

FIELD PLACEMENT HANDBOOK

DEPARTMENT OF PROFESSIONAL COUNSELING



MONMOUTH
UNIVERSITY

PROFESSIONAL
COUNSELING

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I. Introduction

The practice of Mental Health Counseling is defined as “the application of mental health, psychological or human development principles, through cognitive, affective, behavioral or systemic intervention strategies, that address wellness, personal growth, or career development, as well as pathology” (ACA, 1997). Monmouth University’s Department of Professional Counseling offers two graduate programs leading to master’s degrees that equip students with the theoretical and practical aspects of a career in counseling.

The **Master of Science in Clinical Mental Health Counseling** is a 60-credit program (the first of its kind in NJ) that allows the students to complete all the credits, including the core curriculum, required for Licensed Professional Counselor (LPC) licensure in NJ. Most other states have similar requirements and the National Certified Counselor credential. In addition, the program allows the students to pursue specialty areas and enhance their counseling skills with field experience. The Mental Health Counseling program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

A key part of this program is clinical experience. Students have the opportunity to complete up to 12 credits of supervised field experience, including counseling actual clients at the University approved field sites. Each field experience is aided by close clinical supervision at the site, as well as at the University. This handbook will provide the students with the details of the requirements for such site experience, the process for selecting sites and all the details for completing the two phases, called the practicum (the initial field experience) and subsequent internships.

PLEASE NOTE: For students completing the Master of Science in Clinical Mental Health Counseling with an addiction studies concentration, please review the additional information regarding LCADC hours/requirements on **pp. 11-12**.

Important note regarding the field placement experience

It is important for the trainee to keep in mind that the richness of the Field Placement experience is directly related to the level of immersion in that experience. The benefit for you, the student, is enhanced if the placement site is willing to give you maximum responsibility and provides you with individual and group counseling opportunities. You should also get involved in site specific activities (staff meetings, case reviews and training courses), treatment and documentation processes). In addition, it is important that you be self-assured and request such involvement as early as possible. Your initiative is key to making this experience successful. It must also be kept in mind that there is a requirement in each field placement course that delineates the minimum number of direct service hours. Clients will not always be available to the trainee in accordance with a restricted schedule. The greater the flexibility of the student, the more beneficial the experience will be.

Diversity of experience requirement

An additional requirement for ensuring a diversity of experiences is the need to choose at

least two different field placements during the three semesters of field placement. Occasionally exceptions are made with the approval of the Director of Field Placement.

Department Diversity Statement

The Department of Professional Counseling honors the worth, dignity, potential, and individuality of everyone by acknowledging diversity and advocating for social justice and equality. This department views diversity from an intersectional perspective, recognizing the ways in which identities operate within systems of power, privilege, and oppression. This department strives to be a diverse community in both membership and leadership.

The Department of Professional Counseling does not tolerate discrimination against any individual based on race, ethnicity, culture, religion/spirituality, age, ability status, gender identity and expression, sexual/affectional identity and orientation, relationship status, spoken language, socioeconomic status, or any other personal characteristic not related to academic performance or disposition.

Field Placement in Counseling

The field placement experience is a vital and required component of graduate education in counseling. The practicum and internship provide opportunities for students in training to expand and enrich their personal and professional development by ensuring that they are provided the required supervised counseling experience. Field placement experience is also a requirement of the Council for the Accreditation of Counseling and Related Educational Programs (CACREP), as well as the State of New Jersey. Field placement provides an opportunity to experience counseling under the direction of an “on-site” supervisor and a Monmouth University faculty member.

According to CACREP guidelines, counselors in training should have the following opportunities through their field placement experiences:

- 1) Experience in individual and group interactions.
- 2) Opportunities for students to counsel clients representative of the ethnic, lifestyle, and demographic diversity of their community;
- 3) Involvement in a variety of professional activities in addition to direct service work;
- 4) Use of variety of professional resources such as measurement instruments, computers, print and non-print media, professional literature, and research.
- 5) Application of the ethical code and guidelines of the American Counseling Association (ACA).
- 6) Extensive supervision supported by observational and communications technologies.

There are three important outcomes of a successful field placement experience for the student:

- 1) It gives the student the opportunity to integrate and apply the fundamentals of the profession under the direction of qualified supervisors.
- 2) It forms the basis for the transition from the student role to the role of the professional counselor.
- 3) It shapes future employment by developing skills of working with particular client populations, in particular counseling modalities, and/or with particular presenting problems.

Use of Internship Hours Toward Licensure

In accordance with NJ state regulations, clinical hours earned during field placement courses (Practicum and Internship) may be included in one's application for licensure as a Licensed Professional Counselor (LPC), under certain conditions. For example, hours may only be considered toward licensure if the student passed the course AND does not include those courses in the course worksheet section of the application for LPC. Please refer to state regulation administrative code **13:34-11.3 PROFESSIONAL COUNSELOR: EXPERIENCE REQUIREMENTS**. In sum...

Hours of supervised professional counseling experience obtained during college or university graduate level practicums may be counted toward satisfying a portion of the supervised professional counseling experience requirement provided the courses labeled graduate level practicums or internships are not also used to satisfy the 45 hours distributed in the eight areas of the educational requirements for licensure as set forth in N.J.A.C. 13:34-11.2. No more than one calendar year of supervised professional counseling experience may be obtained prior to the completion of the 60 graduate semester hours.

Important Note: *In order for clinical field hours to count toward the LPC, as of this version of the Handbook, the state Board requires a letter to be sent directly from our department documenting a student's total field hours, and Hours Logs may be needed at that time for that purpose. It is incumbent upon students to keep and maintain copies of all of their Hours Logs, which reflect their clinical hours earned in Practicum and Internship courses. The department may, but is not obligated to, keep such records, nor are partnering field sites.*

Overview of Field Experiences

The field placement experience at Monmouth University is divided into a three credit **Practicum (PC 595)** and six credits in **Clinical Internships (PC680)**. Up to nine credits in the Clinical Internships is possible. The Practicum (PC 595) is the student's first off-campus counseling experience. As such, it is likely to be the first time the counseling student meets with a real client and the first time the student applies the body of knowledge of the counseling profession to helping another person. During the Practicum, through

intense supervision, provided both off campus by the site supervisor, and on-campus by faculty members in group settings on a weekly class, the new counselor is ushered through initial experiences of counseling. The goal is to reach a higher level of autonomy, confidence, counseling knowledge and skills as well as to gain group experience. Students in all master's level programs are required to complete the three-credit practicum.

The **Clinical Internship (PC 680)** assumes that the goals of the Practicum have been successfully accomplished. During the Clinical Internship, the student is again provided individual supervision by a qualified site supervisor and weekly group supervision by a Monmouth faculty member. The goal of the clinical internship is for the student to become a confident, independent, and knowledgeable counselor, who is able to support clients and integrate her/his own skills with input from other appropriate sources. In both the Practicum and the Internship, students are evaluated both by their site supervisors and the supervising Monmouth faculty members. The feedback from these evaluations provides useful input to guide further professional growth. Students in the MS program are required to complete two semesters of Clinical Internship.

This handbook will provide information for students regarding the steps and timelines for application to get registered for either of the field placement experiences, the pre-requisites for each, and the requirements for successful completion.

Student Empowerment

Students are empowered to take charge of their own field experiences. This handbook provides the necessary information for completing the steps of the placement and the actual counseling experiences and associated course requirements. The faculty and the Director of Field Placement will be available at all times to support students' growth throughout the field placements. This handbook is also available on our website to the field placement sites.

At the beginning of a clinical experience the student should meet with the site supervisor to determine mutually agreeable goals and expectations that are in line with the requirements of the Practicum and the Internship. These plans are summarized in a Supervision Plan. The Director of Field Placement and the Monmouth faculty will be in contact with the on-site supervisor to ensure that the value of the student's experience is maximized.

Students are expected to take the initiative to secure their own site placement and complete all the requirements that are specified for their field experience, with departmental support. The procedures and associated documentation are provided in this manual. Students are required to ensure that all preparatory paperwork, evaluations, logs, and approvals are completed.

Field experience is a great opportunity, but its value is very much dependent on the efforts expended by the students. Participants are strongly encouraged to take the initiative to get involved in diverse situations and work with diverse clients in diverse counseling modalities. Counseling careers can be shaped by these experiences.

Use of Tevera

All students currently enrolled in the MS in Clinical Mental Health Counseling program are required to use Tevera; a program that assists with the evaluation of students, timekeeping at sites, and enables students with permanent access to this information post-graduation. All students should access Tevera through eCampus (use the student user guide provided there to get instructions for using the system). Please refer to **appendix 3 (pp. 23-24)** for additional information. Specific guidance on course requirements will be given by your course instructor.

Registration for Practicum & Internship Courses

Students do not register themselves for field placement courses (Practicum and Internship). The Director of Field Placement registers students for these courses. Registration is typically done after the Field Placement Application due date and is based largely, but not solely, on the order in which students submit their Field Placement Agreement in Tevera.

IMPORTANT NOTE: Department policy prohibits students from registering for four courses in ANY semester (in ANY configuration) when one of those courses is Practicum or Internship. In other words, students may take a maximum of three courses (9 credits) in any single semester (spring, summer, or fall) when taking a Practicum or Internship course during that semester.

Interning Between Semester Breaks

Students and site partners need to remember that interns are students and not employees, although the roles overlap somewhat. Therefore, sites and students are expected to adhere to the breaks between semesters, as a part of self-care and wellness. Students may choose to start their internship one week before the semester if they secure permission from their course professor in advance, as they will serve as the students' second supervisor. For the winter break only: Students may opt to intern for one week after the end of the fall semester, with permission from their course professor.

II. Clinical Sites

The University has been working with many sites in several NJ counties and on occasion even out of state and outside the United States. These sites are selected via a qualification process that ensures that students are provided an adequate client load, a client base of sufficient diversity and site supervision that meets the requirements set forth by state and national licensure and accreditation boards.

Students may select sites based on their own interests, time constraints, and geographic proximity. Students may also recommend additional sites to be qualified by the University. Agreements between the University and the sites will be defined based on the specific needs of the site.

The University appreciates the efforts of its training sites to support the students. It is expected that through the completion of all semesters of supervised field experiences, the students will develop the skills required for an entry-level professional counselor. This manual serves to support the implementation of the syllabus for each field experience course and serves to integrate the students' experiences in the field with those at school. The Director of Field Placement will be available to support the sites and the Graduate Professional Counseling Department in providing the best possible academic and practical experience for the students.

Information for Site Supervisors

The on-site supervisor plays a key role in the field placement experience and educational developmental of the counseling student. The supervisor serves as a professional role model and is often the student's first contact with professional counseling's service delivery and world of work. We look to the On-Site Supervisor as a partner in the education of our students and therefore seek supervisors who are knowledgeable in theories and techniques of professional counseling, mental health, human development, and issues of diversity that are important to the developing counselor.

The Department of Professional Counseling requires experiential coursework in the form of practicum and internship for all of its degree and certificate programs in accord with the requirements of CACREP and the State of New Jersey.

The University believes that supervised experiential learning, including practicum and internship, are necessary to add breadth and depth to students' development as counseling professionals. Practical experiences obtained as a part of our educational program should include individual and group counseling experience as well as professional experiences in psychoeducational program planning and implementation, case consultation, in direct service activities, and group and individual supervision.

III. The Practicum - PC 595

The requirements for the practicum include 100 hours of service at the site, of which at least 50 hours are spent on direct client contact. Direct contact is defined as the student having full responsibility (potentially under direct supervisory observation) for counseling an individual and facilitating a group (or co-facilitating), refer to **appendix 4 (p. 25)**. *A qualified site supervisor must provide at least one hour of individual supervision each week.* The required qualifications for the site supervisor are provided in the section on Qualification of Sites. In addition, *practicum students are required to audio record at least two counseling sessions.* These sessions are analyzed during individual or group supervision. *Students must remain at their sites for the entire length of the course even if they have already exceeded the required hours.*

Weekly group supervision is provided by the faculty during PC595 Counseling Practicum. Individual supervision by faculty is available to students when requested.

Formal evaluations are completed by the site-supervisor and faculty member at the middle (week 7/8) and the end (week 13/14) of the semester.

Policy for taking an Incomplete in PC 595: Students must have completed at least 80% of their total hours and assignments to qualify for an incomplete grade in the course.

Requirements for Admission to Practicum

CACREP Requirements:

1. Students complete supervised counseling practicum experiences that total a minimum of 100 clock hours over a full academic term that is a minimum of 10 weeks
2. Practicum students complete at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills
3. Practicum students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the practicum by (1) a counselor education program faculty member or (2) a site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement
4. Practicum students participate in an average of 1 ½ hours per week of group supervision on a regular schedule throughout the practicum. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.

Department Requirements:

1. Satisfactory progress in your graduate program as demonstrated by successful completion of at least 27 credits prior to the beginning of Practicum. Including the following **pre-requisites:**

Completion of the following courses with a minimum grade of C+:
Psychopathology (PC 512), Counseling Theories (PC 525), and Introduction to Alcohol and Drug Abuse (PC 540)

Completion of the following courses with a minimum grade of B:
Mental Health Counseling (PC 505), Introduction to Counseling Skills (PC 523), Case Conceptualization (PC 526) and Group Counseling (PC 550)

2. If you are interning at an ADDICTIONS SITE, you must take Treatment of Alcohol and Drug Abuse (PC 542) as a pre- or co-requisite with internship.
3. Satisfactory progress in the development of the professional objectives for students and readiness for clinical experience as outlined in the Graduate Student Handbook for Professional Counseling Students as assessed by the student's advisor.
4. All necessary paperwork is completed and submitted via Tevera.

IV. The Internship - PC 680

Students seeking to complete MS degree requirements and prepare for licensing are required to take two semesters of Clinical Internship courses (PC-680) and may elect to take a third one. *Each Internship course requires 300 site hours, of which at least 150 must be in direct client contact, please refer to **Appendix 4 (p. 25)**. Students may bank up to 100 site service hours (maximum of 50 direct) from a semester to be used as credit for the next semester, as long as the minimum total hours for each of the courses is met. In all cases, the students must remain at their site for the entire length of each course, even if they have exceeded the required service hours. An hour of weekly individual site supervision must be provided by a qualified site supervisor (supervisor qualifications are detailed in the section on *Qualification of Sites*). At least one and a half hours of group supervision will also be provided on a weekly basis by the faculty for PC-680. These small supervision groups will also help the student grow through shared experiences.*

Formal evaluations of counseling skills and growth will be provided by the site-supervisor and faculty in the middle (week 7/8) and at the end (week 13/14) of the semester.

The goal of the internships is to grow the counseling skills of the counseling student. In addition to direct counseling skills, the intern should engage in opportunities for other professional activities, such as lectures, meetings of professional associations, etc. An independent, confident entry level counselor should be the outcome of the experiences obtained during these internships. The student should be able to rely on their own knowledge development to help a diverse set of clients and be able to consult with peers to determine the best approaches for treatment.

Policy for taking an Incomplete in PC 680: Students must have completed at least 80% of their total hours and assignments to qualify for an incomplete in the course.

Requirements for Admission to Internship (PC680)

CACREP Requirements:

1. After successful completion of the practicum, students complete 600 clock hours of supervised counseling internship in roles and settings with clients relevant to their specialty area.
2. Internship students complete at least 240 clock hours of direct service.
3. Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship, provided by (1) the site supervisor or (2) counselor education program faculty

Department Requirements:

1. Satisfactory progress in your graduate program as demonstrated by successful completion of at least 30 credits prior to Internship, including completion of Practicum (PC 595).
2. If you are interning at an ADDICTIONS SITE, you must take Treatment of Alcohol and Drug Abuse (PC 542) as a pre- or co-requisite with internship.
3. Satisfactory progress in the development of professional objectives as judged by the faculty member and at least an average rating (a rating of 3) of such skills by the student's site and University supervisor during the practicum and previous field experiences.
4. If student receives a rating of 1 ("doing harm") by a faculty member, they may be in danger of failing the course, at the professor's discretion.
5. All necessary paperwork is completed and submitted to Tevera.

V. Field Placement Requirements for MS in Clinical Mental Health Counseling with Addiction Studies Concentration

For the MS with Addiction Studies Concentration, the question often arises, "Can I use my field hours (both Practicum and Internships) towards my LPC and LCADC license?" The answer is "yes" but with some caveats. For example, if a student is working in an agency or program where they will be treating both individuals with mental health disorders AND individuals with substance use disorders OR treating people with co-occurring disorders (i.e. those who manifest both a substance use disorder and a mental health disorder concurrently), then they will be able to use those hours towards both licenses. The caveat is that the LPC Board will not allow students to use the 100 Practicum hours, as those hours are part of their Core Requirements and do not therefore count as field or experiential hours. However, the LCADC Board will count both Practicum and Internship hours, provided that the student meets the stipulations indicated above.

Students also ask if they can count Practicum or Internship hours towards the LCADC, if they work in a school setting, e.g. working under a Student Assistance Counselor (SAC). The answer is “yes” provided that the student’s supervisor is licensed and provided that they are working with students who are dealing with substance use disorders or who may be children of people with substance use disorders.

In order to ensure that the hours will count towards licensure, the LCADC Board has a form called the [Proposed Supervision Plan](#), which the student and their supervisor can fill out and send to the Board prior to the beginning of field placement hours. If approved, notification will be sent in writing by the Board. This same form can also be used once a student graduates from Monmouth and accrues the remaining supervised experiential hours towards the total of 3000 hours required for the LCADC license.

VI. Process for Securing a Field Placement

For both practicum and internship, the process of finding and securing a placement is the same. After considering the issues discussed in the above sections and after being approved by the academic advisor, students will choose candidate sites from the list of qualified and available sites on the departmental website. (If a candidate site is not on the list of field sites qualified by Monmouth, the student should facilitate contact between the University and the site to ensure that such a qualification process is completed.) The following steps are suggested for securing a placement. The Director of Field Placement will be happy to assist you at any step of this process.

1. Students may begin to search for a placement site several months prior to the semester. Be sure to submit a Field Placement Application prior to its due date. You should generate a priority list of sites (from the list on the departmental website, or ones of your own choosing) and begin to contact the sites. Contact information is available on the website. Students are expected to make efforts to secure their sites; subsequently, additional help with finding and choosing sites is available from the Director of Field Placement.
2. One of the best, and preferred approaches is to contact the site via email. You can also apply for a field placement via a letter. You may indicate in the communication an approximate date on which you will call to follow up (one to two weeks later). You may also want to provide a vita, which should focus on your academic preparation and relevant work or volunteer experience. If you wish, or if a candidate site requests it, you may also obtain a customized letter of interest on MU stationery from the Director of Field Placement to be sent to prospective field sites. The letter would request the field placement, clearly explain the requirements of the placement, and request the opportunity to interview for placement consideration.
3. If you do not hear from the site, follow up with a telephone call or email requesting an interview.
4. Prepare for the Interview. Be prepared to discuss your goals and objectives of the field experience, your professional background and relevant volunteer experience, and your theory of counseling. Be prepared to ask informed questions regarding the nature of the agency to which you are applying, the structure of supervision at the agency and the client population served. Be prepared to discuss with the interviewer the requirements of the

course you will be in and your availability. *It should go without saying that you are to be prompt to the interview, dressed professionally, and have a copy of your resume with you.*

5. Once accepted at a placement, be sure to fulfill any prerequisite requirements of the site (affiliation agreements, physicals, immunizations, background checks, drug screenings, board of education approval, etc.) prior to the start of the semester. Once you are accepted at a placement and you accept you are committed to that site. You should recognize that they are counting on you and will be missing support if you drop out.
6. Complete all necessary paperwork for the department related to your practicum/internship class. **See Appendix 2 (p. 22)** for information on when field placement and practicum applications are due. All paperwork is to be submitted to the Director of Field Placement. Registration (which is conducted by the Director of Field Placement) cannot be completed until a Placement is obtained and a signed Field Placement Agreement is provided to the director. Please note that if a more customized legal Affiliation Agreement needs to be signed by the University and the Field Placement site, this process may take weeks.
7. Prior to the start of the field placement experience, you are to obtain Student Liability Insurance. Information on the policy offered by the American Counseling Association is available at www.counseling.org and www.HPSO.com. A copy of the insurance policy binder is to be given to both your site supervisor and your course professor.
8. You are responsible for being in a placement, with documentation of all pre-requisites completed, by the first meeting of your Field Experience class.

VII. Choosing a Field Placement Site

Introduction

Field placement is a highly individualized learning experience in which the trainee is met at the level of personal development, counseling knowledge, and skills that he/she brings to the experience. Field placement facilitates an understanding of oneself, biases, and impact on others.

Field placement is composed of varied experiences to be determined by the needs, abilities, and concerns of the trainee, the training site, the class professor, and the Director of Field Placement.

Direct counseling experience, supervision and consultation form the central core of field placement.

Self-evaluation by the trainee is essential. To understand what development goals to set in the practicum and the internships, the students are required to complete self-evaluation instruments.

With the above in mind, the students are encouraged to exercise initiative in selecting appropriate candidate sites for their field experiences. Selection criteria should include interests, diversity in client population and treatment approaches, availability of resources to support the placement and the likelihood that the hours required for the placement can be met. Students may identify candidates from the department's list of qualified sites or propose new

ones. Bear in mind that qualifying a new site and reaching affiliation agreements, if necessary, may take time. To initiate the qualification process for a new site, discuss it with the Director of Field Placement.

Who Qualifies as a Site Supervisor?

Onsite supervision is an integral part of the field placement process. Sites that offer students a placement must be able to provide appropriate onsite supervision to interns, which includes providing a qualified supervisor who can meet with the student for *a minimum of one hour of individual supervision each week*. **The supervisor must have a minimum of a Master's degree and one of the following licenses: LPC, LCSW, LMFT, licensed clinical psychologist, or licensed psychiatrist and have at least two years of clinical experience with the independent (full) license.** Supervisors are expected to promote the counselor identity and adhere to the ACA Code of Ethics.

IMPORTANT NOTE: If students plan to use their field hours toward the LCADC or the SAC credentials, then they must also be supervised by someone with that credential (e.g., LCADC, SAC, etc.). For example, if a student plans to apply for both the LPC and the LCADC post-graduation, and they want their field hours to count toward both licenses, then they must be supervised as interns by both an LPC and an LCADC (which can be the same supervisor or two different supervisors).

Qualifying a Field Placement Site

The list of potential Field Placement Sites for Monmouth University is generated through referrals from faculty, self-nominations, and previous participation in the program. The University will seek to obtain a wide range of settings that serve diverse populations. Students may also propose potential sites for their internship. Monmouth seeks to ensure that the students have the opportunity to serve clients with diverse cultural, economic, and demographic characteristics. There are schools, public agencies, and hospitals included on the list. A regularly updated list is available on the departmental website. If students find that the information is not up to date, they should notify the Director of Field Placement so that corrections can be made. **Please note that private practices or for-profit practices are (in most cases) not acceptable placements.**

For students to have a new site approved the student must complete and submit a Site Qualification Form that details the agencies' professional purposes and activities, its resources, its commitment to students, the availability of assignments and the availability of a licensed supervisor. The supervisor must have one of the following licenses: LPC, LCSW, LMFT, licensed clinical psychologist, or licensed psychiatrist and have at least two years of clinical experience with the independent (full) license. **The candidate site must also adhere to the American Counseling Association Code of Ethics.** Students must also be familiar with these guidelines and are required to observe them. In addition, the site must show that it has personnel qualified to provide supervision to Monmouth University students and provide the necessary physical and process resources to Monmouth interns to allow them to carry out their work successfully.

Internship or Practicum at Place of Employment

The fieldwork component of the graduate programs is designed to provide the counselor trainee with experiences that enhance their ability, promote their professionalism, and provide

qualified supervision. As educational experiences, the measure of their success is how the trainees are exposed to all the core areas. Therefore, *students are generally discouraged from choosing their place of employment as a field placement site*. However, in exceptional cases, in which the student can demonstrate that the learning objectives can be fulfilled at their place of employment, a work setting may be approved. When this is the case, students must use a different supervisor, different clientele, and different therapy modalities. *It should be noted that generally a maximum of two semesters may be approved in a student's work setting. If a student is doing fieldwork at their place of employment it is critical that their site supervisor not be in their line of work supervision (this would be a dual role, which is not considered ethical and is potentially damaging to the student's experience). It is also recommended that the student intern in an area of their work setting outside of their job role whenever possible.*

VIII. Responsibilities during Field Placement

Requirements for Clinical Sites

1. Understand and implement the most current Ethical Guidelines of the American Counseling Association (Specific attention to issues of confidentiality, record keeping, etc.).
2. Provide adequate space and support for the trainee.
3. Allow practicum students to record at least 2 sessions per semester and internship students at least 1 session.
4. Reply to progress report inquiries provided by the University.
5. Provide opportunity for 100 hours of service (at least 50 hours direct client contact) for Practicum students and 300 hours of service (at least 150 hours of client contact) for Interns.
6. For each student, provide a qualified supervisor who meets the University's requirements (see below).

In accordance with the CACREP standards (3P), the Department of Professional Counseling requires that site supervisors meet the following requirements:

- A. A minimum of a master's degree in counseling or a related profession and licensed as a mental health professional (LPC, LCSW, Licensed Marriage and Family Therapist, Licensed Psychologist or Psychiatrist)
- B. Minimum of two (2) years of professional clinical experience (with the full license not provisional license) in the area of counseling and mental health
- C. Knowledge of the Monmouth program's expectations, requirements, and evaluation procedures for students.
- D. Agree to and carry out the supervisory requirements for all students, including (1) a minimum of one hour per week of supervision, (2) completing evaluations in a timely manner, and (3) being accessible to students for supervision needs. They should also provide evaluations to the University by completing the standardized evaluations forms provided in a timely manner.
- E. If your agency is for-profit, please recognize that while our students are considered exempt from the licensing law for hours of service during a site placement for a course, they are not exempt if they are counseling for you

outside the course (salaried or even as a volunteer). In the latter case they and you are subject to fines by the State and their licensing can be delayed significantly. In such a situation they can only counsel after they receive a license.

The Student's Responsibilities

1. After obtaining departmental approval for placement, select and arrange a placement setting prior to the first meeting of the practicum or internship class.
2. Obtain from the placement a commitment for the practicum, or internship, via the Practicum/Internship Agreement (via TEVERA) and fulfill the requirements of your chosen site. Make sure all required attachments are completed and signed (copy of supervisor's license and curriculum vitae). Submit forms to the Director of Field Placement no later than two weeks prior to the first class.
3. Obtain student liability insurance prior to the first practicum or internship class.
4. Submit the proof of student liability insurance and the supervision plan to your practicum or internship professor via Tevera by the first week of class.
5. Attending University class meetings and required group and individual supervision sessions at the site.
6. Maintain your hours log and ensure that your supervisor reviews and signs your log on a weekly basis.
7. Make sure you receive an average of one hour of individual supervision per week at your site. Have your site supervisor sign your hour log weekly at these sessions. Work with your supervisor to ensure required evaluations are submitted to the course professor on time.
8. Fulfill all requirements of the Practicum or Internship course. Practicum requires 100 hours, 50 face-to-face; record two sessions, weekly supervision, quarterly progress reports (provided by the University) and two satisfactory evaluations. Internship requires 300 hours, 150 face-to-face; 1 recorded session, weekly supervision and two satisfactory evaluations.
9. Ensure that documentation of clinical hours and field supervisor evaluations are submitted to the Director of Field Placement prior to the deadlines for submission.
10. Complete the Student Reaction to Field Placement form.
11. Conduct yourself in a professional and ethical manner with supervisor, staff, and clients in accord with the American Counseling Association *Code of Ethics*. These standards are reviewed during required coursework prior to the Practicum.
12. Make copies of all important documents and maintain them for your own records.
13. Ensure that your site supervisor has completed all required documentation, including the midterm and final evaluations on Tevera.
14. Students must remain interning at their site for the duration of the semester, even if the minimum required hours are achieved earlier in the semester.

The Site Supervisor's Responsibilities

1. Complete the Field Placement Agreement Form and provide required attachments (Supervision Plan, Copy of Current License, a CV and supervision training).
2. Orient the student to the placement site by providing information regarding agency philosophy, policy, procedures, administration, emergency procedure, community referral resources etc.
3. Assign specific cases and learning experiences. Ensure that the student has the opportunity

to complete 100 hours of service, including at least 50 hours of face-to-face counseling, leading or co-leading a group, reviewing recordings and having the opportunity to record at least two client sessions for Practicum, and 300 hours of service, including at least 150 hours of face-to-face counseling and the opportunity to record at least one client session.

4. Schedule and provide regular face to face supervision at least one hour of individual supervision once per week and approve student hours log at each weekly meeting.
5. Establish procedures for students to obtain emergency supervision if needed.
6. Assist student in the development of the counselor identity in addition to clinical skills.
7. Evaluate students' progress through observation, supervision, and other appropriate measures.
8. Sign weekly (using the Tevera platform) for the hours the student has completed in direct service, supervision, and other related activities.
9. Maintain contact with the student's professor and the Director of Field Placement and advise them immediately of any concerns.
10. Complete the evaluation instruments in Tevera and forward it to the Director of Field Placement in a timely manner.
11. Provide professional role modeling, encouraging the student's professional development.
12. Enable the Practicum and Internship student to audio record at least 2 sessions for supervisory review.

University Director of Field Placement Responsibilities

1. Assure that the student is academically and professionally prepared and meets the requirements for practicum/internship placement.
2. Assist the student in the selection of a placement that is appropriate to meet the goals of the program and the needs of the student.
3. Maintain contact with field placements to ensure proper placement rules and safety, and to maintain relationships.
4. Serve as a liaison between the University and the placement site to meet the needs of the site and the students.

University Faculty Responsibilities

1. Ensure that proper documentation is uploaded to Tevera, including insurance and supervision plan.
2. Be in contact with Site Supervisor to collaborate on student's progress. Receive and consider action as necessary regarding evaluations of student progress from Field and University supervisors.
3. Conduct course review of Tevera's weekly hours, review session recordings, and provide weekly group supervision for students.
4. Ensure students have weekly supervision on site and in the classroom.
5. Ensure students feel supported throughout the semester.
6. Evaluate the student's progress based on course requirements.
7. Collect and provide all documentation to the Director of Field Placement at the end of the semester.

IX. Best Practices in Field Placement

This section was created to establish standards and offer additional guidance to students, faculty, and sites/supervisors to inform the field placement experience. It is based on the work of Carter and Duchac (*Counseling Today*, Vol 56, #5,) and the professional experience of the faculty and administration of Monmouth University's Department of Professional Counseling. The guidelines below are intended to assist students, faculty, and supervisors with going beyond the minimum requirements of the course and maximizing the quality of the internship experience, with client welfare, optimal trainee outcomes, and mutual satisfaction as the primary goals.

Best Practices in Field Placement:

To work toward the highest standards in field placement for client welfare, counselor trainee development, and mutual satisfaction between the student, site, and counseling department...

The Conscientious Student-Intern will:

1. Adhere to the American Counseling Association *Code of Ethics*.
2. Adhere to department, university, and site placement policies and procedures.
3. Fulfill all student obligations as outlined in the Field Placement Handbook.
4. Fulfill all mutually agreed upon internship obligations discussed with the site/supervisor.
5. Regularly self-reflect on one's personal cultural identity and its impact on others.
6. Engage with intentionality on developing one's counselor identity, including both personal and professional developmental tasks.
7. Develop their theoretical lens and apply related counseling skills and interventions.
8. Maintain mutual respect for all diverse populations and people.
9. Optimize clinical supervision by discussing personal, professional, multicultural, and countertransference issues in supervision.
10. Seek supervision and/or remediation when experiencing values-based conflicts with clients.
11. Learn treatment planning, documentation, risk assessment and intervention.
12. Be prompt and professional in all endeavors at their site.
13. Learn to self-advocate for their onsite needs.
14. Maintain a consistent and effective self-care practice, and self-monitor for impairment and report as needed.
15. Communicate openly, honestly, and proactively with site supervisor and department faculty regarding any issues related to the internship experience, including but not limited to client welfare, ethical concerns, self-impairment, personal or professional conflicts, dual relationships, competence, countertransference, termination, etc.

The Conscientious Site/Supervisor will:

1. Be familiar with and uphold the American Counseling Association *Code of Ethics* and all applicable laws of all levels.

2. Provide the student an orientation to the program, including a tour of facility, meeting personnel, safety procedures, training handbook/manual, emergency contacts, etc. Provide site-specific training related to population and/or treatment modality, including training in telehealth if used by the site.
3. Provide ample and diverse programming (e.g., opportunities for group, individual, family, couple, and/or intakes/assessments).
4. Fulfill all site/supervisor obligations as outlined in the Field Placement Handbook.
5. Meet the students at their developmental level and provide an appropriate balance of support, challenge, and autonomy individualized to each student.
6. Integrate ethical, developmental, and multicultural considerations into the student's counseling and supervisory experience.
7. Expand the student's knowledge and ability related to counseling theory, case conceptualization, multicultural issues, treatment planning, documentation, risk assessment, diagnostic issues, ethical decision-making, etc.
8. Review the student's supervision plan and performance evaluations openly and collaboratively with the student.
9. Identify and discuss the site supervisor's supervision model with the student.
10. Promote a culture of inclusion for a diverse student body.
11. Promote/invite open and honest communication with the student and the department.
12. Identify and discuss remedial or conflict-resolution procedures with the student and the department.
13. Attain/maintain active credentialing in supervision, engaging in continuing education in supervision as warranted.

The Conscientious Academic Department/Field Placement Director will:

1. Provide an orientation to field placement to students and site supervisors.
2. Provide written material on field placement policies to students and site supervisors.
3. Be accessible to students, faculty, and the site/supervisor for assistance as needed.
4. Communicate proactively with and support site supervisors as related to student engagement and class activities (course faculty will do this).
5. Serve as a mediator for students, faculty, and site supervisors during potential conflicts.
6. Serve as a resource for assistance to students and supervisors throughout the field placement process.
7. Communicate potential placement opportunities to students and share sites' individual needs as requested (facilitating student/site linkages).
8. Create/share opportunities for site supervisors' professional development.
9. Support students, faculty, and supervisors in ethical decision-making processes as appropriate.
10. Maintain, update, and share materials related to field placement (e.g., F.P. Handbook).

X. Prohibited Activities

Students are prohibited from engaging in the following activities related to their internship:

1. Engaging clients prior to obtaining liability insurance and a signed F.P. Agreement in Tevera.
2. Transporting clients in any manner (agency vehicle, personal vehicle, etc.).
3. Engaging in any clinical activity outside of the agency setting. This may include but is not limited to: conducting in-home or offsite sessions of any kind, searching for eloped clients, etc.
4. Being alone in the building (e.g., the last person in the office), as students must be accompanied by other clinical staff in the same building at all times.
5. Interning at two sites simultaneously in the same semester for their Practicum.
6. Handling any form of payment from clients or related to clinical care.
7. Interning for more than 30 hours/week.
8. Students may opt to, but sites may not require them to perform drug screens on clients.

XI. Health and Safety

Safety is the highest priority for students in field placement. Site partners are expected to promote the health, wellness, and safety of the students. The agency must provide written Covid guidelines, health safety protocols and required vaccinations to the student and the department prior to the student's first day of internship. Students are also expected to comply with health safety protocols, including adhering to department and agency guidelines for preventative health measures (e.g., Covid safety protocols), as well as maintaining positive self-care practices.

XII. Telehealth (a.k.a. Virtual or Remote Counseling, etc.)

The Professional Counseling department recognizes the emergence and likely permanence of telehealth as an accepted modality since the Covid-related lockdown of March 2020. Students are required to adhere to all health safety-related rules and guidelines of the department/university, the agency, and the government. Sites will provide (at least 50%) opportunities for in-person counseling whenever safely possible, including individual, group and couples/family. Students are permitted to engage in telehealth services (i.e., technology-assisted remote counseling and related services) under the following conditions:

1. The agency provides the student with written guidelines on the agency's telehealth facilitation (e.g., rules, expectations, and education for engaging in telehealth practices via the agency's platform.)
2. The student completes additional training in the implementation of telemental health services, including ethical considerations, confidentiality, informed consent, and competency. Students may seek referral sources from department faculty.
3. The agency and/or the student can provide adequate (e.g., secure internet in a private space, HIPPA compliant platform/equipment).
4. The student has immediate access to their onsite supervisor (or other known, appropriate, fully licensed staff) at all times when working directly with clients.

APPENDIX-1

Student Checklist for Field Placement

(The forms mentioned here are in the Appendix and/or on Tevera.)

1. **Complete the Field Placement Application** (along with your academic audit) in Tevera, once the Director of Field Placement (DFP) announces via email that Applications are being accepted for your targeted semester. **Note:** You can search for sites before applying for a Practicum or Internship course, and you DO NOT need to have a site secured before applying. *Remember.....Only submit applications within the dates announced!*

2. **Search for a placement site...** at least 5-6 months prior to the start of your course, (the sooner the better). Please refer to the department website for a list of approved sites. If you wish to intern at a placement that is not on the department's list, the **Site Qualification Form** must be completed in Tevera, before moving forward. *Please note that private practices are not acceptable placements.*

3. **Complete the Field Placement Agreement** in Tevera once you have obtained a verbal/written commitment for a placement. Submit it to the site supervisor and DFP. *This must be completed by the due dates indicated in the Pre-Semester Forms Guide (Appendix 2).*

Note: Registration for Prac/Int courses is conducted by the DFP and is based largely, but not entirely, on the order in which Agreements are received by the DFP.

4. **Complete the Semester Dates form** in Tevera. This form links you to the site/supervisor. Enter dates that are one week before the semester and two weeks after the semester.

5. **Obtain Student Liability Insurance** *before you start interning at your site.* Insurance is available through the ACA [website](#) or at www.HPSO.com, among others, and is to be submitted as a course assignment in Tevera by the first day of the Prac/Internship class.

6. Prompt your **supervisor to upload their curriculum vitae (CV) and current license** via Tevera.

7. **Complete a Supervision Plan** with your supervisor, which is to be submitted as a course assignment via Tevera by the first week of the Practicum/Internship class.

8. Once you begin the internship, maintain your responsibilities as a student intern (refer to page 15).

9. It is the student's responsibility to ensure that your site supervisor completes your midterm and final evaluations through Tevera at the middle and the end of the semester.

Please Note: This process/these forms must be completed for every semester you plan to take a Practicum or Internship class.

APPENDIX-2

FIELD PLACEMENT PRE-SEMESTER FORMS GUIDE

*** These forms need to be completed for every semester you plan to intern ***

Practicum/Internship Application

- Must upload academic audit
- All forms should be uploaded to Tevera and submitted to the Field Placement Director
 - Fall semester: apply by 2/1
 - Spring semester: apply by 10/1
 - Summer semester: apply by 2/1

Site Qualification Form

- Only necessary if the site is new to us
- Submit to your site supervisor and the Field Placement Director via Tevera
 - Fall semester: apply by 6/15
 - Spring semester: apply by 10/15
 - Summer semester: apply by 2/15

Field Placement Agreement

- Upload to both site supervisor and Field Placement Director via Tevera
- Supervisor CV and License is uploaded with this
 - Fall semester: submit by 7/1
 - Spring semester: submit by 11/1
 - Summer semester: submit by 3/1

Semester Date Forms

- Submit to the Field Placement Director on Tevera
- Submit no later than 2 weeks before the start of the semester
- Enter dates that are 1 week before and 2 weeks after the semester

Supervision Plan and Certificate of Insurance

- These are class assignments
- Submit to your course professor in the first week of class
- Complete the 'Supervision Plan' in the assignments section of Tevera
 - Done in collaboration with supervisor
- Upload a copy of your certificate to the course assignments
- You cannot see clients until insurance certificate is obtained and submitted

Registration

- Registration is done by the Field Placement Director
- Look out for an email when it is time for registration

APPENDIX-3

INSTRUCTIONS FOR STUDENTS FOR PRE-SEMESTER PROCESS IN TEVERA

I. How to complete and submit the practicum/internship field placement application:

1. On your Tevera homepage click **My Sites** in the **Site Placement**
2. Click the **Tasks** button under **Pre-application Paperwork**.
3. You will first need to complete the application. Click on the application name (either **Practicum Application** or **Internship Application**), then click **Open**.
4. Fill out all the required fields then sign where it says **Student Signature** towards the bottom (if you are prompted to use your password to sign, click the button with the pencil on it to switch to signing with your cursor or finger/stylus if using a mobile device).
5. Click the **Submit** button at the bottom of the form, select your Academic Advisor's name from the drop-down menu in the pop-up window, then click **Submit** again.
6. Once the form is submitted it will automatically bring you back to the **Pre-Application Tasks** menu where you can upload your academic audit (see next set of instructions).

II. How to upload your academic audit:

1. Click on **Upload Academic Audit**, then click **Start**.
2. Add your audit by browsing for the file or dragging/dropping it onto the screen.
3. Click the **Submit** button at the bottom of the form and a pop-up will appear with the default 1st reviewer as Faculty Advisors; click **Submit** again.

Once you submit both your application and audit, please send an e-mail to the Director of Field Placement notifying them you have done so. This will ensure the form/document are reviewed and approved as quickly as possible. In order to select your site when you have secured a placement (see next set of instructions) your application/audit must be completed by you and submitted to/approved by the Director of Field Placement.

**If you are interning at a NEW site that the department has not previously worked with, please contact Professor Trimarchi at jtrimarc@monmouth.edu for that set of instructions.*

III. How to select your site/supervisor and complete the field placement agreement (for sites already approved):

1. On your Tevera homepage click **My Sites** in the **Site Placement**
2. Click the + where it says **Add Placement**.
3. Select your site from the list by clicking the **Start** button next to its name (you can filter alphabetically or search for the site);
4. When the pop-up appears asking if you want to begin paperwork, click the **Yes, I'm ready** button.
5. Select your site supervisor from the list by clicking **Start** next to their name.
-if your supervisor does not appear on the list, click the **Suggest a Supervisor** button at the bottom of the page, enter in the person's name, and click **I'm Ready**. This will add your supervisor to the system and generate an e-mail invitation to them once they are approved by our Director of Field Placement.
6. When the pop-up appears asking if you want to begin paperwork, click the **Yes, I'm ready** button,

- which will redirect you to the next menu for site/supervisor information.
7. Click on the agreement name (either **Practicum Field Placement Agreement** or **Internship Field Placement Agreement**), then click **Open**.
 8. Fill out all the required fields, click **Submit** at the bottom of the form, then select your site supervisor from the drop-down menu as the 1st signer (Professor Trimarchi will be the default 2nd signer); click **Submit** again which will bring you back to the previous screen.
 9. For a supervisor already in registered in Tevera **Semester Dates** from the menu, then click **Open**. (for an unregistered supervisor refer to steps 11-12)
 10. Enter the first day of the semester as the start date and the last day of the semester as the end date; click **Submit**, a pop-up will appear with a default signed already selected, then click **Submit** again to go back to the previous screen which completes the process.
 11. For an unregistered supervisor click **Supervisor & Semester Info**, then click **Open**;
 12. Enter the supervisors first name, last name, and e-mail address, and then enter the first day of the semester as the start date and the last day of the semester as the end date; click **Submit**, a pop-up will appear with a default signed already selected, then click **Submit** again to go back to the previous screen which completes the process.

If you have any difficulties with Tevera, please contact support@tevera.com

APPENDIX-4

Definition of hours for Practicum and Internship:

Students in practicum and internships keep track of their hours on an Hours Log in Tevera, which is submitted weekly and at the end of the semester to verify that the minimum class requirements. A minimum of 100 hours (50 direct) per semester is required for Practicum, and 300 hours (150 direct) are required for Internship. Verification of the Hours Log is also important for later confirming to the NJ Professional Counseling Board the total number of supervised hours that the student earned during their field experience (a maximum of 1,500 FP hours may be applied toward licensure). **Please note:** that a maximum of 100 hours (which exceeded the 300 hour semester minimum) may be applied to the next PC 680 course for the entire CMHC program (not per semester). No hours can be carried over from Practicum to Internship courses.

The Hours Log in Tevera has several columns for indicating the various types of qualifying activities that the student may count toward the total amount of service at the site. To ensure that there is good understanding of what qualifies under each of these categories the following definitions are provided:

Direct Client Hours (A minimum of 50 for Practicum and 150 for each Internship are required to pass the class):

The entries in these columns reflect the hours spent in direct client care (e.g., individual, family, group counseling, intakes/assessments, etc.). These may include solo or co-counseling/facilitating (individuals and groups) - the key is that the student is actively engaged in the counseling process. Shadowing a supervisor or another more experienced counselor does not count as direct hours. It may count as Other Professional Activity Hours (under the Non-Direct Hours column).

Non-Direct Hours:

Supervision:

The program requirements state that the student must participate in at least one hour per week of individual supervision with their site supervisor. To ensure that such supervision is facilitated, it is advised that a regularly scheduled hour be used with the student's assigned supervisor. Additional supervision hours, beyond these required ones, may include group supervision at the site and any additional supervision with a licensed supervisor there. Class hours cannot be counted into the site experience hours (the State Board might consider that double counting the hours with the educational credits).

Other Professional Activities:

There are activities associated with the site assignment that count as Non-Direct Hours. These include documentation of client sessions, any training arranged for by the site, preparation for sessions (for example creating group activities, etc.) and case discussions among interns and other staff at the site. Generally all these activities take place at the site.

Procedure for Completing Hours Logs:

Log entries should be made at least weekly and signed by the field supervisor and course professor each week. The total hours in a week should not exceed 30, as this is the maximum experience hours allowed by the state on a weekly basis. The site supervisor and MU class professor will support the students on a regular basis by reviewing the hours log with the student to ensure that all the requirements can be met by the end of the semester. If problems are foreseen, the professor will work with the student (and possibly the site supervisor and/or Field Placement Director) to determine a viable plan for the required hours to be achieved by the end of the semester, or plan alternative courses of action.

APPENDIX-5

Frequently Asked Questions

How many credit hours and clock hours are needed to fulfill the field placement requirement?

Students enrolled in the MS in Clinical Mental Health Counseling, or in the Post-Masters Certificate in Professional Counseling complete a Practicum and a Clinical Internship Sequence focusing on mental health, consisting of at least 600 hours of service. This is comprised of up to three semesters of enrollment (3 credits each semester) in the Clinical Internship courses. The field placement requirement for each Clinical Internship course is 300 hours of experience with at least 150 hours of direct face-to-face counseling service.

Can hours be banked from one semester to the next?

A student can bank up to one hundred hours from one internship to the next. Thus they can complete 400 hours one semester and then only 200 the following for a total of 600, meeting the requirements for the two courses. Students cannot carry over hours from practicum to internship.

What are the requirements for an internship site supervisor?

In accordance with the CACREP standards, the Department of Professional Counseling requires that site supervisors meet the following requirements:

- 1) a minimum of a master's degree in counseling or a related profession and licensed as a mental health professional;
- 2) minimum of two (2) years of pertinent fully licensed professional experience in counseling and mental health,
- 3) knowledge of the program's expectations, requirements, and evaluation procedures for students.

In addition to these requirements we recommend that site supervisors be trained and if possible certified, in the practice of supervision. The Approved Clinical Supervisor (ACS) certificate is available from the Center for Credentialing and Education (CCE).

How and when do the students select an internship site?

Students are required to secure their own placement and are encouraged to familiarize themselves with the nature of the population served, services provided, and support offered to students in considering potential placements. Students enter field placements at the beginning of any semester (Fall, Spring, or Summer) and they begin the process of seeking a placement very early in the semester prior to their placement.

Students whom you select for placement at your site will ask your assistance in completing the Field Placement Agreement Form which will outline the agreement between your agency and the University. If your agency requires an additional affiliation agreement, please inform the Director of Field Placement and a standard agreement will be provided for your consideration and approval.

How qualified are the students who seek placement?

Students seeking placement at your site from our program are budding professionals seeking to practice and develop skills of the profession. They have met our criteria for continuation in the program and have been endorsed by their advisor as prepared for the level of field placement for which they are applying. Please note, students have to have a grade of B or higher in the following courses: 505, 523, 526, 550.

What type of Supervision must I provide to the student intern?

The intern must receive at least one hour of individual supervision at the site each week from their licensed supervisor. This clinical supervision should include a review of relevant cases, tapes or direct observations, and the student's reaction to the counseling experience. A key purpose is to have the student gain knowledge and confidence in counseling skills and in building therapeutic relationships. A supervision plan should be provided to the student and to the University very early in the semester (format is available in **Appendix 6**). For practicum students, a biweekly progress form has to be completed in response to an email from the University.

What support will the University give to help me supervise students?

The Professional Counseling Department recognizes that the site supervision of student counselors is very generous contribution of time and effort on your part. We seek, therefore to ensure that we make administrative processes the least cumbersome possible, while fulfilling the necessary requirements of accountability for the student. The Director of Field Placement provides support for on-site supervisors and is available by telephone or e-mail to supervisors.

How can I help the intern get the most from their internship experience?

Apart from evaluation and administrative requirements, the supervisor is free to provide structure for the student's experience, either formally or informally. However, a comprehensive internship should include the following important elements: orientation to the site, clear expectations, clear information and feedback, and evaluation of the intern and the internship experience.

√ Introducing the Student to the Site

Orientation normally encompasses a description of the organization's mission and goals, administrative structure, available training and resources, and policies and procedures. Of course, the student should be introduced to the staff members and have their various roles and duties explained. The student's lines of reporting and authority should be clarified. It is helpful if the intern is taught how the agency fits into the greater organizational picture, as well as the institutional mission.

The practical matters of availability of office space and assignment of a desk also should be addressed. Other staff members might need clarification of their responsibilities concerning the intern, particularly with regard to reporting and supervision. We hope the staff will be encouraged to interact with the student as a colleague and that supervisory lines are clear to everyone involved.

√ Clear Expectations

Structuring of the internship should be accomplished early in the student/supervisor relationship. This involves defining expectations of both student and supervisor, and describing agency rules, procedural guidelines, departmental norms, and expectations regarding work hours. The Supervision Plan to be provided to the University and the student in the beginning of the placement should be an excellent vehicle for documenting these

expectations.

Because clear goals are as important as clear expectations, we ask the students to work with the supervisors to develop clear goals and objectives for the internship experience. The student's goals should identify specific learning outcomes and objectives and provide clear means to achieve those outcomes. These goals and objectives also serve as one aspect of the evaluation at the end of the semester.

√ **Clear Information and Feedback**

Putting the internship into action once expectations have been established requires supporting the student by providing access to information and giving feedback. The intern should be directed to literature, manuals, and other information resources that will help in preparing for and assimilating this new role. Additional input should be given by the supervisor to complement written material and provide on-going guidance. As a supervisor, you are very important in the provision of a sense of perspective regarding the agency's present role in the community, identifying future trends affecting agency policy, and to share insights regarding other professional issues.

Assessment and consultation through regular meetings or informal conversations should be planned in advance. These are opportunities to discuss the student's progress towards his or her objectives, conflicts or problems she or he may be having, or other concerns. Most important, this is an important time for the student to receive on-going feedback.

The intern should be prepared to assume normal staff duties by first attempting them under closely supervised conditions. This is designed as a developmental learning experience and as such, challenge and support go hand in hand.

Beyond counseling techniques, what else should be included in student's experience?

Students should learn how to use the documentation of the site, including intakes, case documentation, treatment plans, and discharges. They should also become familiar with any computerized systems for these documents. In addition, support should be provided for using various assessment instruments, using print and computerized media for researching techniques, diagnoses and other counseling related information.

Do students have to record their client sessions?

Practicum students are required to audio or videotape at least two client sessions. These are then used in supervision at the University. Site supervisors are also encouraged to make use of these tapes. Internship students are also required to record one session. It is felt that recording can improve a student's opportunity to improve various aspects of counseling. Direct observation has been empirically shown to provide the best supervisory data. It is the responsibility of the field placement site to provide the informed consent for recordings.

Evaluation of the student's performance

Approximately halfway through the semester, the student will request that you review the goal statement with you. This mid-term evaluation is an important tool for corrective feedback and making adjustments to the goal statement. Near the end of the semester you will be asked for a final end-of-the-term evaluation of the student's work.

The evaluation of the intern is based upon the competencies as indicated on the Evaluation Form in the Appendix of the Field Placement Handbook. The evaluation form may serve a dual function. First, it is an objective rating of the student's progress. Its second purpose is to guide the content of your supervision throughout the semester. The

evaluation form will be distributed to you at the beginning of the semester.

What if I have other questions?

The Director of Field Placement, _____, is available via email at: _____, or phone: _____, to answer any question you may have regarding accepting a student or supervising a student once accepted at your facility. If there is information regarding a student that you feel is important for the program to have, please pass that along as well.

APPENDIX - 6

MONMOUTH UNIVERSITY DEPARTMENT OF PROFESSIONAL COUNSELING Practicum/Internship Supervision Plan

(This form is due to the Course Instructor via Tevera by the 1st week of each semester.)

Student Name:

Date:

Course (Prac/Int 1,2,3):

Semester/Year:

Site:

Site Supervisor's Name:

Email:

Phone:

Expected number of student's direct hours (with client contact) per week in:

Individual sessions:

Group sessions:

Families:

Couples:

Intakes/Assessments:

Expected modalities for supervision (check all that apply):

Direct observation

Case Review

Audio tape

Video tape

Personal Learning Objectives for Supervisee:

In the space below, please describe the student learning objectives to be addressed during the internship. Areas may include assessment, case conceptualization, treatment planning, documentation, discharge planning, crisis, ethical concerns, and clinical skills, such as listening, empathy, diagnostic skills, multicultural considerations, relationship building, and the like:

APPENDIX - 7



**MONMOUTH
UNIVERSITY**

**PROFESSIONAL
COUNSELING**

Informed Consent for Treatment by Student-Intern

As part of providing treatment, this agency supports the training of student counselors from local universities. The students who participate are well into their graduate education in counseling and are required to accumulate supervised field experience in preparation for their degree and their license. Each intern is under regularly scheduled supervision, which means that a licensed professional oversees their work on a regular basis and supports them in providing you the best possible care. They receive supervision both here and at their university.

You will be counseled by _____ who is an intern from _____ . If you have any questions about the treatment you are receiving you can contact the Clinical Supervisor at this agency, _____. This student will be at this agency from _____ to _____. If you are receiving care at the end of this period, rest assured that your case will be properly transitioned.

The confidentiality of all information regarding your counseling here will be fully protected. While our interns discuss cases with their supervisors, they do not disclose any information which could be used to identify the client during these discussions. We work very hard to protect your privacy.

Client / Parent Signature

Date

Counselor Signature

Date



Consent for Audio or Video Taping p.1

As you already know you are being provided counseling by a graduate student who is training to be a counselor. During this process your counselor will be receiving supervision both here at the agency as well as at the university. The purpose of this supervision is to ensure that you receive the best possible treatment and that the student grows from this experience.

We want to assure you that all the standard confidentiality requirements associated with your counseling will be observed. Your counselor may discuss this case in supervision. However, at no time will that discussion contain data (name, address, etc.,) that could identify you. Confidential information will be fully protected as required by laws and ethical codes.

Part of this supervision is the detailed review of an audio recording of a counseling session. This is a critical piece of the education process, because it allows the supervisor to help the counselor with specific counseling skills through observing these skills directly. Every precaution will be taken so that confidential information is protected and the recording will be destroyed immediately after its use in supervision. If you have any questions about this process please discuss them with your counselor, or other agency personnel. We appreciate your participation and assure you that our primary goal is to provide you with the best possible treatment and that all your rights are protected in this process.

(Continued on next page)



**MONMOUTH
UNIVERSITY**

**PROFESSIONAL
COUNSELING**

Consent Form for Audio or Video Taping

I, _____, give my consent to the audio recording of my counseling session. This is to allow my counselor to participate in detailed supervision by a clinical supervisor. This recording is to be used for the sole purpose of improving the counseling process and for the professional education connected with my counselor's training. My counselor, _____, is the sole owner of this recording and agrees not to use, or permit the use of my name in connection with this recording. It is agreed that this recording will be destroyed immediately after it is used in the supervisory session.

Client (or parent/guardian for a minor)

Date

Counselor

Date