal. Attitude is perhaps the most important ingredient in making this an exciting experience for both the student and the Site Supervisor.

In the supervised 600-hour internship, where the development of digital audio-and/or video recordings of the student's interactions with clients is not possible, direct observation of the student's interactions with clients will be employed.

SUPERVISOR ROLE

As a supervisor you will find yourself teaching, counseling, and consulting with the student; each of these activities is an important supervisory function. You may also discover that the focus of supervision may shift in one or more of several directions: a) understanding the client or client-system, b) student professional development, c) understanding the agency setting, and d) developing technical skills. Your role as a site supervisor will alternate around the roles of teaching, counseling and consulting. We hope the following concepts help clarify these roles.

Role: Teacher

In the teaching role the focus of the interactions is on the student as a counselor. The goal of the supervisor is to instruct the student. Specific activities the supervisor will be engaged in are:

1. Evaluating observed counseling session interactions.
2. Identifying appropriate interventions.
3. Teaching, demonstrating, and/or modeling intervention techniques.
4. Interpreting significant events in the counseling session.

Supervision Suggestions

Gaining therapeutic competence is the preferred goal of supervision for most students. One of the more effective teaching methods is student observation of the supervisor counseling a client. Another effective practice is for the supervisor to observe the student counseling with a client. Discussion following either of these approaches has been useful to both student and supervisor.

Another approach which combines both of these methods is Co-counseling. Co-counseling (student and supervisor working together with a client) is one of the most effective learning experiences for the student. While the supervisor counsels the client, the student observes the process and later may adopt elements of the supervisor's behavior and style. When the student counsels the client, the supervisor has the opportunity to observe, and later comment on an interaction he/she has participated in. The result of either Co-counseling situation can enhance student learning. The review/discussion of the counseling process is often more meaningful to both parties because both were personally involved in a common interaction. The Department encourages such direct contact between student and supervisor.

If direct observation is not feasible, many supervisors review student's digital audio or video recordings of client sessions, or observation through one-way mirrors, and provide feedback to the student concerning client/counselor interaction.

Role: Counselor

The focus of the interaction is on the student as a person. The goal of the supervisor is to facilitate student self-growth as a counselor. Specific activities the supervisor will be engaged in are:

1. Exploring student feelings during counseling or supervision sessions.
2. Exploring student beliefs concerning specific techniques and/or interventions.
3. Facilitating student self-exploration of confidence and/or worries in the counseling sessions.
4. Helping the student define personal competencies and areas for growth.

Role: Consultant

The focus of the interaction is on the client of the student. The goal of the supervisor is to generate data. Specific activities of the supervisor are:

1. Providing alternative interventions and/or conceptualizations for student use.
2. Encouraging student brainstorming of strategies.
3. Encouraging student discussion of client problems.
4. Allowing student to structure supervisory sessions.

We hope the above suggestions will give you some ideas on how to use the supervisory time with the student.

REVIEW OF THE COMPLETE PROCESS

Following the student selection of a clinical site and site supervisor the student will invite the potential supervisor to create an account in our practicum/internship management software, *Supervision Assist*. The supervisor will create their own profile in the system, and through this profile review and sign the On Site Supervision Agreement, and Site Approval Form, as well as upload their resume. Department Faculty reviews the request compared to Departmental criteria and notifies the student and the Site Supervisor of the action of the Department. The Site Supervisor will receive a letter prior to the beginning of the academic term from the program faculty member who will be working with him/her. Specific information about the activities of the clinical course and the faculty member will be provided. This faculty member will be the Departmental contact and is the person who will be working with the student and Site Supervisor throughout the year.

Early in the academic term the Site Supervisor should discuss with the student when the orientation activities will take place that acquaint the student with the site and related activities. The Site Supervisor will also work with the student to identify specific learning objectives to be accomplished during each of the academic terms of the clinical experience. The outlined objectives discussed in the initial orientation between the student and the Site Supervisor will be the basis for the student evaluation at the end of each term.

During the term a site visit will be made by the faculty member. During this visit the faculty member will meet with the student and Site Supervisor individually and/or together. The purpose of this visit is to help the faculty member to learn about the site and what it has to offer the student, and to work with both the student and the Site Supervisor to maximize the potential of the site as a learning environment. Discussion might involve concerns anyone has about site activities or the general clinical experience. While unlikely, it could involve an issue as complicated as the competence of the student and whether the student should continue with the clinical experience. The faculty member is available as a resource person and should be utilized to help resolve concerns or offer suggestions. There is no fixed agenda for this meeting and any topic or thoughts about the clinical experience are welcomed.

All weekly supervision logs and the end of semester student evaluation forms will be completed by the site supervisor through the Supervision Assist online program. The student will continue site activities until the term ends.

A second Faculty visit to the site will be scheduled during the student's internship term. The purpose of this visit is to discuss the personal and professional progress of the student. The second Student Evaluation is then to be completed and returned near the end of this term. The third term of clinical activities will take place only for those students who are using the two-term Internship course sequence. The Program Faculty Member will visit the site during the term. The exact date of completion of student activities at the

site is to be determined by the Faculty Member and the Site Supervisor. This decision will be based upon whether the student has met all of the requirements of the course and when termination of site activities is acceptable to the Site Supervisor.

Yearly Schedule for Practicum and one-term Internship

The scheduled contact times with Departmental Personnel are as follows:

<u>April 15th</u>	The student creates a profile for/or selects an existing site in Supervision Assist and invites/selects the proposed supervisor to create a profile/serve as their supervisor and upload their resume and evidence of training in clinical supervision. The student completes the Clinical Site Approval Request form and the On-Site Supervision Agreement in Supervision Assist and the site supervisor signs-off on these forms, also through the Supervision Assist program.
<u>Summer</u>	Upon the approval of the site by the Department faculty, a letter will be sent to the Site Supervisor from the Program Faculty member who will be working with the Site Supervisor and the student.
<u>September</u>	Student begins work at the site for <u>Practicum</u> . Specific learning objectives that reflect the list of clinical requirements as well as Practicum or Internship course goals should be established and reviewed with the student.
<u>October – November</u>	First site visit by Program Faculty member.
<u>December</u>	Supervisor Evaluation of Counselor form to be completed in the Supervision Assist program.
<u>January</u>	Student resumes work at the site for full time <u>Internship</u> .
<u>Feb, Mar, April</u>	Second Faculty visit to the site.
<u>April - May</u>	Site supervisor will be asked to complete the Supervisor Evaluation of Counselor and Evaluation of Clinical Program forms in the Supervision Assist program.

Note: Students who are enrolled in Summer Practicum must submit the required paperwork no later than April 1st to begin accruing hours in May. The commencement date of Practicum experience is to be announced.

Yearly Schedule for Practicum and Two-term Internship

- December 1st - The student creates a profile for/or selects an existing site in Supervision Assist and invites/selects the proposed supervisor to create a profile/serve as their supervisor and upload their resume and evidence of training in clinical supervision. The student completes the Clinical Site Approval Request form and the On-Site Supervision Agreement in Supervision Assist and the site supervisor signs-off on these forms, also through the Supervision Assist program.
- December Upon the approval of the site by the Department faculty, a letter will be sent to the Site Supervisor from the Program Faculty member who will be working with the Site Supervisor and the student.
- January Student begins work at the site for Practicum. Specific learning objectives that reflect the list of clinical requirements as well as Practicum or Internship course goals should be established and reviewed with the student.
- Feb. Mar.
April First site visit by the Program Faculty member.
- April-May Supervisor Evaluation of Counselor form to be completed in the Supervision Assist program.
- September Student begins work at the Site for part-time Internship.
- October -
November Second faculty visit to the site.
- December Supervisor Evaluation of Counselor to be completed in the Supervision Assist program.
- January Student resumes Internship at the site.
- Feb. Mar.
April Third faculty visit to the site.
- April-May Site supervisor will be asked to complete the Supervisor Evaluation of Counselor and Evaluation of Clinical Program forms in the Supervision Assist program.

BEGINNING THE CLINICAL SITE ACTIVITY

Weeks One and Two:

1. Meet with the student and finalize the supervision expectations and the types of learning experiences to be provided for the duration of the clinical experience (subject to mutual periodic review and renegotiation). These learning experiences should be framed as learning goals that compliment the clinical course goals.
2. Help the student secure some work space: a desk, phone, computer access, paper and pens are usually essential.
3. Introduce the student to other staff members and administrators.
4. Introduce the student to other sources of information (file system, cumulative records, relevant computer programs, other materials) that will help the student to understand how your site operates.
5. Attend a staff meeting with the student. Discuss issues and student observations after the meeting.
6. Introduce the student to facilities at the site.
7. Discuss with the student the formal and informal organizational structure of the site.
8. Help the student to identify and begin to meet clients. Coach the student as necessary.
9. Model counseling for the student by having the student observe your own counseling sessions with clients.
10. Consult with the student for one hour per week. Encourage the student to bring questions, issues and requests for assistance to you. Give written feedback to the student using the Weekly Supervision Session Log form in the Supervision Assist program. Review and sign-off Log of Practicum Activities in the Supervision Assist program.

Week Three:

1. The student should begin counseling or working on related counseling activities more independently. The Site Supervisor might attend a counseling session or two between the student and clients and share observations with the student.

2. Discuss referral sources with the student.
3. Discuss the relationship of the setting to the community and community resources with the student.
4. Meet with the student for one hour per week. Encourage the student to bring questions, issues and requests for assistance to you. Sample audio and/or video recordings of cases and client notes are examples of work that may be reviewed. Give written feedback to the student using the Weekly Supervision Session Log form in the Supervision Assist program. Review and sign-off Log of Practicum Activities in the Supervision Assist program.

Week Four and Each Week Thereafter:

1. The student should be providing individual and/or group counseling in sufficient numbers to meet the requirement of the clinical course.
2. Meet with the student for one hour per week. Encourage the student to bring questions, issues and requests for assistance to you. Sample audio and/or video recordings of cases and client notes are examples of work that may be reviewed. Give written feedback to the student using the Weekly Supervision Session Log form in the Supervision Assist program. Review and sign-off Log of Practicum Activities in the Supervision Assist program.

SPECIAL ISSUES

Confidentiality

All professional counselors are concerned about confidentiality for the client (and family). It is the intent of the program faculty to not interfere with this professional responsibility. Client first names, initials or codes may be used to protect the identity of the clients seen by the clinical student. Any cumulative record information of the client that may have personally identifying information will be removed to protect client identity.

When the Site Supervisor is a Colleague or Fellow Employee of the Student

Occasionally the elected supervisor is also a colleague or fellow employee of the student. This presents some interesting dynamics and challenges to the working relationship. The most important issue in this arrangement is how to maintain a learning environment which challenges the student and accomplishes the goals of the program and the agency. It is most important to plan the site experience, meet weekly at a preset time and expect the student's work to be completed on a continuing and regular basis. Friendship can be a powerful tool to motivate the student to accomplish what has been agreed upon. Being "up front" with the student at the beginning by stating your concerns and assistance and developing a plan to avoid potential conflicts is essential. Ask for assistance from the faculty member on how to structure the relationship in order to benefit everyone.

Early Warning Signals of Potential Problems

Identification of concerns about student progress should be addressed as soon as possible. When identified and discussed early in the development of the concern, the problem can more easily be dealt with; the student will have more time to address the concern, you will be more satisfied with trying to help and the goal of taking a developmental approach will be met. Most concerns, if approached in this way, will be satisfactorily resolved.

Some indications of concern might be the student not meeting weekly with you, missed client appointments, lateness in meeting responsibilities, or lack of enthusiasm. These issues should be addressed with both the student and the Faculty Group Supervisor. Together, these concerns can usually be resolved. Our mutual interest is to assist the student to grow. By addressing the issue directly and early the student will have the opportunity to learn of the concern, have the opportunity to make corrections and grow in the process. Failure to address the concern may "short change" both the student and the profession.

Evaluation Process

Evaluation of the student and the program is an important part of the learning process. The Department has several levels of evaluation and will ask the Site Supervisor to participate in several ways.

The Site Supervisor and the faculty member evaluate the student in their respective supervisory capacities. The Site Supervisor will evaluate the work of the student as it relates to the site activity. Written and verbal feedback to the student help the student to understand and learn the importance placed on various aspects of the student's performance. The faculty member takes this evaluation into account in grading the total work of the student in the clinical activities.

The total clinical experience is evaluated by the student, the Site Supervisor and the faculty member. Each is asked to complete an evaluation of the program at the end of the clinical sequence. These evaluations are reviewed and changes are made for the following year. Thus, your comments are very important to the Department to help improve the program. Refer to the Evaluation of Clinical Program by Site Supervisor in the Appendix Section.

In addition, the student evaluates the program faculty member at the end of each semester. The On-Campus Individual Supervisor and Site Supervisor are also evaluated at the end of their program involvement.

Digital Audio and Video Recording

While enrolled in the clinical sequence COUN 690, 693, 694/695, students are required to submit digital audio or video recordings of counseling sessions to be utilized during supervision including on campus individual, on site, and group supervision. Please note that all digital recordings will occur with designated iTouch devices, distributed to students through the Department of Counselor Education. These devices are password protected and HIPAA compliant for recording purposes. The Department also maintains the ability to remotely wipe the content on any device in case it is lost or stolen. At least three recordings will be reviewed with their on campus individual supervisor during COUN 690 and at least three tapes will be reviewed with their site supervisor during COUN 693, 694/695. Supervisors will indicate that a recording has been reviewed on the weekly supervision session log page in Supervision Assist. Additionally, these digital recordings 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 recording, then the student will role play clinical experiences with the Clinical Coordinator or their designee in the Department of Counselor Education. This is only permitted after the group supervisor and Site Supervisor have explored all possible options for recording of actual counseling sessions. 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 Digitally Record Consent Forms are found in the Appendix Section.

Insurance

The college provides both physical injury insurance coverage and professional liability for the clinical student during the academic terms. Some sites also provide professional liability insurance for their interns. All students are required to obtain their own professional liability insurance in addition to the coverage provided through the college 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 (Group Supervisor) at the beginning of the semester and the semester in which the student renews his/her professional liability insurance.

School Setting Requirements

Students who will be working in a school setting are required by state law to have a negative TB Test result. The college Health Center provides this service to students who have not been tested previously.

Home-based Therapy/Services

Courses offered through the Department of Counselor Education are not designed to prepare students for providing home-based therapy and other home-based services. Students who are expected to provide services at a client's home should complete all of the trainings that are required on site prior to performing this task and receive ongoing supervision from the site supervisor. The site is responsible for offering necessary training(s) for providing home-based therapy/services which may include but are not limited to (a) case management, (b) assessment of and reporting of child abuse and neglect, (c) professional issues (i.e., safety, confidentiality, boundaries, professional burnout, etc.), (d) family issues (e.g., family safety, domestic violence, parenting, parent-child interactions, life-skills management, diverse family constellations, and multiculturalism, etc.), (e) mental illnesses including dual diagnosis, (f) lifespan development, and (g) emergency protocols and crisis interventions. Additionally, the site is responsible for evaluating a counselor-competency prior to permitting a student to engage in home-based therapy/services.

Revised 09/23