WILLIAM PATERSON UNIVERSITY
College of Education

DEPARTMENT OF
SPECIAL EDUCATION, PROFESSIONAL COUNSELING, and DISABILITY STUDIES

PRACTICUM & INTERNSHIP HANDBOOK
Clinical Mental Health Counseling & School Counseling

For Students and Site Supervisors

Effective November 2026

PRACTICUM & INTERNSHIP HANDBOOK
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WPUNJ Professional Counseling Program
Practicum & Internship Handbook

Welcome to the fieldwork component of your clinical training in the Professional Counseling Master's program at William Paterson University. This experience comes in the final semesters of your professional counselor training and is an opportunity to put your formal training into practice. The Program's practicum and internship expectations align with the Council for Accreditation of Counseling and Related Programs' (CACREP) clinical fieldwork standards (e.g., number of hours required, supervisor/supervision requirements, evaluation processes) to prepare you with the experience necessary in your training. During your fieldwork you will be applying the knowledge and skills learned throughout program courses with clients/students at your practicum and internship sites. Depending on your concentration, you will be completing your practicum and internship at a clinical mental health counseling site or a school. You will work under the guidance of an experienced licensed and/or certified professional counselor who will supervise your work and meet with you at least one hour per week. You will also have group supervision with a university supervisor. Your supervisors will provide support and feedback throughout your clinical experience and evaluate your skills. Practicum and internship are an opportunity to enhance your culturally responsive counseling skills and hone your competencies in theory, assessment, diagnosis, treatment planning and interventions, guidance, and collaboration while following ACA ethical standards of practice. This is an important step in your training, and this culminating experience will contribute greatly to your ongoing professional counselor identity development.

This handbook is designed to provide information that will assist you in fulfilling this requirement for your degree and details program policies, procedures, and expectations for practicum and internship (CACREP, 2024, 4.G). It outlines the steps you will take in securing an appropriate practicum and internship site(s) and provides necessary documentation. The handbook also includes information that will help you be successful at your site and reviews the steps for your evaluation processes. Return to this handbook when you have procedural questions and need the required documentation for your experiences.

Definitions

There are several terms that need to be defined for you to have a clear understanding of this handbook and, thus, the practicum and internship experience. Please review the below terms whenever necessary.

Counselor Trainee - The counselor trainee is a student, under supervision, who has begun their practicum and internship experience and has been placed in a Program approved site.

Field Experience - When the term field experience is used it means Practicum and/or Internship.

Practicum/Internship Placement Site - The site where the practicum and/or internship experience takes place. CMHC students must have a placement site in a clinical setting where they do the work of a CMH professional counselor while under appropriate supervision. This includes individual and family counseling, group counseling, assessments, diagnosis and treatment planning, intake and assessments, documentation, consultation and collaboration, and any other relevant job responsibilities. School counseling students must have a placement in a school setting (e.g., K-12) where they do the work of a professional school counselor while under appropriate supervision. This includes individual counseling, group counseling, social, emotional, and academic support lessons and programming, family consultation, educational meetings for students, assessments, consultation and collaboration, and any other relevant job responsibilities.

Sites must meet the Professional Counseling Program standards and provide the counselor trainee with the opportunity to perform all activities under supervision by a licensed/certified counselor employed at the site. Generally, practicum and internship are done at the same placement site, though this is not always the case. Counselor trainees are encouraged to find more than one placement site to have a broader experience.

Practicum and Internship Coordinator - The coordinator is a designated Professional Counseling Program faculty member who is responsible for receiving practicum and internship applications. The coordinator will approve all practicum and internship placements before the field experience begins. The coordinator will also hold a practicum and internship orientation the Fall semester before the placement begins. Program Directors may act as the Practicum and Internship Coordinators for their respective concentration.

Practicum - Practicum is the first semester of field experience for the counselor training. For CMHC students, the practicum course is CSP 6320 offered in the last summer of the students' plan of study. For School Counseling students, the practicum course is CSP 6300 offered in the second to last spring of the students' plan of study. In accordance with CACREP 2024 standards 4.Q and 4.R, practicum for both concentrations must include the collection of 100 hours, in which at least 40 hours must be in direct counseling contact with clients/students and 60 hours in indirect contact.

Internship - Internship takes place over the final two semesters of students' plans of study. The courses for all students are Internship I: CSP 6860 and Internship 2: CSP 6870. In accordance with CACREP 2024 standard 4.U and 4.V, internships for both concentrations must include 600 hours, in which 240 hours are in direct counseling contact with clients/students. In our program this is divided over two semesters with 300 hours each term, in which at least 120 hours per term must be in direct contact with clients/students and 180 hours in indirect contact.

Direct Hours - Hours obtained during practicum and internship when the counselor trainee is in direct contact with clients/students. Examples include individual, family, couples, or group counseling sessions, intake and diagnostic assessments, social and emotional counseling and guidance lessons, crisis and prevention counseling, consultation, psychoeducation.

Indirect Hours - Hours obtained during practicum and internship when the counselor trainee is not in direct contact with clients for counseling purposes. Examples include documentation, supervision meetings, staffing's, training, record reviews, case management, and preparation for counseling, social and emotional guidance lessons, and groups.

Supervision - Supervision takes place between the counselor trainee and their site supervisor and/or university supervisor. Supervision entails the counselor trainee receiving guidance, training, feedback, and evaluation (formative and summative) on their work as a counselor in their relevant setting. Supervision takes place throughout the practicum and internship experiences, though at least one (1) hour of weekly individual formal supervision between site supervisors and counselor trainees is required (CACREP, 2024, 4.S and 4.W). University supervisors provide weekly group supervision for the counselor trainee and their peers for an average of 1.5 hours per week (CACREP, 2024, 4.T and 4.X).

Formative Evaluation - Ongoing informal assessment and feedback that happens throughout supervision when the supervisor provides the counselor trainee comments and guidance over the course of the Practicum, Internship I, and Internship II.

Summative Evaluation - Supervisor's comprehensive evaluation of skills, knowledge, and ability related to the counselor trainee's experience on site. This occurs at the end of each Practicum, Internship I, and Internship II semester when the site and university supervisor complete the formal evaluation that is submitted on behalf of the counselor trainee.

Site Supervisor - The site supervisor is a designated professional staff member at the placement site who is directly responsible for the supervision of the counselor trainee. For CMHC sites, supervisors must be either a Licensed Professional Counselor (LPC), License Marriage and Family Therapist (LMFT), Licensed Clinical Social Worker (LCSW) or Licensed Psychologist (school psychologists are not appropriate supervisors). For School Counseling sites, supervisors must be state certified school counselors. Site supervisors must hold at least a master's degree in counseling or a closely related field and have worked as a CMH counselor or certified school counselors for at least two (2) years, with relevant training in counseling supervision. They must also work with program directors and university supervisors to obtain program expectations, requirements, and evaluation procedures aligned with the program. All the aforementioned are required by CACREP 2024 standards (4.P).

The duties of the site supervisor are as follows:

1. Make provisions for orientation of the counselor trainee to the site, including procedures for assigning clients, emergency procedures, safety procedures, and any site-specific limits to confidentiality.

2. Provide space for the counselor trainee to perform their counseling responsibilities.

3. Make provisions for the counselor trainee to audio and/or video record sessions with the student/client's written consent or provide live supervision, as applicable.

4. Work with the counselor trainee to develop goals for practicum and internship.

5. Maintain regular communication with the University Supervisor/Course Instructor.
6. Maintain responsibility for counselor trainee's continuity on site.
7. Assist in the evaluation of the counselor trainee's performance relative to the objectives of the experience.
8. Provide regular supervision for the counselor trainee not to be less than one (1) hour of face to-face supervision per week.

University Supervisor/Course Instructor – The university supervisor/course instructor is the instructor of the practicum or internship course (e.g., CSP 6300, 6320, 6860, 6870) and provides the counselor trainee with weekly group supervision. University supervisors have relevant certifications and licenses in professional counseling and supervision (CACREP, 2024, 4.N). The duties of the university supervisor/course instructor are as follows:

1. Receive status of placement from counselor trainee prior to the start of the semester.
2. Provide an average of at least 1.5 hours of group supervision per week.
4. Monitor progress of counselor trainee during the practicum and/or internship experience.
5. Maintain regular communication with site supervisors.
6. Make on-site visits when needed.
7. Initiate resolution of any problem occurring on-site.
8. Review counselor trainee's session recordings.
9. Secure all evaluations for the relevant course (CSP 6300, 6320, 6860, 6870).
10. Evaluate the counselor trainee and assign final grades.

Preparing for Practicum and Internship

To prepare for practicum and internship, all students will have completed a background check and must attend the mandatory Practicum and Internship Orientation meeting. Students must also be prepared with all credit, course, and program prerequisites.

Background Checks

The WPUNJ Professional Counseling Program requires all students to complete a background check to participate in Practicum and Internship. Background checks are required postgraduation when working in school districts, as well as when seeking state licensure. Therefore, this is something that all graduates will eventually need to complete upon gaining employment and/or seeking a counseling license. If students have questions or concerns about background checks,

students are welcome to contact their program advisor or program mentor. Students may also reach out to the Office of Student Protection, which can provide additional assistance and guidance (https://www.nj.gov/education/crimhist/). Students are required to complete this in their first semester.

Practicum and Internship Orientation Meeting

There is a mandatory Practicum and Internship meeting, for students in both concentrations, held in the fall semester before students take Practicum (CACREP, 2024, 4.A). Students should refer to their Plan of Study to determine when they should expect to be in this meeting, and they will receive an email at the beginning of the designated semester with the details of the orientation meeting, including date and location.

During the meeting, students are informed of necessary information to apply for practicum/internship, secure an appropriate site, and submit documentation for their practicum and internship placements. Other necessary information for preparing for, and navigating practicum and internship, is reviewed per the Practicum and Internship Handbooks. All required documentation, found in the handbooks, is also discussed. Handbooks can be found on the program website. This meeting will also introduce HIPAA as it pertains to practicum and internship and students will be required to complete necessary related orientation information.

Due dates for practicum and internship paperwork, respectively, are provided during the meeting. If documentation is not completed in full and submitted by the due date, practicum and/or internship will be delayed, and the student's plan of study will be revised. Specific information on requirements for Practicum and Internship is listed in the handbooks available on the professional counseling website.

Prerequisites

In preparation for Practicum and Internship students must complete the following course work and program milestones:

Practicum Prerequisites:

1. To be eligible for Practicum, all full-time students must have 33 credits completed and part-time students must have 42 credits completed. Any exceptions to this must be authorized by the program directors.
2. Of the required credits:
    a. CMHC students must complete: CSP 6010, CSP 6030, CSP 6050, CSP 6060, CSP 6210, CSP 6220
    b. School Counseling students must complete: CSP 6010, CSP 6030, CSP 6050, CSP 6060, CSP 6080, CSP 6200

Internship Prerequisites:

1. To be eligible for Internship, all students must have 48 credits completed and they must have passed their concentration related practicum course (CSP 6300 or CSP 6320).
2. Of the required credits, all students must have all core courses and specific concentration courses successfully completed. Any exceptions to this must be authorized by the program directors.
3. To be eligible for Internship 1, the Pre-Internship Benchmark (PIB) exam must be successfully completed.
4. To be eligible for Internship 2, Internship 1 must be successfully completed.

Selecting and Acquiring a Placement Site

Counselor trainees are responsible for finding their own practicum and internship placement site(s). The Practicum and Internship Coordinator/Program Directors will help by providing a list of placement partnerships and potential sites with supervisor information, for both CMHC and School Counseling settings, though students are not required to select from these lists if they have a different placement available to them.

All placements are assessed by the Practicum and Internship Coordinator/Program Directors to determine if they will provide counselor trainees with the appropriate experience and supervision. Therefore, students should consider whether it will meet the following criteria:

1. Sites must provide counselor trainees with professional activities (CACREP, 2024, 4.D) of a regularly employed professional counselor (i.e., masters level licensed and/or certified counselors) at a designated site aligned with the counselor trainee's area of concentration (CMHC or School Counseling). Sites must provide the opportunity for counselor trainees to obtain a total of at least 100 hours of supervised work during practicum and 600 hours of supervised work during internship.

2. Within the total required hours, sites must provide counselor trainees with the required hours of direct service time (e.g., 40 in Practicum and 120 in Internship 1 & Internship 2; with at least 10 hours in group counseling (CACREP, 2024, 4.E) during Internship semesters) such as:
    a. family, couples, and/or group counseling (including crisis and prevention); intake and diagnostic assessment interviews, consultation as it directly relates to client support, psychoeducation for CMHC counselor trainees
    b. individual and group counseling for social, academic, and emotional issues pertaining to school (including crisis and prevention); family consultations to support students; psychoeducation groups and lessons for School Counseling counselor trainees.
3. Sites must provide counselor trainees with the required hours of indirect service time (e.g., 60 in Practicum and 180 in Internship 1 & Internship 2) such as:

   a. therapeutic record keeping and documentation, treatment plan research and writing, session preparation, training, record reviews, collaboration, case management, and other administrative tasks for CMHC counselor trainees
   b. session, group, or psychoeducational lesson preparation; documentation, collaboration, trainings and meetings, file reviews, and other administrative tasks related to job responsibilities for School Counseling counselor trainees.
4. Sites must provide appropriate supervision to counselor trainees and have at least one hour per week designated to individual supervision. Supervisor requirements include:
   a. LPC, LCSW, LMFT, or Licensed Psychologist with two years of experience as a professional counselor or related field and Approved Clinical Supervisor (ACS) certificate or three-credit hour supervision course at an accredited university for CMHC counselor trainees. This follows the NJ Professional Examiners Committee Regulations.
   b. Certified School Counselor with two years of experience as a school counselor for School Counseling trainees.
5. Sites must provide clearance for counselor trainees to audio or video record counseling sessions, with documented client/student/parent permission, for evaluation and teaching purposes. Requirements for recordings are as follows:
   a. 2 recorded sessions for all Practicum students (e.g., CSP 6300 and CSP 6320)
   b. 3 recorded sessions for all Internship I students (e.g., CSP 6860)
   c. 3 recorded sessions for all Internship II students (e.g., CSP 6870)

The counselor trainee may be able to use the practicum site for internship; however, this is contingent on the counselor trainee's workload and must be approved by the Practicum and Internship Coordinator. All sites must be approved by the University. The counselor trainee is required to have experience in conducting both individual and group counseling and have one (1) hour of face-to-face site supervision per week. In addition, the counselor trainee must audio or video record counseling sessions. These requirements should be taken into consideration when selecting a practicum site.

Counselor trainees should contact the appropriate person at the possible site and discuss the requirements of the placement with this person. Counselor trainees should follow the site's internship application procedures and should the site choose to hire the student as an intern, the student should request the name and contact information for the qualified site supervisor. The site supervisor and any other relevant administrators (e.g., clinical directors or school principal/administrator) must sign the Practicum and/or Internship Contract (CACREP, 2024, 4.H) before a site will be approved by the Practicum and Internship Coordinator/Director (see Appendix A for contract).

The site supervisor must also complete the supervisor data form (see Appendix A) provide their resume, copy of license and/or school counselor certification and evidence of supervision qualifications (as applicable), as this will all be required in the counselor trainee's application

documentation. The Practicum and Internship Coordinator/Director will be available should the site supervisor or administrator have any questions.

Once the proposed site and site supervisor is identified, counselor trainees must obtain the documentation from the site, complete the Practicum and/or Internship application relevant to their program concentration. They must also complete the site information form. All documentation must be submitted to the Practicum and Internship Coordinator/Director by the designated due date. If the site requires an affiliation agreement, the counseling interns must convey this information to the practicum/internship coordinator, or program directors, ahead of time so that it can be secured before the due date for all documentation. It is the counselor trainee's responsibility to communicate this information.

Complete packets should include the following items for review. Incomplete documentation will be returned to the student.

For Practicum:

a. practicum application specific to the counselor trainee's concentration
b. practicum contract (with appropriate dates and all required signatures)
c. site supervisor data form
d. site supervisor's resume
e. copy of sites supervisor's license (for CMHC sites) or school counselor certification (for School Counseling sites)
f. site supervisor's evidence of supervision qualifications
g. practicum site information form

For Internship:

a. internship application specific to the counselor trainee's concentration
b. internship contract (with appropriate dates and all required signatures)
c. site supervisor data form*
d. site supervisor's resume*
e. copy of sites supervisor's license (for CMHC sites) or school counselor certification (for School Counseling sites)*
f. site supervisor's evidence of supervision qualifications*
g. internship site information form*

*Only required if the Internship site/site supervisor is different from the Practicum site/site supervisor.

Practicum and Internship Application Due Dates

It is the counselor trainee's responsibility to ensure applications and all site documentation are complete, including signatures and dates, and submitted on time. If the site requires an affiliation

agreement, counselor trainees must convey this information to the Practicum and Internship Coordinator/Program Directors ahead of time so it can be secured before the due date for all documentation. Late and/or incomplete applications may result in delayed internship.

Application due dates are as follows:

School Counseling Practicum:	November 15th
CMHC Practicum:	March 1st
School Counseling Internship:	April 1st
CMHC Internship:	April 1st

Please note that there will be no changes, additions, or modifications to the internship applications once the due date has passed. If there must be a change that is beyond the counselor trainee's control, they must notify the Practicum and Internship Coordinator/Program Directors to discuss the matter.

Change in Site Supervisor or Site During or Between Semesters

Unexpected events may occur during or between semesters that result in a change of site supervisor or site.

Change in Site Supervisor

In the event of a change in site supervisor (e.g., the site supervisor no longer works at the site, is reassigned, or on leave) the counselor trainee must notify their university supervisor and the Practicum and Internship Coordinator/Program Directors and submit the necessary documentation (e.g., new supervision contract, supervisor data form, resume, license/certifications, supervision qualifications) for review and approval.

Change in Site Per the Request of the Student and/or Professional Counseling Program

If there are concerns at a site (e.g., counselor trainee not obtaining required hours, inadequate responsibilities or supervision, site or counselor trainee's site program closing, or other reasons), the counselor trainee and their university supervisor will work with the site supervisor to determine a plan to attempt to solve the issue and maintain the site. Should the issue not be resolved and a new site becomes necessary, the counselor trainee, site supervisor, and university supervisor will work together to form an ethical termination at site and with clients. The counselor trainee will request evaluation feedback and approved weekly hour logs from the site supervisor. Throughout this process the university supervisor will be in contact with the site supervisor and the Practicum and Internship Coordinator/Program Directors may also be in contact with the site supervisor, as necessary.

The student will follow procedures in obtaining a site for a new placement in the following semester (or that semester if approved by the university supervisor and/or Practicum and Internship Coordinator/Program Directors).

Counselor Trainee Dismissal from an Internship Site

In the event a counselor trainee is dismissed from a practicum or internship placement, their university supervisor, faculty, and/or the Practicum and Internship Coordinator/Program Directors will meet and correspond with representatives of the internship site to determine the cause of the removal. In the case of serious ethical, legal, or clinical violations, the student will be dismissed from the program after consultation with representatives from the site and with the Dean of the College of Education.

If the reasons for dismissal do not violate serious ethical, legal, or clinical violations, the university supervisor will complete a Student Support Form and faculty will meet with the student to develop a Student Support Plan for the opportunity of a second internship placement. This plan may include a remediation plan prior to and/or during the next internship opportunity and may require the student having to wait until the following semester or year to continue in internship depending on reasons for removal from the site. The student will follow procedures in obtaining a site described in this handbook. If the student is removed from a second site, it will result in their dismissal from the program.

Practicum and Internship Course Requirements

Liability Insurance

Students enrolled in their practicum (CSP 6300 and CSP 6320) and in Internship (CSP 6860 and CSP 6870) must obtain liability insurance (CACREP 2024, 4.B) through the American Counseling Association (ACA) before beginning their field experience. ACA offers liability insurance for practicum and internship students as part of the dues for student members. No other insurance will be accepted. Students must maintain their liability insurance through the completion of Internship II. More information may be obtained by the ACA website at www.counseling.org.

Counselor trainees must provide a copy of their liability insurance to their university supervisor no later than the first day of their practicum and/or internship class. Though university supervisors will make note of expiration dates, it is the counselor trainee's responsibility to ensure their liability insurance is active and they must renew as necessary throughout their practicum and internship. If they do not, they are in ethical violation, and it may result in an inability to complete their clinical hours for practicum or internship and thus the inability to complete practicum and/or internship.

Start and End Dates on Site

Counselor trainees are not permitted to engage in practicum/internship responsibilities when not enrolled in their Practicum and/or Internship courses. Therefore, counselor trainees cannot be on site, or accrue hours, until the first day of the respective semester of their course and they must end their Practicum and/or Internship responsibilities upon the last day of their course.

Winter Supervision Course

In the event the internship site requires counseling interns to maintain their responsibilities for continuum of client care between the fall and spring internship semesters, there is a winter supervision course that provides counseling interns university supervision. Counseling interns must provide the required documentation, which will be provided to students as necessary.

Placement Hour Requirements

For the Practicum (CSP 6300 and CSP 6320) requirement, the counselor trainee must have a total of 100 clock hours. These hours include a minimum or 40 hours of direct service with clients/students, with at least half of the hours in individual counseling. The remaining 60 hours of the placement includes: weekly individual site supervision (at least 12 hours), group supervision, case write ups, peer consultation, and required paperwork, as well as other experiences that familiarize the counselor trainee with the culture and procedures of their setting.

For each Internship semester (CSP 6860 & CSP 6870), counseling interns must have a total of 300 clock hours. These hours include a minimum of 120 hours of direct service with clients/students, with at least half of those hours in individual counseling. The counseling intern is required to have a minimum of four (4) clients for individual counseling. The counseling intern may have up to half of the direct service hours in group counseling hours. Counselor trainees must have at least 10 hours of group counseling or co-group counseling experience by the end of Internship II (CSP 6870). This can be done in a counseling group or in a psychoeducational group. Counselor trainees must have active group leadership if they are cocounseling. The remaining 180 hours of the placement includes: weekly individual site supervision (at least one (1) hour per week), group supervision, therapeutic documentation, case write ups, professional development, as well as other experiences that familiarize the counselor trainee with the culture and procedures of their setting.

Hours must be completed while enrolled in the course (not earlier or after the semesters enrollment dates) and hours may not be banked between semesters. In the event a student does not meet the minimum hour requirements between Practicum and Internship or between Internship I and Internship II, the University Supervisor will consult with the Practicum and Internship Coordinator/Directors to determine any applicable options. A Student Support Referral with Student Support Plan may be required. In some cases, depending on the number of hours lacking and reasons, a student may not be eligible to continue in the clinical experience.

Recording Requirements

Counselor trainees are required to provide audio and/or video recordings of individual counseling sessions (CACREP, 2024, 4.C). These recordings will be reviewed and evaluated by their university supervisor. The counselor trainee is required to provide at least two (2) recordings for Practicum (CSP 6300 & CSP 6320), three (3) recordings in Internship I (CSP 6860), and three (3) recordings in Internship II.

Permission to Record forms must be signed by client and/or minor clients' parents or guardians. Minor clients must also sign their assent. The client/student must be made aware that recordings will be listened to by the course and site supervisors and may be reviewed in class for instruction purposes only. The client should be told that the recordings will be confidential and anonymous (e.g., names should not be stated in recordings or saved with recordings). They should also be informed that the recordings will be erased after they are reviewed. Some placement sites will have their own recording consent forms and procedures, and the counselor trainee should be aware of and follow those requirements, as well. The Permission to Record form is included in this handbook.

If the counselor trainee is not allowed to record at the site, they must arrange for live supervision with their site supervisor. Live supervision is when the supervisor directly observes the counselor trainee's counseling session in its entirety, does not participate, and provides supervision and feedback following the session. After the session and feedback, supervisors must complete the Live Supervision form (see Appendix D) and counselor trainees must submit the form to their university supervisor to document the session.

Technology for Recording

Recordings must be done using an audio recording device and must be erased promptly after session presentations during supervision. Phones, tablets, and computers are not permitted for recording. Recordings may not be transmitted by email or saved on computers. Recordings are only permitted to be transmitted or saved on programs that are HIPAA compliant (CACREP, 2024, 4.C). Recordings cannot be completed in any other format.

Protected Health Information (PHI)

This policy is established to ensure the protection and confidentiality of Protected Health Information (PHI) for clients served by graduate counseling students, as well as to maintain the privacy of students' own health information where applicable. The policy aligns with the Health Insurance Portability and Accountability Act (HIPAA), FERPA, and relevant professional ethical standards.

This policy applies to all graduate counseling students engaged in clinical work (practicum/internship), faculty and supervisors overseeing clinical activities, and administrative staff involved in clinical records.

Definitions

- PHI (Protected Health Information): Any individually identifiable health information, whether oral, written, or electronic, related to a client's health condition, treatment, or payment.

- Client: Any individual receiving counseling services through the program.
- Student Trainee: A graduate student enrolled in the counseling program who provides clinical services under supervision.

Student Responsibilities

- Students must complete HIPAA training before beginning any clinical work.
- PHI must only be accessed, used, or disclosed as required for the provision of care or supervision.
- Notes, recordings, and case documentation must be stored in secure, password-protected systems or locked filing cabinets. These documents do not leave the site.
- No PHI shall be transmitted via unsecured methods (e.g., personal email, texting, nonencrypted devices).
- Students must de-identify all client information in academic or supervision settings unless prior written consent is obtained. This includes any written work that is submitted.
- AI or ChatGPT may not be used for clinical notes as this could be considered a breach of PHI.

Faculty and Supervisor Responsibilities

- Ensure all students are trained on HIPAA and PHI confidentiality before clinical placement.
- Provide clear guidance on ethical handling of PHI during supervision and case documentation.
- Report and investigate any breaches or suspected breaches of PHI.

Client Rights

- Clients must be informed of their privacy rights via a HIPAA Notice of Privacy Practices at the beginning of services.
- Clients have the right to request access to or corrections of their PHI.
- Informed consent must be obtained for any recordings, research use, or third-party disclosures.

Student Health Records

Student health records (when applicable) are protected under FERPA and handled separately from academic or clinical records. PHI related to a student (e.g., mental health services received through campus counseling) will not be accessible to faculty or peers without explicit consent.

Breach of PHI

Any unauthorized access, use, or disclosure of PHI must be reported immediately to the Program Directors. A breach investigation will be conducted and corrective action implemented, which may include disciplinary measures or termination of clinical privileges.

Counseling Procedures

The counselor trainee is required (as all counselors are) to make sure their client gives informed consent for counseling. Some sites will have their own Permission to Counsel Forms. A University form is included in this handbook. **It is required that the counselor trainee has a university permission form filled out and signed by each client and/or client's parent or guardian along with any forms your site may require**. Minor clients must also sign their assent. The counselor trainee must inform each client that they are a counselor trainee fulfilling a requirement for a master's degree in counseling. The client must be informed that the counselor trainee is under supervision. When informing the client of confidentiality and the limits of confidentiality, the counselor trainee must inform the client that their case will be discussed with supervisors who are under the same obligations of confidentiality as the counselor trainee.

Personal Analysis Logs

The counselor trainee is required to keep Personal Analysis Logs (PALs) of their experience in Internship. Specific requirements for these logs will be detailed in the course syllabus? provided at the beginning of each semester. An important component of WPUNJ's master's in professional counseling is the counselor trainee's self-exploration and self-assessment. These logs help the counselor trainee understand their reactions to the counseling process.

Communication with Site Supervisors

At the start of each semester, university supervisors will contact site supervisors and provide orientation material, provide contact material, and review necessary requirements for the semester (CACREP, 2024, 4.I). Throughout the semester, university supervisors will maintain regular communication with site supervisors to assess counselor trainee progress, areas of continued growth and development, and to monitor any concerns with or on site (CACREP, 2024, 4.J). Site supervisors are expected to respond to these communications and provide necessary information and maintain contact with site supervisors. Contact with site supervisors during Practicum will be more frequent than during Internship I and Internship II. In addition to this contact, Site and University supervisors will also have a formal midterm meeting during each Practicum and Internship semester to review counselor trainee contact (see Appendix D). It is always possible that university supervisors will communicate more often with site supervisors. Site supervisors are also always welcome to contact university supervisors, as necessary. The goal is to provide counselor trainees with continued support and feedback throughout their clinical training. The Practicum and Internship Coordinator/Program Directors also reserve the right to contact site supervisors, as necessary.

Completion of Course Assignments

The practicum courses (CSP 6300 and CSP 6320) have course assignments that must be fulfilled, in addition to the weekly hour logs signed by site supervisors, session recordings, and course documentation. The internship courses (CSP 6830 and CSP 6870) may also have course requirements, such as PALs, in addition to the weekly hour logs signed by site supervisors, session recordings, and course documentation. Students should refer to their course syllabi.

Completion of Course Documentation

Practicum and Internship courses require the completion of appropriate documentation to log clinical hours and evaluations. Each week, students must submit Weekly Hour Logs signed by their site supervisors to their University Supervisor (Appendix C). Upon the completion of the semester, students must calculate all hours and submit the signed Hour Summary to their University Supervisor (Appendix C). In addition to these hour logs, students must arrange for their site and university supervisors to complete and sign their summative evaluation (see Appendix E) at the end of each semester and submit them appropriately via program requirements. Counselor Trainees must also complete their site supervisor and site evaluations. Failure to ethically complete these forms or not submit these forms at the end of the semester will result in failing the course.

Grading Procedures

Practicum

The grading for Practicum (CSP 6300 & CSP 6320) is based on letter grades (i.e., A to C). Grades in these courses must be a B or better, and a grade below a B is failure. Final grades are calculated by course assignments, completion of required hours, recordings, and evaluations; dispositions; abiding by ACA Code of Ethics and legal requirements; and any other course requirements outlined by the university supervisor in the syllabus.

Site supervisor feedback is also considered in the grade. University supervisors will have regular communication with site supervisors and if concerns about the counselor trainee's progress are expressed, the course instructor will meet with the counselor trainee and the site supervisor to discuss these concerns and to determine the appropriate course of action.

Internship

Internship I (CSP 6860) and Internship II (CSP 6870) are pass/fail courses. If the course instructor or the site supervisor has any concerns about the counseling intern's progress, the course instructor will meet with the counseling intern and the site supervisor to discuss these concerns and to determine the appropriate course of action. All requirements of the course must

be met before a pass grade will be given. This includes the completion of required hours, recordings, and evaluations; dispositions; abiding by ACA Code of Ethics and legal requirements; and any other course requirements outlined by the university supervisor in the syllabus.

Site supervisor feedback is also considered in the grade. University supervisors will have regular communication with site supervisors and if concerns about the counselor trainee's progress are expressed, the course instructor will meet with the counselor trainee and the site supervisor to discuss these concerns and to determine the appropriate course of action.

Retention, Remediation, and Dismissal

All Professional Counseling Program policies related to retention, remediation, and dismissal outlined in the Program Handbook are applicable to students in their clinical phase of the program (e.g., Practicum and Internship). Aligned with those policies, details related to practicum and internship are outlined below.

Retention

To be retained in the Professional Counseling program students must maintain a 3.0 GPA. Counselor trainees must successfully complete their practicum course (e.g., CSP 6320 Advanced Skills and Techniques in Clinical Mental Health Counseling & CSP 6300 Advanced Skills and Techniques in School Counseling) with a grade of B or better to be retained and move on to the Internship courses. Internship courses are pass/fail. Therefore, for students to progress from Internship I to Internship II, they must pass Internship I. Students must pass Internship II to successfully complete the program.

As program retention policies state that students are expected to earn a 2.5/3 on their critical assessments and KPIs to meet minimum expectations, counselor trainees must earn a 2.5 or better on their Practicum, Internship I, and Internship II final evaluations completed by their site supervisors to be retained. Counselor trainees are also expected to display appropriate professional dispositions and abide by ACA code of ethics.

Remediation

Should students' positions in the program be at risk due to performance in Practicum and/or Internship courses, the Professional Counseling Program faculty follow due process to notify them and remediate issues. Academic remediations might be initiated for the following reasons: grades averaging below B- in practicum courses, lack of proficiency in counseling skills, not meeting expectations on KPIs, and/or removal from practicum and internship site (unless for ethical or legal violations, in which case the issues may not be remediated and instead dismissed).

Areas of non-academic concern that may lead to remediation include, but are not limited to, unprofessional behavior and dispositions (e.g., late to internship site, difficulty managing paperwork, issues with supervision), not meeting program due dates and requirements, and personal difficulties that affect the student's ability to appropriately relate to clients/students. There may be additional academic and non-academic concerns that result in remediation.

University supervisors will work with site supervisors to determine counselor trainee progress and areas of difficulty. University supervisors will collaborate with counselor education faculty to discuss students who are having difficulties in practicum and internship to develop options for students. The remediation plan includes two steps. The first step begins when a faculty member submits a Student Support Referral. A meeting is set up between the student and the counselor trainees university instructor, which may also include the site supervisor and/or the Practicum and Internship Coordinator/Program Directors. If that meeting is not productive, if the student does not meet with the professor, or if the issues persist a Student Support Conference will be held with at least three faculty members in attendance (to include the Program Director) and university supervisor, and a specific Student Support Plan will be developed with the student. If the student chooses not to accept the Student Support Plan, they may begin the appeals process. Please see Academic Policies on the web at Grade Appeal Policy and Procedure. Remediation Plans may include, but are not limited to, additional coursework, additional fieldwork and/or supervision, a change in concentration, or exit from the Professional Counseling Program.

Dismissal

The Professional Counseling Program has academic and non-academic requirements to successfully complete the program. If these requirements are not met and remediation is not successful, students will be dismissed from the program. These include, but are not limited to a) not maintaining a minimum GPA of 3.0, b) three grades below a B-, c) not earning a B or better in required courses, d) failure of program critical assessments or course KPI measures, including professional dispositions, e) dismissal from practicum or internship sites, f) failure to adhere to ACA Code of Ethics, g) issues of academic integrity per WPU Policy, and h) and any other professional misconduct.

Grounds for dismissal without remediation may include ethical and legal violations at practicum and internship site. Such violations could include but are not limited to falsified documentation, not attending to responsibilities on site, absenteeism on site with clients and/or supervision, ethical or legal violations. Students should consult the ACA Code of Ethics, as well as the NJ Professional Examiners Committee Statutes and Regulations and the NJ DOE (as applicable), as they must be adhered to during practicum and internship.

Students will be notified of dismissal by the Department Chair and will have access to the University Appeal Process. Please see Academic Policies on the web at Grade Appeal Policy and Procedure.

Evaluation Procedures

University and site supervisors provide formative and summative evaluation to counselor trainees consistently throughout practicum and internship in a variety of formats (CACREP, 2024, 4.F). Formative evaluations provide supervisors and counselor trainees with areas of strength and areas for continued growth and allow time for any improvements to be made before the end of the semester. Formative feedback can occur during supervision sessions and throughout site and university supervisor consultations. There is a midterm evaluation meeting between the supervisee, site supervisor, and university supervisor during each Practicum and Internship semesters. During this time site supervisors can provide information about skills and application of knowledge to students and identify areas of growth between midterm to the end of the semester. Supervisees also engage in self-assessment to monitor their self-efficacy and beliefs about their own growth, process, and areas of improvement.

Summative evaluations are required upon the conclusions of each Practicum and Internship semester, when university and site supervisors complete required formal KPI evaluations (see Appendix E). All these evaluations are critical for assessing counselor trainees progress and areas of growth, as well as to ensure competencies are met. Summative evaluations, and per retention and remediation processes, provide guidance on areas of remediation should a counselor trainee's formative evaluations fall below a 2.5 in Practicum or Internship I. If a counselor trainee's evaluations fall below the 2.5 on the summative evaluation in Internship II, a meeting will be held between site supervisor, course instructor, coordinator, directors, and program faculty to determine if the student is competent in the skills and obtain additional information to determine suitability for graduation.

Counselor trainees also have opportunity to formally evaluate their placement process, sites and site supervisors (see Appendix E; CACREP, 2024, 4.L and 4.M). This information provides counselor education faculty with data to assess the appropriateness of sites and site supervisors.

Competencies & Learning Objectives

It is essential that counselor trainees acquire certain competencies during the practicum and internship experience. The following lists some of these competencies specific to CMHC Practicum and Internship and School Counseling and Internship.

CMHC Practicum

1. Counseling Skills

The counselor trainee will:

a. Begin to develop skills necessary to obtain a psychosocial history.
b. Demonstrate the ability to use interviewing skills such as observing and active listening.
c. Begin to develop skills necessary to ascertain present mental status.

d. Demonstrate the ability to make tentative impressions and recommendations based upon review

2. Evaluation skills

The counselor trainee will:

a. Begin to develop the skills necessary for conceptualization of client issues based on intake information and information obtained in counseling sessions.
b. Begin to develop the skills and knowledge necessary to understand ramifications of DSM 5-TR diagnosis.

3. Treatment skills

The counselor trainee will:

a. Demonstrate the ability to provide appropriate counseling sessions.
b. Begin to develop the skills necessary to implement treatment plans.
c. Demonstrate awareness of how a client's cultural and/or ethnic background can impact case conceptualization, test interpretation, and diagnosis.
d. Demonstrates development of appropriate counseling strategies when working with clients with addiction and co- occurring disorders.
e. Begin to develop the ability to work with other professionals in a joint treatment effort.

4. Knowledge of Agency Administration

The counselor trainee will:

a. Begin to familiarize themselves with the administrative and operative structure of the agency and begin to familiarize her/himself with the philosophy of the agency regarding counseling.
b. Begin to develop an understanding of and the ability to use agency resources such as records, psychological or psychiatric consultations, psychological or educational testing, and other information sources.
c. Begin to familiarize him/herself with the goals, purpose and functioning of each agency department and how they may be utilized for the client's benefit.
d. Begin to demonstrate the ability to keep appropriate records and case reports.

5. Professional Behavior

The counselor trainee will:

a. Demonstrate knowledge of and adherence to professional ethics and standards as outlined in the Standards and Practices and Ethical Codes of the American Counseling Association.
b. Demonstrate knowledge of and adherence to the professional legal responsibilities in accordance with the standards of local, state, and national government.

c. Demonstrate knowledge of counselor preparation standards and state licensure and national certification requirements.
d. Demonstrate knowledge of and adherence to the agency's professional standards and quality assurance policies, including policies on client counselor relationship, record keeping, referral policies, and peer review process.

CMHC Internship

1. Counseling skills

The counseling intern will:

a. Demonstrate the ability to obtain a psychosocial history.
b. Demonstrate the ability to use interviewing skills such as observing and active listening.
c. Demonstrate the ability to ascertain present mental status.
d. Demonstrate the ability to make tentative impressions and recommendations based upon interview.
e. Demonstrate the ability to advocate for the client.

2. Evaluation skills

The counseling intern will:

a. Demonstrate the ability to conceptualize client issues based on intake information and information obtained in counseling sessions.
b. Demonstrate the ability to understand ramifications of DSM 5-TR diagnosis.
c. Demonstrate the ability to read and understand client records in terms of medications used and identified problems.

3. Treatment skills

The counseling intern will:

a. Demonstrate the ability to provide appropriate theory-based counseling sessions.
b. Demonstrate the ability to write and implement treatment plans.
c. Demonstrate an awareness of how a client's cultural and/or ethnic background can impact case conceptualization, test interpretation, and diagnosis.
d. Demonstrate ability to work with other professionals in a joint treatment effort.

4. Knowledge of Agency Administration

The counseling intern will:

a. Demonstrate knowledge of the administrative and operative structure of the agency.
b. Demonstrate knowledge of the philosophy of the agency in regard to counseling.

c. Demonstrate an understanding of, and the ability to use, agency resources such as records, psychological or psychiatric consultations, psychological or educational testing, and other information sources.
d. Demonstrate knowledge and understanding of activities the agency requires of regularly employed staff in the position that the counseling intern holds.
e. Demonstrate knowledge of the goals, purpose and functioning of each agency department and how they may be utilized for the client's benefit.
f. Demonstrate the ability to manage or assist in the management of individual cases including service coordinating and referral services.
g. Demonstrate the ability to keep appropriate records and case reports.

5. Professional Behavior

The counseling interns will:

a. Demonstrate knowledge of, and adherence to, the professional ethics and standards as outlined in the Standards and Practices and Ethical Codes of the American Counseling Association.
b. Demonstrate knowledge of, and adherence to, the professional legal responsibilities in accordance with the standards of local, state, and national government.
c. Demonstrate knowledge of counselor preparation standards and state licensure and national certification requirements.
d. Demonstrate knowledge of, and adherence to, the agency's professional standards and quality assurance policies, including policies on client counselor relationship, record keeping, referral policies, and peer review process.

School Counseling Practicum

1. Counseling skills

The counselor trainee will:

a. Begin to develop the ability to structure individual and group counseling sessions
b. Demonstrate the ability to use basic counseling skills in each of the three domains: academic, career, and social/emotional development
c. Begin to develop the ability to develop prevention programs and lessons based on identified needs
d. Begin to develop the ability to facilitate realistic goal setting
e. Demonstrate the ability to advocate for the client, provide responsive services, and/or crisis services

2. Evaluation skills

The counselor trainee will:

a. Begin to develop the skills necessary to conceptualize student concerns taking into consideration how client's cultural and/or ethnic background can impact case conceptualization, test interpretation, and diagnosis
b. Demonstrate the ability to understand results of frequently used assessment tools such as intelligence tests, achievement and aptitude tests, depression and anxiety scales
c. Demonstrate the ability to read and understand student records

3. Consultation skills

The counselor trainee will:

a. Begin to develop the skills to work collaboratively with teachers and other school professionals, such as administrators, child study team members, school nurse, and Student Assistance Coordinators, in a joint effort to promote student and school success
b. Demonstrate understanding of the importance of developing partnerships with parents, guardians, and families

4. Knowledge of School Administration

The counselor trainee will:

a. Begin to familiarize themself with the administrative and operative structure of the school
b. Begin to familiarize themself with the philosophy and mission of the school
c. Begin to develop an understanding of, and the ability to, use school resources such as records, psychological or educational testing, and other information sources
d. Begin to familiarize themself with the activities the school requires of regularly employed staff in the position that the counseling intern holds including but not limited to 504 development and management, HIB procedures, I&RS process, standardized testing, and scheduling
e. Begin to familiarize themself of the goals, purpose and functioning of each student personnel service and how they may be utilized for the student's benefit
f. Demonstrate the ability to assist in the management of individual cases including service coordination and referral services
g. Begin to demonstrate the ability to keep appropriate records and case reports

5. Professional Behavior including

The counselor trainee will:

a. Demonstrate knowledge of, and adherence to, the professional ethics and standards as outlined in the Standards and Practices and Ethical Codes of the American Counseling Association (ACA) and the American School Counseling Association (ASCA)
b. Demonstrate knowledge of, and adherence to, the professional legal responsibilities in accordance with the standards of local, state, and national government.

c. Demonstrate knowledge of school counselor preparation standards and state licensure and national certification requirements.
d. Demonstrate knowledge of, and adherence to, the school's professional standards and quality assurance policies, including policies on client counselor relationship, record keeping, referral policies, and peer review process.

School Counseling Internship

1. Counseling skills

The counseling intern will:

a. Demonstrate the ability to structure individual and group counseling sessions
b. Demonstrate the ability to use basic counseling skills in each of the three domains: academic, career, and social/emotional development
c. Demonstrate the ability to develop prevention programs and lessons based on identified needs
d. Demonstrate the ability to facilitate realistic goal setting
e. Demonstrate the ability to advocate for the student, provide responsive services, and/or crisis services

2. Evaluation skills

The counseling intern will:

a. Demonstrate the ability to conceptualize student concerns taking into consideration how student's cultural and/or ethnic background can impact case conceptualization, test interpretation, and diagnosis
b. Demonstrate the ability to understand results of frequently used assessment tools such as intelligence tests, achievement and aptitude tests, depression, and anxiety scales
c. Demonstrate the ability to read and understand student records

3. Consultation skills

The counseling intern will:

a. Demonstrate the ability to work collaboratively with teachers and other school professionals, such as administrators, child study team members, school nurse, and Student Assistance Coordinators, in a joint effort to promote student and school success
b. Demonstrate the ability to develop partnerships with parents, guardians, and families

4. Knowledge of School Administration

The counseling intern will:

a. Demonstrate knowledge of the administrative and operative structure of the school

b. Demonstrate knowledge of the philosophy and mission of the school
c. Demonstrate an understanding of and the ability to use school resources such as records, psychological or educational testing, and other information sources
d. Demonstrate knowledge and understanding of activities the school requires of regularly employed staff in the position that the counseling intern holds including but not limited to 504 development and management, HIB procedures, I&RS process, standardized testing, and scheduling
e. Demonstrate knowledge of the goals, purpose and functioning of each student personnel service and how they may be utilized for the student's benefit
f. Demonstrate the ability to manage or assist in the management of individual cases including service coordination and referral services
g. Demonstrate the ability to keep appropriate records and case reports

5. Professional Behavior including

The counseling intern will:

a. Demonstrate knowledge of, and adherence to, the professional ethics and standards as outlined in the Standards and Practices and Ethical Codes of the American Counseling Association (ACA) and the American School Counseling Association (ASCA)
b. Demonstrate knowledge of and, adherence to, the professional legal responsibilities in accordance with the standards of local, state, and national government.
c. Demonstrate knowledge of school counselor preparation standards and state licensure and national certification requirements.
d. Demonstrate knowledge of, and adherence to, the school's professional standards and quality assurance policies, including policies on client counselor relationship, record keeping, referral policies, and peer review process.

Employment at Practicum and Internship Site

CMHC Practicum

If the counselor trainee is employed at the same site as the practicum, the following guidelines for hours apply. Clinical Mental Health Counseling (CMHC) trainees can count 20 (of the required 40) hours of their employment toward direct hours provided that these hours are in fulfillment of direct services with clients using counseling skills and under the supervision of their supervisor on record. CMH counselor trainees are permitted to use 30 (of the required 60) hours of their employed role toward indirect hours. It is the counselor trainee's responsibility to document these hours separately from the other practicum hours and communicate them with their supervisors. Students may need to have two approved supervisors and submit approval paperwork for all sites. All hours should be approved by their University Supervisor to ensure that they are appropriately placed in the direct or indirect hour categories per the weekly hour logs.

- 20 of the 40 Direct hours must be accrued from individual, group, or family counseling sessions at their internship site in their internship role. The remaining may be from direct work with clients in the employed role.

- 30 of 60 Indirect hours may be counted from your employed role (this would be considered other contact).

*All hours should be approved with the University supervisor to ensure that they are appropriately placed in direct or indirect categories.

CMHC Internship

If the counseling intern is employed at the same site as the internship, and the role has been approved by the practicum/internship coordinator and the appropriate paperwork has been completed showing that the counseling intern will be using master's level counseling skills and associated responsibilities, the following guidelines for hours apply. Clinical Mental Health Counseling (CMHC) trainees can count 40 (of the required 120) hours of their employment toward direct hours provided that these hours are in fulfillment of direct services with clients using counseling skills and under the supervision of their supervisor on record. Students may need to have two approved supervisors and submit approval paperwork for all sites. CMHC trainees are permitted to use 90 (of the required 180) hours of their employed role toward indirect hours. It is the counseling intern's responsibility to document these hours separately from the other practicum hours and communicate them with their supervisors. All hours should be approved by their University Supervisor to ensure that they are appropriately placed in the direct or indirect hour categories per the weekly hour logs.

- 80 of the 120 Direct hours must be accrued from individual, group, or family counseling sessions at their ***internship site in their internship role.*** The remaining 40 hours may be from direct work with clients in the employed role.

- 90 of 180 Indirect hours may be counted from your employed role (this would be considered other contact).

*All hours should be approved with the university supervisor to ensure that they are appropriately placed in direct or indirect categories.

School Counseling Practicum

If the counselor trainee is employed at the same site as the internship, the following guidelines for hours apply. School counseling trainees can count zero hours of their employment toward direct hours. School counseling trainees are permitted to use 30 (of the required 60) hours of their employed role toward indirect hours. It is the counselor trainee's responsibility to document

these hours separately from the practicum hours and communicate them with their supervisors. All hours should be approved by their University Supervisor to ensure that they are appropriately placed in indirect hour categories per the weekly hour logs.

• 0 of 40 Direct hours may be counted from your employed role

• 30 of 60 Indirect hours may be counted from your employed role (this would be considered other contact)

*All hours should be approved with the University supervisor to ensure that they are appropriately placed in direct or indirect categories.

*Students are not eligible to earn direct hours at their employed school district when they are in their employed role (i.e., teacher, paraprofessional, support staff, etc.). Direct hours may only be counted when the student is in the role of school counselor intern and engaging in the appropriate direct hour activities.

School Counseling Internship

If the counseling intern is employed at the same site as the internship, the following guidelines for hours apply. School counseling interns can count zero hours of their employment toward direct hours. School counseling interns are permitted to use 90 (of the required 180) hours of their employed role toward indirect hours. It is the counseling intern's responsibility to document these hours separately from the internship hours and communicate them with their supervisors. All hours should be approved by their university supervisor to ensure that they are appropriately placed in indirect hour categories per the weekly hour logs.

• 0 of 120 Direct hours may be counted from your employed role

• 90 of 180 Indirect hours may be counted from your employed role (this would be considered other contact)

*All hours should be approved with the university supervisor to ensure that they are appropriately placed in direct or indirect categories.

Students are not eligible to earn direct hours at their employed school district when they are in their employed role (i.e., teacher, paraprofessional, support staff, etc.). Direct hours may only be counted when the student is in the role of school counselor intern and engaging in the appropriate direct hour activities.

Telehealth and Distant Counseling

Telehealth counseling is mental health counseling that is conducted over HIPAA compliant video conferencing platforms. Telehealth counseling may be conducted with individual, couples, families, and group counseling sessions. Telehealth counseling hours may not count for more than half of your required direct hours. Students may supplement in-person practicum placement with a telehealth placement but may not solely have a telehealth placement.

Clinical Mental Health Counseling Students Adding the School Counseling Track

Students on the CMHC track are able to add the school counseling requirements to their plan of study by taking CSP 6200: Foundations of School Counseling I and CSP 6300: Foundations of School Counseling II as electives. Students must also complete a 400 hours school counseling internship across two semesters in CSP 6300 and CSP 6860. While taking CSP 6300, CMHC students will complete 300 internship hours in a school placement. During CSP 6860 Internship I, students must complete a 100 hour internship in a school placement, concurrently with their 300 hour internship in a CMHC placement. Students must prepare for their school counseling internship by completing appropriate document (Appendix A) and following the application due dates. Students must adhere to program policy for internships and follow ACA code of ethics. Upon graduation, students are eligible to apply for the school counseling certificate with NJDOE.

Hours Verification Letters

Upon completion of internship, counseling interns will be supplied with a letter that verifies the total number of hours documented for Practicum, Internship I, and Internship II. All hours documented and accrued during the semesters will be included. Hours that are accrued under site supervision between semesters, while not enrolled in class, will not be included. If counseling interns used any approved employment hours, documentation will only include the maximum number of hours allowed per the policy.

Appendix A

CMHC & School Counseling

Practicum and Internship

Application, Contracts, and Supervisor Data Forms

WILLIAM PATERSON UNIVERSITY
Department of Special Education, Professional Counseling, and Disability Studies • Professional Counseling Program
1600 Valley Road • Suite 3010 • Wayne, New Jersey 07474
973.720.2118 • Fax 973.720.2737 • wpunj.edu

WPUNJ PROFESSIONAL COUNSELING PROGRAM PRACTICUM APPLICATION

Practicum Semester _____ Concentration _____

Name _____ 855_____

WPUNJ Email _____ Status: Full-time Part-time

Number of Completed Credits _____ Practicum/Internship Orientation Date _____

Full-time students must have 33 credits completed and part-time students must have 42 credits completed by Practicum. Record the grade received in each of the following prerequisite courses. If a class has not been completed, indicate the semester in which it is planned for review and approval. Complete the appropriate chart based on concentration. This form and the chart for School Counseling practicum should also be completed for CMHC students who are adding the School Counseling internship as an elective.

Courses required for students to take before or concurrently with CMHC Practicum:

Prerequisite Course	Semester/Year	Grade	Anticipated Semester
CSP 6010			
CSP 6030			
CSP 6050			
CSP 6060			
CSP 6210			
CSP 6220			

Courses required for students to take before or concurrently with School Counseling Practicum:

Prerequisite Course	Semester/Year	Grade	Anticipated Semester
CSP 6010			
CSP 6030			
CSP 6050			
CSP 6060			
CSP 6080			
CSP 6200			

Additional Program Questions

Are you currently employed at your proposed practicum site? ____Yes ____ No

If yes, please include in your application submission the following documentation:

- Job Description of Employment at Site
- Intern Description (and how it is different from employment role) for Site Supervisor

Application Checklist
Please initial next to each area to indicate you are including the items with this application.

_____Practicum Application
_____Practicum Contract
_____Site Supervisor Resume
_____Site Supervisor Certification(s)
_____Site Supervisor Data Form
_____Job Description of Employment at Site (if employed at site)
_____Intern Description at Employed Site (if employed at site)
_____Supervisor Statement for Supervision in both roles (employment & internship)

_____I acknowledge that I must purchase and maintain professional liability insurance while in Practicum and Internship, and that I must submit evidence of this insurance to my University Supervisor on the first day of class. I know that I can obtain this insurance as a student member of the American Counseling Association.

_____I acknowledge that I must record sessions on a recording device. I know that I cannot record on any other device, such as a phone, tablet, or computer, and I am not permitted to email recordings or save them to a computer. Recordings must be erased promptly after I present sessions for review during supervision.

_____ _____
Student Signature Date

_____ _____
Director for CMHC/School Counseling Concentration Date
Professional Counseling Program

WILLIAM PATERSON UNIVERSITY
Department of Special Education, Professional Counseling, and Disability Studies • Professional Counseling Program
1600 Valley Road • Suite 3010 • Wayne, New Jersey 07474
973.720.2118 • Fax 973.720.2737 • wpunj.edu

Practicum Contract for Clinical Mental Health Concentration

Date placement begins _____

*Not earlier than the first day of the practicum semester per the academic calendar

Counselor Trainee Name _____

The above-named student will be completing their practicum at _____. The fieldwork will be completed during the Summer 20_____ semester, for which the first day of the semester is _____ and the last day of the semester is _____. The counselor trainee will be supervised at the site by _____.

The site supervisor is directly responsible for supervision of the counselor trainee. This professional must have at least two (2) years experience as a mental health counselor and must be a Licensed Professional Counselor (LPC), Licensed Clinical Social Worker (LCSW), Licensed Marriage and Family Therapist (LMFT) or Licensed Psychologist and have relevant training in clinical supervision. **A resume and copy of professional license must be provided with this contract.** Please be advised that the site supervisor is responsible for:

- Orienting the counselor trainee to the site, including procedures for assigning clients, emergency procedures, district policies and any site-specific limits to confidentiality.
- Providing the counselor trainee with the space necessary to complete requirements and responsibilities.
- Monitoring counselor trainee's time on site and signing weekly and summary hour logs
- Providing regular supervision for the counselor trainee, not to be less than 1 hour of individual face-to-face supervision for every week the counselor trainee is on site.
- Maintaining responsibility for the counselor trainee's continuity on site and assisting in the evaluation of the counselor trainee's performance at the midterm and end of the semester.
- Maintaining regular communication and consultation with University Supervisors to monitor and support counselor trainee professional growth, including a midterm meeting
- Identifying an emergency supervisor for the counselor trainee in the event the site supervisor is not available to the counselor trainee.

The requirements of the counselor trainee include a Practicum requirement of 100 hours, including a minimum of 40 hours of direct service. The direct service hours consist of individual counseling, group counseling, family counseling, consultation, prevention, and crisis intervention. At least half of these hours should consist of individual counseling. The indirect hours consist of all other activities associated with the placement and the class. Please be aware that the counselor trainee is required to do two (2) audio/video recorded sessions while at the site. Written consent forms are

provided for counseling, as well as recording of sessions. The counselor trainee will act in accordance with site and university policies and procedures under supervision guidance, as well as adhere to the ACA Code of Ethics.

The student's university supervisor (i.e., course instructor) will provide the counselor trainee with the necessary group supervision requirements. The university supervisor will contact the site supervisor at the start of the Practicum semester. At that time, they will provide the site supervisor with orientation material that the site supervisor must complete. University supervisors will maintain regular contact with site supervisors approximately every two weeks to monitor the counselor trainee's skill and knowledge development, dispositions, and progress. Site supervisors must respond to these emails so they can work with University Supervisors to support students. Should a site supervisor not respond to emails, the university supervisor will call them to obtain the necessary information. Site and university supervisors may also have contact at any point throughout the semesters, as necessary.

In the event of an emergency related to clients, counselor trainees will contact their site supervisor or their emergency site supervisor, if their main site supervisor is not available. If no site supervisor is available, the counselor trainee will contact the site administrator. Should there be an emergency with the site supervisor or the university supervisor, the back-up emergency site supervisor and/or the Professional Counseling Program directors will serve as contacts, as applicable. Should there be an emergency on site with the counselor trainee, the site supervisor should notify the university supervisor and/or Program directors.

If you have any further questions, please contact the Director for Clinical Mental Health Concentration, Professional Counseling Program Dr. Michelle Hinkle, at hinklem@wpunj.edu or 973-720- 3971. By signing below, the site supervisor and the agency acknowledge that they are aware of the requirements stated above and agree to have the counselor trainee at their site for their Practicum experience.

_____ _____

Site Supervisor Date

_____ _____

Agency Director Date

_____ _____

Counselor Trainee Date

WILLIAM PATERSON UNIVERSITY
Department of Special Education, Professional Counseling, and Disability Studies • Professional Counseling Program
1600 Valley Road • Suite 3010 • Wayne, New Jersey 07474
973.720.2118 • Fax 973.720.2737 • wpunj.edu

Practicum Contract for the School Counseling Concentration

Date placement begins _____

*Not earlier than the first day of the practicum semester per the academic calendar

Counselor Trainee Name _____

The above-named student will be completing their practicum at _____. The fieldwork will be completed during the Spring 20_____ semester, for which the first day of the semester is _____ and the last day of the semester is _____. The counselor trainee will be supervised at the site by _____.

The site supervisor is directly responsible for supervision of the counselor trainee. This professional must have at least two (2) years experience as a school counselor, a Master's degree in counseling, certification in school counseling or in student personnel services, and relevant training in clinical supervision. **A resume and copy of certification must be provided with this contract.** Please be advised that the site supervisor is responsible for:

- Orienting the counselor trainee to the site, including procedures for assigning students, emergency procedures, district policies and any site-specific limits to confidentiality.
- Providing the counselor trainee with the space necessary to complete requirements and responsibilities.
- Monitoring counselor trainee's time on site and signing weekly and summary hour logs
- Providing regular supervision for the counselor trainee not to be less than 1 hour of face-to-face supervision for every week that the counselor trainee is on site.
- Maintaining responsibility for counselor trainee's continuity on site and assisting in the evaluation of the counselor trainee's performance at the midterm and end of the semester.
- Maintaining regular communication and consultation with University Supervisors to monitor and support counselor trainee professional growth, including a midterm meeting
- Identifying an emergency supervisor for the counselor trainee in the event the site supervisor is not available to the counselor trainee.

The requirements of the counselor trainee include a Practicum requirement of 100 hours. The Practicum hours include a minimum of 40 hours of direct service. The direct service hours consist of individual counseling, group counseling, work with families, consultation, prevention instruction, and crisis intervention. At least half of these hours should consist of individual counseling. The indirect hours consist of all other activities associated with the placement and the class. Please be aware that the counseling trainee is required to do two (2) audio/video recorded

sessions while at the school. Written consent forms are provided for counseling as well as taping of sessions. The counselor trainee will act in accordance with site and university policies and procedures under supervision guidance, as well as adhere to the ACA Code of Ethics.

The student's university supervisor (i.e., course instructor) will provide the counselor trainee with the necessary group supervision requirements. The university supervisor will contact the site supervisor at the start of the Practicum semester. At that time, they will provide the site supervisor with orientation material that the site supervisor must complete. The university supervisor will maintain regular contact with site supervisors approximately every two weeks to monitor the counselor trainee's skill development, dispositions, and progress. Site supervisors must respond to these emails so they can work with University Supervisors to support students. Should a site supervisor not respond to emails, the university supervisor will call them to obtain the necessary information. Site and university Supervisors may also have contact at any point throughout the semesters, as necessary.

In the event of an emergency related to clients, counselor trainees will contact their site supervisor or their emergency site supervisor, if their main site supervisor is not available. If no site supervisor is available, the counselor trainee will contact the site administrator. Should there be an emergency with the site supervisor or the university supervisor, the back-up emergency site supervisor and/or the Professional Counseling Program directors will serve as contacts, as applicable. Should there be an emergency on site with the counselor trainee, the site supervisor should notify the university supervisor and/or Program directors.

If you have any further questions, please contact the Director for School Concentration, Professional Counseling Program Dr. Meredith Drew, at drewm2@wpunj.edu or 973-720- 3092. By signing below, the site supervisor and school district acknowledge that they are aware of the requirements stated above and agree to have the counselor trainee at their school for their Practicum experience.

_____ _____

Site Supervisor Date

_____ _____

Principal/Superintendent Date

_____ _____

Counselor Trainee Date

WILLIAM PATERSON UNIVERSITY
Department of Special Education, Professional Counseling, and Disability Studies • Professional Counseling Program
1600 Valley Road • Suite 3010 • Wayne, New Jersey 07474
973.720.2118 • Fax 973.720.2737 • wpunj.edu

Spring School Counseling Internship Contract for CMHC Students

Date placement begins _____
*Not earlier than the first day of the Spring semester per the academic calendar

Counselor Trainee Name _____

The above-named student will be completing their internship at _____. The fieldwork will be completed during the Spring 20_____ semester, and only within the designated dates of that semester. The counselor trainee will be supervised at the site by _____.

The site supervisor is directly responsible for supervision of the counselor trainee. This professional must have at least two (2) years experience as a school counselor, a Master's degree in counseling, certification in school counseling or in student personnel services, and relevant training in clinical supervision. **A resume and copy of certification must be provided with this contract.** Please be advised that the site supervisor is responsible for:

- Orienting the counselor trainee to the site, including procedures for assigning students, emergency procedures, district policies and any site-specific limits to confidentiality.
- Providing the counselor trainee with the space necessary to complete requirements and responsibilities such as individual counseling, audio taping clients with the client's and parent's written consent, conducting groups, etc.
- Monitoring counselor trainee's time on site and signing weekly and summary hour logs
- Providing regular supervision for the counselor trainee not to be less than 1 hour of face-to-face supervision for every week that the counselor trainee is on site.
- Maintaining responsibility for counselor trainee's continuity on site and assisting in the evaluation of the counselor trainee's performance at the midterm and end of each semester.
- Maintaining regular communication and consultation with University Supervisors to monitor and support counselor trainee professional growth, including a midterm meeting.
- Identifying an emergency supervisor for the counselor trainee in the event the site supervisor is not available to the counselor trainee.

The requirements of the counselor trainee include an Internship requirement of 300 hours. The Internship hours include a minimum of 120 hours of direct service. The direct service hours consist of individual counseling, group counseling, work with families, consultation, prevention instruction, and crisis intervention. At least half of these hours should consist of individual counseling. The indirect hours consist of all other activities associated with the placement and the class. Please be aware that the counseling trainee is required to do two (2) audio/video recorded sessions. Written consent forms are provided for counseling, as well as session recordings. The counselor trainee will

act in accordance with site and university policies and procedures under supervision guidance, as well as adhere to the ACA Code of Ethics.

The student's university supervisor (i.e., course instructor) will provide the counselor trainee with the necessary group supervision requirements. The university supervisor will contact the site supervisor at the start of the Internship semester. At that time, they will provide the site supervisor with orientation material that the site supervisor must complete. The university supervisor will maintain regular contact with site supervisors approximately every month to monitor the counselor trainee's skill and knowledge development, dispositions, and progress. Site supervisors must respond to these emails so they can work with University Supervisors to support students. Should a site supervisor not respond to emails, the university supervisor will call them to obtain the necessary information. Site and university supervisors may also have contact at any point throughout the semesters, as necessary.

In the event of an emergency related to clients, counselor trainees will contact their site supervisor or their emergency site supervisor, if their main site supervisor is not available. If no site supervisor is available, the counselor trainee will contact the site administrator. Should there be an emergency with the site supervisor or the university supervisor, the back-up emergency site supervisor and/or the Professional Counseling Program directors will serve as contacts, as applicable. Should there be an emergency on site with the counselor trainee, the site supervisor should notify the university supervisor and/or Program directors.

If you have any further questions, please contact the Director for School Concentration, Professional Counseling Program Dr. Meredith Drew, at drewm2@wpunj.edu or 973-720-3092. By signing below, the site supervisor and school district acknowledge that they are aware of the requirements stated above and agree to have the counselor trainee at their school for their Internship experience.

_____ _____

Site Supervisor Date

_____ _____

Principal/Superintendent Date

_____ _____

Counselor Trainee Date

WILLIAM PATERSON UNIVERSITY
Department of Special Education, Professional Counseling, and Disability Studies • Professional Counseling Program
1600 Valley Road • Suite 3010 • Wayne, New Jersey 07474
973.720.2118 • Fax 973.720.2737 • wpunj.edu

WPUNJ PROFESSIONAL COUNSELING PROGRAM
INTERNSHIP APPLICATION

Internship Semester _____ Concentration _____

Name _____ 855_____

WPUNJ Email _____ Status: Full-time Part-time

Number of Completed Credits _____ Practicum/Internship Orientation Date _____

Before Internship, students must complete 48 credits and pass the PIB. Record the grade you received in each of the following courses. If you have not completed a requirement, indicate the semester you plan to do so for review and approval.

Date of successful PIB completion: _____ Total Number of Completed Credits _____

Prerequisite Course	Semester/Year	Grade	Anticipated Semester
CSP 6010			
CSP 6030			
CSP 6040			
CSP 6050			
CSP 6060			
CSP 6080			
CSP 6090			
CSP 6100			
CSP 6160			
CSP 6210			
CSP 6260			
CSP 6420			
CSP 6510			
CSP 6540			
Concentration Courses (Circle both if applicable)			
CSP 6200/CSP 6220			
CSP 6300/CSP 6320			

List Electives			

Additional Program Questions

Are you currently employed at your proposed internship site? ____Yes ____ No

If yes, please include in your application submission the following documentation:

- Job Description of Employment at Site
- Intern Description (and how it is different from employment role) for Site Supervisor

Application Checklist
Please initial next to each area to indicate you are including the items with this application.

_____Internship Application
_____Internship Contract
_____Site Supervisor Resume
_____Site Supervisor Certification(s)
_____Site Supervisor Data Form
_____Job Description of Employment at Site (if employed at site)
_____Intern Description at Employed Site (if employed at site)
_____Supervisor Statement for Supervision in both roles (employment & internship)

_____I acknowledge that I must purchase and maintain professional liability insurance while in Practicum and Internship, and that I must submit evidence of this insurance to my University Supervisor on the first day of class. I know that I can obtain this insurance as a student member of the American Counseling Association.

_____I acknowledge that I am only permitted to record sessions on a recording device. I know that I cannot record on any other device, such as a phone, tablet, or computer, and I am not permitted to email recordings or save them to a computer. Recordings must be erased promptly after I present sessions for review during supervision.

_____ _____
Student Signature Date

_____ _____
Director for CMHC/School Counseling Concentration Date
Professional Counseling Program

WILLIAM PATERSON UNIVERSITY
Department of Special Education, Professional Counseling, and Disability Studies • Professional Counseling Program
1600 Valley Road • Suite 3010 • Wayne, New Jersey 07474
973.720.2118 • Fax 973.720.2737 • wpunj.edu

Internship Contract for Clinical Mental Health Concentration

Date placement begins _____

*Not earlier than the first day of the internship semester per the academic calendar

Counselor Trainee Name _____

The above-named student will be completing their internship at _____. The fieldwork will be completed during the 20_____ academic school year semester, and only within the designated dates during the Fall 20_____ and Spring 20 ____ academic semesters. The counselor trainee will be supervised at the site by _____.

The site supervisor is directly responsible for supervision of the counselor trainee. This professional must have at least two (2) years experience as a mental health counselor and must be a Licensed Professional Counselor (LPC), Licensed Clinical Social Worker (LCSW), Licensed Marriage and Family Therapist (LMFT) or Licensed Psychologist and have relevant training in clinical supervision. **A resume and copy of professional license must be provided with this contract.** Please be advised that the site supervisor is responsible for:

- Orienting the counselor trainee to the site, including procedures for assigning clients, emergency procedures, district policies and any site-specific limits to confidentiality.
- Providing the counselor trainee with the space necessary to complete requirements and responsibilities. such as individual counseling, audio taping clients with the client's written consent, running groups, etc.
- Monitoring counselor trainee's time on site and signing weekly and summary hour logs
- Providing regular supervision for the counselor trainee, not to be less than 1 hour of individual face-to-face supervision for every week the counselor trainee is on site.
- Maintaining responsibility for the counselor trainee's continuity on site and assisting in the evaluation of the counselor trainee's performance at the midterm and end of each semester.
- Maintaining regular communication and consultation with University Supervisors to monitor and support counselor trainee professional growth, including a midterm meeting.
- Identifying an emergency supervisor for the counselor trainee in the event the site supervisor is not available to the counselor trainee.

The requirements of the counselor trainee include an Internship requirement of 600 hours, including a minimum of 240 hours of direct service. The direct service hours consist of individual counseling, group counseling, family counseling, consultation, prevention, and crisis intervention. At least half of these hours should consist of

individual counseling and at least 10 hours should be in group counseling and/or psychoeducation, where the counselor trainee is the leader or co-leader of the group. The indirect hours consist of all other activities associated with the placement and the class. Please be aware that the counselor trainee is required to do six (6) audio/video recorded sessions while at the site. Written consent forms are provided for counseling, as well as recording of sessions. The counselor trainee will act in accordance with site and university policies and procedures under supervision guidance, as well as adhere to the ACA Code of Ethics.

The student's university supervisor (i.e., course instructor) will provide the counselor trainee with the necessary group supervision requirements. The university supervisor will contact the site supervisor at the start of the Internship semester. At that time, they will provide the site supervisor with orientation material that the site supervisor must complete. The university supervisor will maintain regular contact with site supervisors approximately every month to monitor the counselor trainee's skill and knowledge development, dispositions, and progress. Site supervisors must respond to these emails so they can work with University Supervisors to support students. Should a site supervisor not respond to emails, the university supervisor will call them to obtain the necessary information. Site and university supervisors may also have contact at any point throughout the semesters, as necessary.

In the event of an emergency related to clients, counselor trainees will contact their site supervisor or their emergency site supervisor, if their main site supervisor is not available. If no site supervisor is available, the counselor trainee will contact the site administrator. Should there be an emergency with the site supervisor or the university supervisor, the back-up emergency site supervisor and/or the Professional Counseling Program directors will serve as contacts, as applicable. Should there be an emergency on site with the counselor trainee, the site supervisor should notify the university supervisor and/or Program directors.

If you have any further questions, please contact the Professional Counseling Program Director of Clinical Mental Health Counseling Concentration, Dr. Michelle Hinkle at hinklem@wpunj.edu or 973-720-3971. By signing below, the site supervisor and the agency acknowledge that they are aware of the requirements stated above and agree to have the counselor trainee at their site for their internship experience.

_____ _____

Site Supervisor Date

_____ _____

Agency Director Date

_____ _____

Counselor Trainee Date

WILLIAM PATERSON UNIVERSITY
Department of Special Education, Professional Counseling, and Disability Studies • Professional Counseling Program
1600 Valley Road • Suite 3010 • Wayne, New Jersey 07474
973.720.2118 • Fax 973.720.2737 • wpunj.edu

Internship Contract for the School Counseling Concentration

Date placement begins _____

*Not earlier than the first day of the interrnship semester per the academic calendar

Counselor Trainee Name _____

The above-named student will be completing their internship at _____. The fieldwork will be completed during the 20_____ academic school year, and only within the designated dates during the Fall 20_____ and Spring 20 ____ academic semesters. The counselor trainee will be supervised at the site by _____.

The site supervisor is directly responsible for supervision of the counselor trainee. This professional must have at least two (2) years experience as a school counselor, a Master's degree in counseling, certification in school counseling or in student personnel services, and relevant training in clinical supervision. **A resume and copy of certification must be provided with this contract.** Please be advised that the site supervisor is responsible for:

- Orienting the counselor trainee to the site, including procedures for assigning students, emergency procedures, district policies and any site-specific limits to confidentiality.
- Providing the counselor trainee with the space necessary to complete requirements and responsibilities such as individual counseling, audio taping clients with the client's and parent's written consent, conducting groups, etc.
- Monitoring counselor trainee's time on site and signing weekly and summary hour logs
- Providing regular supervision for the counselor trainee not to be less than 1 hour of face-to-face supervision for every week that the counselor trainee is on site.
- Maintaining responsibility for counselor trainee's continuity on site and assisting in the evaluation of the counselor trainee's performance at the midterm and end of each semester.
- Maintaining regular communication and consultation with University Supervisors to monitor and support counselor trainee professional growth, including a midterm meeting.
- Identifying an emergency supervisor for the counselor trainee in the event the site supervisor is not available to the counselor trainee.

The requirements of the counselor trainee include an Internship requirement of 600 hours. The Internship hours include a minimum of 240 hours of direct service. The direct service hours consist of individual counseling, group counseling, work with families, consultation, prevention instruction, and crisis intervention. At least half of these hours should consist of individual counseling and at least 10 hours should be in group counseling and/or psychoeducation, where the counselor trainee is the leader or co-leader of the group. The indirect hours consist of all

other activities associated with the placement and the class. Please be aware that the counseling trainee is required to do six (6) audio/video recorded sessions while at the school. Written consent forms are provided for counseling as well as taping of sessions. The counselor trainee will act in accordance with site and university policies and procedures under supervision guidance, as well as adhere to the ACA Code of Ethics.

The student's university supervisor (i.e., course instructor) will provide the counselor trainee with the necessary group supervision requirements. The university supervisor will contact the site supervisor at the start of the Internship semester. At that time, they will provide the site supervisor with orientation material that the site supervisor must complete. The university supervisor will maintain regular contact with site supervisors approximately every month to monitor the counselor trainee's skill and knowledge development, dispositions, and progress. Site supervisors must respond to these emails so they can work with University Supervisors to support students. Should a site supervisor not respond to emails, the university supervisor will call them to obtain the necessary information. Site and university supervisors may also have contact at any point throughout the semesters, as necessary.

In the event of an emergency related to clients, counselor trainees will contact their site supervisor or their emergency site supervisor, if their main site supervisor is not available. If no site supervisor is available, the counselor trainee will contact the site administrator. Should there be an emergency with the site supervisor or the university supervisor, the back-up emergency site supervisor and/or the Professional Counseling Program directors will serve as contacts, as applicable. Should there be an emergency on site with the counselor trainee, the site supervisor should notify the university supervisor and/or Program directors.

If you have any further questions, please contact the Director for School Concentration, Professional Counseling Program Dr. Meredith Drew, at drewm2@wpunj.edu or 973-720-3092. By signing below, the site supervisor and school district acknowledge that they are aware of the requirements stated above and agree to have the counselor trainee at their school for their Internship experience.

_____ _____

Site Supervisor Date

_____ _____

Principal/Superintendent Date

_____ _____

Counselor Trainee Date

WILLIAM PATERSON UNIVERSITY
Department of Special Education, Professional Counseling, and Disability Studies • Professional Counseling Program
1600 Valley Road • Suite 3010 • Wayne, New Jersey 07474
973.720.2118 • Fax 973.720.2737 • wpunj.edu

Fall School Counseling Internship Contract for CMHC Students

Date placement begins _____
*Not earlier than the first day of the Fall semester per the academic calendar

Counselor Trainee Name _____

The above-named student will be completing their internship at _____. The fieldwork will be completed during the Fall 20_____ semester, and only within the designated dates of that semester. The counselor trainee will be supervised at the site by _____.

The site supervisor is directly responsible for supervision of the counselor trainee. This professional must have at least two (2) years experience as a school counselor, a Master's degree in counseling, certification in school counseling or in student personnel services, and relevant training in clinical supervision. **A resume and copy of certification must be provided with this contract.** Please be advised that the site supervisor is responsible for:

- Orienting the counselor trainee to the site, including procedures for assigning students, emergency procedures, district policies and any site-specific limits to confidentiality.
- Providing the counselor trainee with the space necessary to complete requirements and responsibilities such as individual counseling, audio taping clients with the client's and parent's written consent, conducting groups, etc.
- Monitoring counselor trainee's time on site and signing weekly and summary hour logs
- Providing regular supervision for the counselor trainee not to be less than 1 hour of face-to-face supervision for every week that the counselor trainee is on site.
- Maintaining responsibility for counselor trainee's continuity on site and assisting in the evaluation of the counselor trainee's performance at the midterm and end of each semester.
- Maintaining regular communication and consultation with University Supervisors to monitor and support counselor trainee professional growth, including a midterm meeting.
- Identifying an emergency supervisor for the counselor trainee in the event the site supervisor is not available to the counselor trainee.

The requirements of the counselor trainee include an Internship requirement of 100 hours. The Internship hours include a minimum of 40 hours of direct service. The direct service hours consist of individual counseling, group counseling, work with families, consultation, prevention instruction, and crisis intervention. At least half of these hours should consist of individual counseling. The indirect hours consist of all other activities associated with the placement and the class. Please be aware that the counseling trainee is required to do one (1) audio/video recorded sessions. Written consent forms are provided for counseling, as well as session recordings. The counselor trainee will

act in accordance with site and university policies and procedures under supervision guidance, as well as adhere to the ACA Code of Ethics.

The student's university supervisor (i.e., course instructor) will provide the counselor trainee with the necessary group supervision requirements. The university supervisor will contact the site supervisor at the start of the Internship semester. At that time, they will provide the site supervisor with orientation material that the site supervisor must complete. The university supervisor will maintain regular contact with site supervisors approximately every month to monitor the counselor trainee's skill and knowledge development, dispositions, and progress. Site supervisors must respond to these emails so they can work with University Supervisors to support students. Should a site supervisor not respond to emails, the university supervisor will call them to obtain the necessary information. Site and university supervisors may also have contact at any point throughout the semesters, as necessary.

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If you have any further questions, please contact the Director for School Concentration, Professional Counseling Program Dr. Meredith Drew, at drewm2@wpunj.edu or 973-720-3092. By signing below, the site supervisor and school district acknowledge that they are aware of the requirements stated above and agree to have the counselor trainee at their school for their Internship experience.

_____ _____

Site Supervisor Date

_____ _____

Principal/Superintendent Date

_____ _____

Counselor Trainee Date

WILLIAM PATERSON UNIVERSITY
Department of Special Education, Professional Counseling, and Disability Studies • Professional Counseling Program
1600 Valley Road • Suite 3010 • Wayne, New Jersey 07474
973.720.2118 • Fax 973.720.2737 • wpunj.edu

Professional Counseling Program
Practicum/Internship Site Supervisor Data Sheet

Counselor Trainee Name: _____

Supervisor Name: _____

Site Name: _____

Email: _____ Phone:_____

Masters/Doctoral Degree:_____

Credentials: _____ Expiration: _____

License: _____ Expiration: _____

Have you worked in your specialty area (school counseling or mental health counseling) for a minimum of two years? YES NO

Per review of the Practicum and Internship Handbook, do you have knowledge and understanding of WPU Professional Counseling Program Practicum/Internship requirements, policies, and procedures? YES NO

Do you have supervision certifications and/or have you attended training for counseling supervision?
YES NO

If yes, please select the applicable that you have received and submit evidence (certificate; transcript; certificate of completion).

____ Approved Clinical Supervisor

____ Other Supervision Credential

____ 3 credit Supervision Class at an accredited university

List Class_____ Semester _____ University _____

____ Supervision Trainings

CEUs_____

____ Training by Faculty at WPU for Site Supervisors

____ Other (please indicate) _____

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973.720.2118 • Fax 973.720.2737 • wpunj.edu

Practicum and Internship Site Information

Counselor Trainee Name: _____

Practicum _____ Internship I _____Internship II_____

Concentration: _____

1. Site Name: _____
2. Site Address: _____
3. Site Administrator Name: _____

Email: _____

Phone: _____

4. Site Supervisor: _____

Email: _____

Phone: _____

5. Emergency Back-up Site Supervisor (to be used in the event the site supervisor is not available):

_____

Email: _____

Phone: _____

6. Populations Served at Site:_____
7. Description of Site:

_____

_____

_____

8. List all counseling services the counselor trainee will provide while under supervision. (e.g., individual counseling, group counseling, prevention, SEL programming, guidance, diagnostic assessment interview, intake interviews, etc.).

_____

_____

_____

_____

9. List all professional responsibilities the counselor trainee will complete while under supervision (diagnosis and treatment planning, IEP meetings, CST meetings, clinical meetings, record keeping, note writing, etc).

_____

_____

_____

_____

10. Describe supervision frequency and types (e.g., weekly individual supervision (required); group supervision, etc.). ***How will supervision be conducted (e.g., in person or synchronous via technology; is there a possibility of both)***? If supervision is ever done synchronously via technology, what platform is used and how has the supervisor been trained in this technology?

_____

_____

_____

_____

11. List the professional training and resources the counselor trainee will have access to. This should include any technology resources required for the position (e.g., assessment related training; workshops; digital recordkeeping software such as Simple Practice, TherapyNotes; district educational platform such as Genesis, Naviance, Powerschool; telehealth platforms).

_____

_____

_____

_____

12. List any other information about the site that would be important for the counselor trainee, University Supervisors, and Professional Counseling Program faculty should be aware of:

_____

_____

_____

_____

_____ _____

Site Supervisor Date

_____ _____

Counselor Trainee Date

Appendix B

CMHC & School Counseling

Practicum and Internship

Client Consent Forms

WILLIAM PATERSON UNIVERSITY
Department of Special Education, Professional Counseling, and Disability Studies • Professional Counseling Program
1600 Valley Road • Suite 3010 • Wayne, New Jersey 07474
973.720.2118 • Fax 973.720.2737 • wpunj.edu

Parental Consent Form

Child's Name _____

Parent's Name _____

Phone # _____

I agree that a counselor trainee in the William Paterson University Professional Counseling Program may counsel my child. I understand that the counselor trainee has completed Master's course work in counseling. The counselor trainee will be supervised by _____, a faculty member at William Paterson University and by_____, site supervisor. Information gathered in the counseling will be held strictly confidential per the American Counseling Association Code of Ethics. Exceptions to this confidentiality occur when there is suspected child abuse or clear and imminent danger to the child or to others.

If for any reason you have questions about the counseling or are dissatisfied, you have the right to meet with the counselor trainee and/or the supervisors named above.

I have read the above and understand the nature of the supervisory procedures. All my questions have been answered to my satisfaction.

_____ _____
Parent/Guardian Signature Date

_____ _____
Child's Signature Date

_____ _____
Counselor Trainee Signature Date

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Permission to Record Minor

I understand that the counseling sessions that (counselor trainee) will have with my child will be recorded for evaluation of the counselor trainee. I further understand that confidentiality will be maintained and only the counselor trainee and the counselor trainee's site supervisors, _____, and University supervisor, _____ will have access to these recordings. I understand that these recordings might be reviewed by other counselors in training for the training purposes.

Understood and agreed to by the undersigned:

_____ _____
Parent/Guardian Signature Date

_____ _____
Child's Signature Date

_____ _____
Counselor Trainee Signature Date

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973.720.2118 • Fax 973.720.2737 • wpunj.edu

Counseling Consent Form

Client Name _____

Phone # _____

I agree that a counselor trainee in the William Paterson University Professional Counseling Program will counsel me. I understand that the counselor trainee has completed Master's course work in counseling. The counselor trainee will be supervised by _____, a faculty member at William Paterson University and by_____, a site supervisor. Information gathered in the counseling will be held strictly confidential per the American Counseling Association Code of Ethics. Exceptions to this confidentiality occur when there is suspected child abuse or clear and imminent danger to the client or to others.

If for any reason you have questions about the counseling or are dissatisfied, you have the right to meet with the counselor trainee and/or the supervisors named above.

I have read the above and understand the nature of the supervisory procedures. All my questions have been answered to my satisfaction.

_____ _____
Client Signature Date

_____ _____
Counselor Trainee Signature Date

WILLIAM PATERSON UNIVERSITY
Department of Special Education, Professional Counseling, and Disability Studies • Professional Counseling Program
1600 Valley Road • Suite 3010 • Wayne, New Jersey 07474
973.720.2118 • Fax 973.720.2737 • wpunj.edu

Permission to Record

I understand that the counseling sessions that _____ (counselor trainee) will have with me will be recorded for evaluation of the counselor trainee. I further understand that confidentiality will be maintained and only the counselor trainee and the counselor trainee's supervisors, _____(University Supervisor) and _____(Site Supervisor) will have access to these recordings. I understand that these recordings might be reviewed by other counselors in training for training purposes.

Understood and agreed to by the undersigned:

_____ _____
Client Signature Date

_____ _____
Counselor Trainee Signature Date

Appendix C

CMHC & School Counseling

Practicum and Internship

Weekly and Summary Hour Logs

WPUNJ Professional Counseling Program
CMHC Practicum and Internship
Weekly Hour Log

Counselor trainee _____ Week #:____ Dates: _____to _____

Practicum _____ Internship 1 _____ Internship 2 _____

Activity (Direct)	Number of Hours	Activity (Indirect)	Number of Hours	Activity (Supervision Indirect)	Number of Hours
1. Individual Counseling		8. Record Keeping & Report Writing		14. Individual Site Supervision	
2. Group Counseling		9. Recording Review		15. Site Group Supervision	
3. Family/Couples Counseling		10. Professional Development (list below)		16. University Group Supervision	
4. Consultation		11. Clinical Meetings/ Other Meetings			
5. Prevention		12. Session Planning or Preparation			
6. Crisis Management		13. Other (describe below)			
7. Telehealth					
Weekly Total (Direct)		**Weekly Total (Indirect)**		**Weekly Total (Indirect)**	

Total Weekly Hours: Direct _____ Indirect _____

List Professional Development:

Descriptions of any of the above:

Site Supervisor _____ Date_____

Counselor Trainee _____ Date_____

WPUNJ Professional Counseling Program
School Counseling Practicum and Internship
Weekly Hour Log

Counselor trainee _____ Week #:____ Dates: _____to _____

Practicum _____ Internship 1 _____ Internship 2 _____

Activity (Direct)	Number of Hours	Activity (Indirect)	Number of Hours	Activity (Supervision Indirect)	Number of Hours
1. Individual Counseling		8. Record Keeping, Report Writing, Treatment Planning		14. Individual Site Supervision	
2. Group Counseling		9. Recording Review		15. Site Group Supervision	
3. Work with Families		10. Professional Development (list below)		16. University Group Supervision	
4. Consultation		11. Clinical Meetings/ Other Meetings			
5. Prevention (guidance lessons, character education, etc.)		12. Session, Lesson, or Program Planning			
6. Crisis Management		13. Other (describe below)			
7. Telehealth					
Weekly Total (Direct)		**Weekly Total (Indirect)**		**Weekly Total (Indirect)**	

Total Weekly Hours: Direct _____ Indirect _____

List Professional Development:

Descriptions of any of the above:

Site Supervisor _____ Date_____

Counselor Trainee _____ Date_____

WPUNJ Professional Counseling Program
CMHC Practicum and Internship
Semester Summary Hour Log

Student Name_____ Semester_____

Site_____ Site Supervisor_____

University Supervisor_____

Practicum _____ Internship 1 _____ Internship 2 _____

Activity (Direct)	Number of Hours	Activity (Indirect)	Number of Hours	Activity (Supervision Indirect)	Number of Hours
1. Individual Counseling		8. Record Keeping & Report Writing		14. Individual Site Supervision	
2. Group Counseling		9. Recording Review		15. Site Group Supervision	
3. Family/Couples Counseling		10. Professional Development (list below)		16. University Group Supervision	
4. Consultation		11. Clinical Meetings/ Other Meetings			
5. Prevention		12. Session Planning or Preparation			
6. Crisis Management		13. Other (describe below)			
7. Telehealth					
Semester Total (Direct)		**Semester Total (Indirect)**		**Semester Total (Indirect)**	

Total Semester: Direct _____ Indirect _____

Site Supervisor _____ Date_____

Counselor Trainee _____ Date_____

WPUNJ Professional Counseling Program
School Counseling Practicum and Internship
Semester Summary Hour Log

Student Name_____ Semester_____

Site_____ Site Supervisor_____

University Supervisor_____

Practicum _____ Internship 1 _____ Internship 2 _____

Activity (Direct)	Number of Hours	Activity (Indirect)	Number of Hours	Activity (Supervision Indirect)	Number of Hours
1. Individual Counseling		8. Record Keeping & Report Writing		14. Individual Site Supervision	
2. Group Counseling		9. Recording Review		15. Site Group Supervision	
3. Work with Families		10. Professional Development (list below)		16. University Group Supervision	
4. Consultation		11. Clinical Meetings/ Other Meetings			
5. Prevention (guidance lessons, character education, etc.)		12. Session Planning or Preparation			
6. Crisis Management		13. Other (describe below)			
7. Telehealth					
Semester Total (Direct)		**Semester Total (Indirect)**		**Semester Total (Indirect)**	

Total Semester: Direct _____ Indirect _____

Site Supervisor _____ Date_____

Counselor Trainee _____ Date_____

Appendix D

CMHC & School Counseling

Session Self-Critique, Midterm Meeting

& Live Supervision

CSP 6300, CSP 6320, CSP 6860, CSP 6870

Site Supervisor Midterm Meeting

Date:

Supervisee:

Site Supervisor:

Site:

University Supervisor:

Topics discussed during meeting:

Supervisee areas of strength:

Supervisee areas of growth:

Supervision concerns:

Goals for second half of semester:

WPUNJ Professional Counseling Program
SESSION SELF-CRITIQUE

A. Date and length of time for the session (include how many times you have seen this client):

B. Background information about client:

C. Presenting problem:

D. Observation about client:

E. Observations about self:

F. Hindsight observations (what you liked, what you would have done differently):

G. What you would like assistance on:

WPUNJ Professional Counseling Program
Live Supervision Form

Supervisors must complete this form to document live supervision for practicum and internship students.

Counselor Trainee Name: _____

Supervisor: _____

Internship Site: _____

Date: _____

What type of direct hour activities did the counselor trainee complete during this live supervision observation?

What skills did you observe and how did they enhance the counseling interventions and responsibilities consistent with clinical mental health counseling or school counseling (as applicable)?

What areas of improvement can this counselor trainee make?

What strengths did the counselor trainee demonstrate?

What topics were discussed in supervision following this observation?

Supervisor Signature: _____ Date: _____

Counselor Trainee Signature: _____ Date: _____

Appendix E

CMHC & School Counseling

Practicum and Internship

Evaluation Forms

WPUNJ Professional Counseling Program
Clinical Mental Health
Site Supervisor Evaluation

Name: _____ Date_____ Semester/year _____ Supervisor Name_____

Time point of Evaluation:

Practicum: _____Midterm _____Final Internship 1: _____Midterm _____Final Internship 2: _____Midterm _____Final

Below is a list of behavioral objectives pertinent to the counseling profession. Using the four (4) point scale provided, please tell us how competent you feel this counselor trainee is in each of these areas based on the skills you would expect at their current counselor development level (i.e., Practicum, Internship 1, Internship 2)

0 = Not Applicable **1 = Needs Improvement** **2 = Progressing** **3 = Competent**

		0	1	2	3
1	Demonstrates proficient and appropriate use of foundational counseling microskills and theory based interventions.	☐	☐	☐	☐
2	Demonstrates proficient and appropriate use of group counseling strategies, theory, and microskills.	☐	☐	☐	☐
3	Demonstrates skills necessary to conduct an intake interview, a biopsychosocial history, and/or a psychological assessment.	☐	☐	☐	☐
4	Demonstrates the ability to make tentative impressions and treatment recommendations based on client intake interview and assessment.	☐	☐	☐	☐
5	Demonstrates skills and knowledge necessary for DSM 5-TR diagnosis and understands implications of diagnosis.	☐	☐	☐	☐
6	Demonstrates skills necessary for theory based conceptualization of client issues based on intake data and information obtained in counseling sessions.	☐	☐	☐	☐
7	Implements culturally sustaining practices for the counseling process including client conceptualization, counseling interventions, assessment, and diagnosis.	☐	☐	☐	☐
8	Demonstrates effective collaboration with other professionals in a joint treatment effort.	☐	☐	☐	☐
9	Uses agency resources such as records, psychological or psychiatric consultations, psychological or educational testing, career testing, and other information sources appropriately.	☐	☐	☐	☐
10	Demonstrates proficiency for current record-keeping, including assessment and diagnosis reports, clinical notes, and treatment planning, related to clinical mental health counseling.	☐	☐	☐	☐
11	Demonstrates knowledge of and adherence to agency programs, policies, and procedures.	☐	☐	☐	☐
12	Is receptive to supervision feedback and practices self-reflection.	☐	☐	☐	☐
13	Understands how their own experiences, culture, and beliefs impact their counseling practice.	☐	☐	☐	☐
14	Demonstrates knowledge of and adherence to the professional ethics and standards of the American Counseling Association and adherence to the professional legal responsibilities in accordance with local, state, and national law.	☐	☐	☐	☐
15	Demonstrates knowledge of counselor preparation standards and state licensure and national certification requirements.	☐	☐	☐	☐

Please give a statement of your judgment of the counselor trainee as a prospective clinical mental health counselor. You may wish to note specific strengths or areas of growth that may not be sufficiently explained in the preceding items. Please feel free to add an additional page if you feel it is necessary.

Counselor Trainee Name_____

Site Supervisor Name_____

Semester_____

_____ _____

Signature Counselor Trainee Date

_____ _____

Signature of Site Supervisor Date

WPUNJ Professional Counseling Program
Clinical Mental Health Site Supervisor Evaluation Rubric

Competency #	Not Applicable (0)	Needs Improvement (1)	Progressing (2)	Competent (3)
1	Not Applicable	Minimally demonstrates proficient and appropriate use of foundational counseling microskills and theory based interventions.	Beginning to demonstrate proficient and appropriate use of foundational counseling microskills and theory based interventions.	Consistently demonstrates proficient and appropriate use of foundational counseling microskills and theory based interventions.
2	Not Applicable	Minimally demonstrates proficient and appropriate use of group counseling strategies, theory, and microskills.	Beginning to demonstrate proficient and appropriate use of group counseling strategies, theory, and microskills.	Consistently Demonstrates proficient and appropriate use of group counseling strategies, theory, and microskills.
3	Not Applicable	Minimally demonstrates skills necessary to conduct an intake interview, a biopsychosocial history, and/or a psychological assessment.	Beginning to demonstrate skills necessary to conduct an intake interview, a biopsychosocial history, and/or a psychological assessment.	Consistently demonstrates skills necessary to conduct an intake interview, a biopsychosocial history, and/or a psychological assessment.
4	Not Applicable	Minimally demonstrates the ability to make tentative impressions and treatment recommendations based on client intake interview and assessment.	Beginning to demonstrate the ability to make tentative impressions and treatment recommendations based on client intake interview and assessment.	Consistently demonstrates the ability to make tentative impressions and treatment recommendations based on client intake interview and assessment.
5	Not Applicable	Minimally demonstrates skills and knowledge necessary for DSM 5-TR diagnosis and understanding implications of diagnosis.	Beginning to demonstrate skills and knowledge necessary for DSM 5-TR diagnosis and understanding implications of diagnosis.	Consistently demonstrates skills and knowledge necessary for DSM 5-TR diagnosis and understands implications of diagnosis.
6	Not Applicable	Minimally demonstrates skills necessary for theory based conceptualization of client issues based on intake data and information obtained in counseling sessions.	Beginning to demonstrate skills necessary for theory based conceptualization of client issues based on intake data and information obtained in counseling sessions.	Competently demonstrates skills necessary for theory based conceptualization of client issues based on intake data and information obtained in counseling sessions.
7	Not Applicable	Minimally implements culturally sustaining practices for the counseling process including client conceptualization, counseling interventions, assessment, and diagnosis.	Beginning to implement culturally sustaining practices for the counseling process including client conceptualization, counseling interventions, assessment, and diagnosis.	Competently implements culturally sustaining practices for the counseling process including client conceptualization, counseling interventions, assessment, and diagnosis.

8	Not Applicable	Minimally demonstrates effective collaboration with other professionals in a joint treatment effort.	Beginning to demonstrate effective collaboration with other professionals in a joint treatment effort.	Competently demonstrates effective collaboration with other professionals in a joint treatment effort.
9	Not Applicable	Minimally uses agency resources such as records, psychological or psychiatric consultations, psychological or educational testing, career testing, and other information sources appropriately.	Beginning to use agency resources such as records, psychological or psychiatric consultations, psychological or educational testing, career testing, and other information sources appropriately.	Competently uses agency resources such as records, psychological or psychiatric consultations, psychological or educational testing, career testing, and other information sources appropriately.
10	Not Applicable	Minimally demonstrates proficiency for current record-keeping, including assessment and diagnosis reports, clinical notes, and treatment planning, related to clinical mental health counseling.	Beginning to demonstrate proficiency for current record-keeping, including assessment and diagnosis reports, clinical notes, and treatment planning, related to clinical mental health counseling.	Competently demonstrates proficiency for current record-keeping, including assessment and diagnosis reports, clinical notes, and treatment planning, related to clinical mental health counseling.
11	Not Applicable	Minimally demonstrates knowledge of and adherence to agency programs, policies, and procedures.	Beginning to demonstrate knowledge of and adherence to agency programs, policies, and procedures.	Competently demonstrates knowledge of and adherence to agency programs, policies, and procedures.
12	Not Applicable	Is minimally receptive to supervision feedback and practices self-reflection.	Is beginning to be receptive to supervision feedback and practices self-reflection.	Is competently receptive to supervision feedback and practices self-reflection.
13	Not Applicable	Minimally understands how their own experiences, culture, and beliefs impact their counseling practice.	Beginning to understand how their own experiences, culture, and beliefs impact their counseling practice.	Competently understands how their own experiences, culture, and beliefs impact their counseling practice.
14	Not Applicable	Minimally demonstrates knowledge of and adherence to the professional ethics and standards of the American Counseling Association and adherence to the professional legal responsibilities in accordance with local, state, and national law.	Beginning to demonstrate knowledge of and adherence to the professional ethics and standards of the American Counseling Association and adherence to the professional legal responsibilities in accordance with local, state, and national law.	Competently demonstrates knowledge of and adherence to the professional ethics and standards of the American Counseling Association and adherence to the professional legal responsibilities in accordance with local, state, and national law.
15	Not Applicable	Minimally demonstrates knowledge of counselor preparation standards and state licensure and national certification requirements.	Beginning to demonstrate knowledge of counselor preparation standards and state licensure and national certification requirements.	Competently demonstrates knowledge of counselor preparation standards and state licensure and national certification requirements.

WPUNJ Professional Counseling Program
Clinical Mental Health
University Supervisor Evaluation

Name: _____ Date_____ Semester/year _____ Supervisor Name_____

Time point of Evaluation:

Practicum: _____Midterm _____Final Internship 1: _____Midterm _____Final Internship 2: _____Midterm _____Final

Below is a list of behavioral objectives pertinent to the counseling profession. Using the four (4) point scale provided, please tell us how competent you feel this counselor trainee is in each of these areas based on the skills you would expect at their current counselor development level (i.e., Practicum, Internship 1, Internship 2)

0 = Not Applicable **1 = Needs Improvement** **2 = Progressing** **3 = Competent**

		0	1	2	3
1	Demonstrates proficient and appropriate use of foundational counseling microskills and theory based interventions.	☐	☐	☐	☐
2	Demonstrates proficient and appropriate use of group counseling strategies, theory, and microskills.	☐	☐	☐	☐
3	Demonstrates skills necessary to conduct an intake interview, a biopsychosocial history, and/or a psychological assessment.	☐	☐	☐	☐
4	Demonstrates the ability to make tentative impressions and treatment recommendations based on client intake interview and assessment.	☐	☐	☐	☐
5	Demonstrates skills and knowledge necessary for DSM 5-TR diagnosis and understands implications of diagnosis.	☐	☐	☐	☐
6	Demonstrates skills necessary for theory based conceptualization of client issues based on intake data and information obtained in counseling sessions.	☐	☐	☐	☐
7	Implements culturally sustaining practices for the counseling process including client conceptualization, counseling interventions, assessment, and diagnosis.	☐	☐	☐	☐
8	Participates in group supervision and provides appropriate feedback to peers	☐	☐	☐	☐
9	Demonstrates proficiency in case presentations, to include thoughtfulness in session selection and reflective self-critique on strengths and areas of growth.	☐	☐	☐	☐
10	Demonstrates proficiency for record-keeping, including assessment and diagnosis reports, clinical notes, and treatment planning, related to clinical mental health counseling.	☐	☐	☐	☐
11	Demonstrates knowledge of and adherence to WPUNJ Professional Counseling Program policies and procedures related to Practicum and/or Internship	☐	☐	☐	☐
12	Is receptive to supervision feedback and practices self-reflection.	☐	☐	☐	☐
13	Understands how their own experiences, culture, and beliefs impact their counseling practice.	☐	☐	☐	☐
14	Demonstrates knowledge of and adherence to the professional ethics and standards of the American Counseling Association and adherence to the professional legal responsibilities in accordance with local, state, and national law.	☐	☐	☐	☐
15	Demonstrates knowledge of counselor preparation standards and state licensure and national certification requirements.	☐	☐	☐	☐

Please give a statement of your judgment of the counselor trainee as a prospective clinical mental health counselor. You may wish to note specific strengths or areas of growth that may not be sufficiently explained in the preceding items. Please feel free to add an additional page if you feel it is necessary.

Counselor Trainee Name_____

Site Supervisor Name_____

Semester_____

_____ _____

Signature Counselor Trainee Date

_____ _____

Signature of Site Supervisor Date

WPUNJ Professional Counseling Program
Clinical Mental Health
University Supervisor Evaluation Rubric

Competency #	Not Applicable (0)	Needs Improvement (1)	Progressing (2)	Competent (3)
1	Not Applicable	Minimally demonstrates proficient and appropriate use of foundational counseling microskills and theory based interventions.	Beginning to demonstrate proficient and appropriate use of foundational counseling microskills and theory based interventions.	Consistently demonstrates proficient and appropriate use of foundational counseling microskills and theory based interventions.
2	Not Applicable	Minimally demonstrates proficient and appropriate use of group counseling strategies, theory, and microskills.	Beginning to demonstrate proficient and appropriate use of group counseling strategies, theory, and microskills.	Consistently Demonstrates proficient and appropriate use of group counseling strategies, theory, and microskills.
3	Not Applicable	Minimally demonstrates skills necessary to conduct an intake interview, a biopsychosocial history, and/or a psychological assessment.	Beginning to demonstrate skills necessary to conduct an intake interview, a biopsychosocial history, and/or a psychological assessment.	Consistently demonstrates skills necessary to conduct an intake interview, a biopsychosocial history, and/or a psychological assessment.
4	Not Applicable	Minimally demonstrates the ability to make tentative impressions and treatment recommendations based on client intake interview and assessment.	Beginning to demonstrate the ability to make tentative impressions and treatment recommendations based on client intake interview and assessment.	Consistently demonstrates the ability to make tentative impressions and treatment recommendations based on client intake interview and assessment.
5	Not Applicable	Minimally demonstrates skills and knowledge necessary for DSM 5-TR diagnosis and understanding implications of diagnosis.	Beginning to demonstrate skills and knowledge necessary for DSM 5-TR diagnosis and understanding implications of diagnosis.	Consistently demonstrates skills and knowledge necessary for DSM 5-TR diagnosis and understands implications of diagnosis.
6	Not Applicable	Minimally demonstrates skills necessary for theory based conceptualization of client issues based on intake data and information obtained in counseling sessions.	Beginning to demonstrate skills necessary for theory based conceptualization of client issues based on intake data and information obtained in counseling sessions.	Competently demonstrates skills necessary for theory based conceptualization of client issues based on intake data and information obtained in counseling sessions.
7	Not Applicable	Minimally implements culturally sustaining practices for the counseling process including client conceptualization, counseling interventions, assessment, and diagnosis.	Beginning to implement culturally sustaining practices for the counseling process including client conceptualization, counseling interventions, assessment, and diagnosis.	Competently implements culturally sustaining practices for the counseling process including client conceptualization, counseling interventions, assessment, and diagnosis.
8	Not Applicable	Minimally participates in group supervision and provides appropriate feedback to peers	Beginning to participate in group supervision and provides appropriate feedback to peers	Competently Participates in group supervision and provides appropriate feedback to peers

9	Not Applicable	Minimally demonstrates proficiency in case presentations, to include thoughtfulness in session selection and reflective self-critique on strengths and areas of growth.	Beginning to demonstrate proficiency in case presentations, to include thoughtfulness in session selection and reflective self-critique on strengths and areas of growth.	Competently demonstrates proficiency in case presentations, to include thoughtfulness in session selection and reflective self-critique on strengths and areas of growth.
10	Not Applicable	Minimally demonstrates proficiency for current record-keeping, including assessment and diagnosis reports, clinical notes, and treatment planning, related to clinical mental health counseling.	Beginning to demonstrate proficiency for current record-keeping, including assessment and diagnosis reports, clinical notes, and treatment planning, related to clinical mental health counseling.	Competently demonstrates proficiency for current record-keeping, including assessment and diagnosis reports, clinical notes, and treatment planning, related to clinical mental health counseling.
11	Not Applicable	Minimally demonstrates knowledge of and adherence to WPUNJ Professional Counseling Program policies and procedures related to Practicum and/or Internship	Beginning to demonstrate knowledge of and adherence to WPUNJ Professional Counseling Program policies and procedures related to Practicum and/or Internship	Competently demonstrates knowledge of and adherence to WPUNJ Professional Counseling Program policies and procedures related to Practicum and/or Internship
12	Not Applicable	Is minimally receptive to supervision feedback and practices self-reflection.	Is beginning to be receptive to supervision feedback and practices self-reflection.	Is competently receptive to supervision feedback and practices self-reflection.
13	Not Applicable	Minimally understands how their own experiences, culture, and beliefs impact their counseling practice.	Beginning to understand how their own experiences, culture, and beliefs impact their counseling practice.	Competently understands how their own experiences, culture, and beliefs impact their counseling practice.
14	Not Applicable	Minimally demonstrates knowledge of and adherence to the professional ethics and standards of the American Counseling Association and adherence to the professional legal responsibilities in accordance with local, state, and national law.	Beginning to demonstrate knowledge of and adherence to the professional ethics and standards of the American Counseling Association and adherence to the professional legal responsibilities in accordance with local, state, and national law.	Competently demonstrates knowledge of and adherence to the professional ethics and standards of the American Counseling Association and adherence to the professional legal responsibilities in accordance with local, state, and national law.
15	Not Applicable	Minimally demonstrates knowledge of counselor preparation standards and state licensure and national certification requirements.	Beginning to demonstrate knowledge of counselor preparation standards and state licensure and national certification requirements.	Competently demonstrates knowledge of counselor preparation standards and state licensure and national certification requirements.

WPUNJ Professional Counseling Program
School Counseling
Site Supervisor Evaluation

Name: _____ Date_____ Semester/year _____ Supervisor Name_____

Time point of Evaluation

Practicum: ☐ Midterm ☐ Final Internship 1: ☐ Midterm ☐ Final Internship 2: ☐ Midterm ☐ Final

Below is a list of behavioral objectives pertinent to the counseling profession. Using the four (4) point scale provided, please tell us how competent you feel this counselor trainee is in each of these areas based on the skills you would expect at their current counselor development level (i.e., Practicum, Internship 1, Internship 2).

0 = Not Applicable **1 = Needs Improvement** **2 = Progressing** **3 = Competent**

		0	1	2	3
1	Demonstrates developing skills necessary to structure individual and group counseling sessions and facilitate realistic goal setting.	☐	☐	☐	☐
2	Demonstrates the ability to use basic counseling skills in each of the three domains: academic, career, and social/emotional development.	☐	☐	☐	☐
3	Demonstrates development of skills necessary to develop prevention programs and lessons based on identified needs.	☐	☐	☐	☐
4	Demonstrates advocacy for students, provides responsive services, and/or crisis services.	☐	☐	☐	☐
5	Demonstrates the ability to understand results of frequently used assessment tools such as intelligence tests, achievement and aptitude tests, state standardized tests, depression, and anxiety scales.	☐	☐	☐	☐
6	Demonstrates an understanding of how the student's cultural and ethnic background affects the counseling process including client conceptualization, counseling strategies, and assessment.	☐	☐	☐	☐
7	Demonstrates the ability to read and understand student records.	☐	☐	☐	☐
8	Demonstrate the development of skills to work collaboratively with teachers and other school professionals, such as administrators, child study team members, school nurse, and Substance Awareness Coordinators, in a joint effort to promote student and school success personnel.	☐	☐	☐	☐
9	Demonstrates understanding of the importance of developing partnerships with parents, guardians, and families.	☐	☐	☐	☐
10	Demonstrate the ability to familiarize themself with the mission, philosophy, administrative and operative structure of the school as well as the goals, purpose and functioning of each student personnel service and how they may be utilized for the student's benefit.	☐	☐	☐	☐
11	Demonstrates knowledge of the activities the school requires of school counselors including but not limited to 504 development and management, HIB procedures, I&RS process, standardized testing, and scheduling.	☐	☐	☐	☐
12	Demonstrates knowledge of and adherence to the school's programs, policies, and procedures.	☐	☐	☐	☐
13	Demonstrates knowledge of and adherence to the professional ethics and standards of the American Counseling Association and the American School Counseling Association (ASCA).	☐	☐	☐	☐
14	Demonstrates knowledge of and adherence to the professional legal responsibilities in accordance with local, state, and national law.	☐	☐	☐	☐
	Demonstrates knowledge of school counselor preparation standards and requirements.	☐	☐	☐	☐

Please give a statement of your judgment of the counselor trainee as a prospective school counselor. You may wish to note specific strengths or areas of growth that may not be sufficiently explained in the preceding items. Please feel free to add an additional page if you feel it is necessary.

Counselor Trainee Name_____

Site Supervisor Name_____

Semester_____

_____ _____
Signature Counselor Trainee Date

_____ _____
Signature of Site Supervisor Date

WPUNJ Professional Counseling Program
School Counseling
Site Supervisor Evaluation

Competency #	Not Applicable (0)	Needs Improvement (1)	Progressing (2)	Competent (3)
1	Not Applicable	Minimally demonstrates developing skills necessary to structure individual and group counseling sessions and facilitate realistic goal setting.	Beginning to demonstrate developing skills necessary to structure individual and group counseling sessions and facilitate realistic goal setting.	Competently demonstrates developing skills necessary to structure individual and group counseling sessions and facilitate realistic goal setting.
2	Not Applicable	Minimally demonstrates the ability to use basic counseling skills in each of the three domains: academic, career, and social/emotional development.	Beginning to demonstrate the ability to use basic counseling skills in each of the three domains: academic, career, and social/emotional development.	Competently demonstrates the ability to use basic counseling skills in each of the three domains: academic, career, and social/emotional development.
3	Not Applicable	Minimally demonstrates development of skills necessary to develop prevention programs and lessons based on identified needs.	Beginning to demonstrate development of skills necessary to develop prevention programs and lessons based on identified needs.	Competently demonstrates development of skills necessary to develop prevention programs and lessons based on identified needs.
4	Not Applicable	Minimally demonstrates the ability to advocate for the client, provide responsive services, and/or crisis services.	Beginning to demonstrate the ability to advocate for the client, provide responsive services, and/or crisis services.	Competently demonstrates the ability to advocate for the client, provide responsive services, and/or crisis services.
5	Not Applicable	Minimally demonstrates the ability to understand results of frequently used assessment tools such as intelligence tests, achievement and aptitude tests, state standardized tests, depression and anxiety scales.	Beginning to demonstrate the ability to understand results of frequently used assessment tools such as intelligence tests, achievement and aptitude tests, state standardized tests, depression and anxiety scales.	Competently demonstrate the ability to understand results of frequently used assessment tools such as intelligence tests, achievement and aptitude tests, state standardized tests, depression and anxiety scales.
6	Not Applicable	Minimally demonstrates an understanding of how the student's cultural and ethnic background affects the counseling process including client conceptualization, counseling strategies, and assessment.	Beginning to demonstrate an understanding of how the student's cultural and ethnic background affects the counseling process including client conceptualization, counseling strategies, and assessment.	Competently demonstrates an understanding of how the student's cultural and ethnic background affects the counseling process including client conceptualization, counseling strategies, and assessment.
7	Not Applicable	Minimally demonstrates the ability to read and understand student records.	Beginning to demonstrate the ability to read and understand student records.	Competently demonstrates the ability to read and understand student records.
8	Not Applicable	Minimally demonstrates the development of skills to work with other professionals in a joint effort to promote student and school personnel success.	Beginning to demonstrate the development of skills to work with other professionals in a joint effort to promote student and school personnel success.	Competently demonstrates the development of skills to work with other professionals in a joint effort to promote student and school personnel success.
9	Not Applicable	Minimally demonstrates an understanding of the importance of developing partnerships with parents, guardians, and families.	Beginning to demonstrate an understanding of the importance of developing partnerships with parents, guardians, and families.	Competently demonstrates an understanding of the importance of developing partnerships with parents, guardians, and families.

10	Not Applicable	Minimally demonstrates the ability to familiarize themself with the mission, philosophy, administrative and operative structure of the school as well as the goals, purpose and functioning of each student personnel service and how they may be utilized for the student's benefit.	Beginning to demonstrate the ability to familiarize themself with the mission, philosophy, administrative and operative structure of the school as well as the goals, purpose and functioning of each student personnel service and how they may be utilized for the student's benefit.	Competently demonstrates the ability to familiarize themself with the mission, philosophy, administrative and operative structure of the school as well as the goals, purpose and functioning of each student personnel service and how they may be utilized for the student's benefit.
11	Not Applicable	Minimally demonstrates the knowledge of activities the school requires of school counselors.	Beginning to demonstrate the knowledge of activities the school requires of school counselors.	Competently demonstrates the knowledge of activities the school requires of school counselors.
12	Not Applicable	Minimally demonstrates knowledge of and adherence to the school's programs, policies, and procedures.	Beginning to demonstrate knowledge of and adherence to the school's programs, policies, and procedures.	Competently demonstrates knowledge of and adherence to the school's programs, policies, and procedures.
13	Not Applicable	Minimally demonstrates knowledge of and adherence to the professional ethics and standards of ACA and ASCA.	Beginning to demonstrate knowledge of and adherence to the professional ethics and standards of ACA and ASCA.	Competently demonstrates knowledge of and adherence to the professional ethics and standards of ACA and ASCA.
14	Not Applicable	Minimally demonstrates knowledge of and adherence to the professional legal responsibilities in accordance with local, state, and national law.	Beginning to demonstrate knowledge of and adherence to the professional legal responsibilities in accordance with local, state, and national law.	Competently demonstrates knowledge of and adherence to the professional legal responsibilities in accordance with local, state, and national law.
15	Not Applicable	Minimally demonstrates knowledge of counselor preparation standards and requirements.	Beginning to demonstrate knowledge of counselor preparation standards and requirements.	Competently demonstrates knowledge of counselor preparation standards requirements.

WPUNJ Professional Counseling Program
School Counseling
University Supervisor Evaluation

Name: _____ Date_____ Semester/year _____ Supervisor Name_____

Time point of Evaluation

Practicum: ☐ Midterm ☐ Final Internship 1: ☐ Midterm ☐ Final Internship 2: ☐ Midterm ☐ Final

Below is a list of behavioral objectives pertinent to the counseling profession. Using the four (4) point scale provided, please tell us how competent you feel this counselor trainee is in each of these areas based on the skills you would expect at their current counselor development level (i.e., Practicum, Internship 1, Internship 2).

0 = Not Applicable **1 = Needs Improvement** **2 = Progressing** **3 = Competent**

		0	1	2	3
1	Demonstrates developing skills necessary to structure individual and group counseling sessions and facilitate realistic goal setting.	☐	☐	☐	☐
2	Demonstrates the ability to use basic counseling skills in each of the three domains: academic, career, and social/emotional development.	☐	☐	☐	☐
3	Demonstrates development of skills necessary to develop prevention programs and lessons based on identified needs.	☐	☐	☐	☐
4	Demonstrates advocacy for students, provides responsive services, and/or crisis services.	☐	☐	☐	☐
5	Demonstrates the ability to understand results of frequently used assessment tools such as intelligence tests, achievement and aptitude tests, state standardized tests, depression, and anxiety scales.	☐	☐	☐	☐
6	Demonstrates an understanding of how the student's cultural and ethnic background affects the counseling process including client conceptualization, counseling strategies, and assessment.	☐	☐	☐	☐
7	Demonstrates the ability to read and understand student records.	☐	☐	☐	☐
8	Demonstrates understanding of the importance of developing partnerships with parents, guardians, and families.	☐	☐	☐	☐
9	Demonstrates knowledge of the activities the school requires of school counselors including but not limited to 504 development and management, HIB procedures, I&RS process, standardized testing, and scheduling.	☐	☐	☐	☐
10	Participates in group supervision and provides appropriate feedback to peers	☐	☐	☐	☐
11	Demonstrates proficiency in case presentations, to include thoughtfulness in session selection and reflective self-critique on strengths and areas of growth.	☐	☐	☐	☐
12	Demonstrates knowledge of and adherence to WPUNJ Professional Counseling Program policies and procedures related to Practicum and/or Internship	☐	☐	☐	☐
13	Demonstrates knowledge of and adherence to the professional ethics and standards of the American Counseling Association and the American School Counseling Association (ASCA).	☐	☐	☐	☐
14	Demonstrates knowledge of and adherence to the professional legal responsibilities in accordance with local, state, and national law.	☐	☐	☐	☐
15	Demonstrates knowledge of school counselor preparation standards and requirements.	☐	☐	☐	☐

Please give a statement of your judgment of the counselor trainee as a prospective school counselor. You may wish to note specific strengths or areas of growth that may not be sufficiently explained in the preceding items. Please feel free to add an additional page if you feel it is necessary.

Counselor Trainee Name_____

Site Supervisor Name_____

Semester_____

_____ _____
Signature Counselor Trainee Date

_____ _____
Signature of Site Supervisor Date

WPUNJ Professional Counseling Program
School Counseling
University Supervisor Evaluation

Competency #	Not Applicable (0)	Needs Improvement (1)	Progressing (2)	Competent (3)
1	Not Applicable	Minimally demonstrates developing skills necessary to structure individual and group counseling sessions and facilitate realistic goal setting.	Beginning to demonstrate developing skills necessary to structure individual and group counseling sessions and facilitate realistic goal setting.	Competently demonstrates developing skills necessary to structure individual and group counseling sessions and facilitate realistic goal setting.
2	Not Applicable	Minimally demonstrates the ability to use basic counseling skills in each of the three domains: academic, career, and social/emotional development.	Beginning to demonstrate the ability to use basic counseling skills in each of the three domains: academic, career, and social/emotional development.	Competently demonstrates the ability to use basic counseling skills in each of the three domains: academic, career, and social/emotional development.
3	Not Applicable	Minimally demonstrates development of skills necessary to develop prevention programs and lessons based on identified needs.	Beginning to demonstrate development of skills necessary to develop prevention programs and lessons based on identified needs.	Competently demonstrates development of skills necessary to develop prevention programs and lessons based on identified needs.
4	Not Applicable	Minimally demonstrates the ability to advocate for the client, provide responsive services, and/or crisis services.	Beginning to demonstrate the ability to advocate for the client, provide responsive services, and/or crisis services.	Competently demonstrates the ability to advocate for the client, provide responsive services, and/or crisis services.
5	Not Applicable	Minimally demonstrates the ability to understand results of frequently used assessment tools such as intelligence tests, achievement and aptitude tests, state standardized tests, depression and anxiety scales.	Beginning to demonstrate the ability to understand results of frequently used assessment tools such as intelligence tests, achievement and aptitude tests, state standardized tests, depression and anxiety scales.	Competently demonstrate the ability to understand results of frequently used assessment tools such as intelligence tests, achievement and aptitude tests, state standardized tests, depression and anxiety scales.
6	Not Applicable	Minimally demonstrates an understanding of how the student's cultural and ethnic background affects the counseling process including client conceptualization, counseling strategies, and assessment.	Beginning to demonstrate an understanding of how the student's cultural and ethnic background affects the counseling process including client conceptualization, counseling strategies, and assessment.	Competently demonstrates an understanding of how the student's cultural and ethnic background affects the counseling process including client conceptualization, counseling strategies, and assessment.
7	Not Applicable	Minimally demonstrates the ability to read and understand student records.	Beginning to demonstrate the ability to read and understand student records.	Competently demonstrates the ability to read and understand student records.
8	Not Applicable	Minimally demonstrates an understanding of the importance of developing partnerships with parents, guardians, and families.	Beginning to demonstrate an understanding of the importance of developing partnerships with parents, guardians, and families.	Competently demonstrates an understanding of the importance of developing partnerships with parents, guardians, and families.
9	Not Applicable	Minimally demonstrates the knowledge of activities the school requires of school counselors.	Beginning to demonstrate the knowledge of activities the school requires of school counselors.	Competently demonstrates the knowledge of activities the school requires of school counselors.
10	Not Applicable	Minimally Participates in group supervision and provides appropriate feedback to peers	Beginning to participates in group supervision and provides appropriate feedback to peers	Competently Participates in group supervision and provides appropriate feedback to peers

11	Not Applicable	Minimally demonstrates proficiency in case presentations, to include thoughtfulness in session selection and reflective self-critique on strengths and areas of growth.	Beginning to demonstrate proficiency in case presentations, to include thoughtfulness in session selection and reflective self-critique on strengths and areas of growth.	Competently demonstrates proficiency in case presentations, to include thoughtfulness in session selection and reflective self-critique on strengths and areas of growth.
12	Not Applicable	Minimally demonstrates knowledge of and adherence to WPUNJ Professional Counseling Program policies and procedures related to Practicum and/or Internship.	Beginning to demonstrate knowledge of and adherence to WPUNJ Professional Counseling Program policies and procedures related to Practicum and/or Internship	Competently demonstrates knowledge of and adherence to WPUNJ Professional Counseling Program policies and procedures related to Practicum and/or Internship
13	Not Applicable	Minimally demonstrates knowledge of and adherence to the professional ethics and standards of ACA and ASCA.	Beginning to demonstrate knowledge of and adherence to the professional ethics and standards of ACA and ASCA.	Competently demonstrates knowledge of and adherence to the professional ethics and standards of ACA and ASCA.
14	Not Applicable	Minimally demonstrates knowledge of and adherence to the professional legal responsibilities in accordance with local, state, and national law.	Beginning to demonstrate knowledge of and adherence to the professional legal responsibilities in accordance with local, state, and national law.	Competently demonstrates knowledge of and adherence to the professional legal responsibilities in accordance with local, state, and national law.
15	Not Applicable	Minimally demonstrates knowledge of counselor preparation standards and requirements.	Beginning to demonstrate knowledge of counselor preparation standards and requirements.	Competently demonstrates knowledge of counselor preparation standards requirements.

WPUNJ Professional Counseling Program
Student Evaluation of Site Supervisor

Name: _____ Date_____ Semester/year _____ Site Name_____

Concentration: _____ Practicum: _____ Internship 1: _____ Internship 2: _____

Below is a list of behavioral objectives pertinent to clinical supervision. Using the 4-point scale provided, please tell us how competent you feel your Site Supervisor is in each of these areas.

0 = Not Applicable **1 = Needs Improvement** **2 = Progressing** **3 = Competent**

		0	1	2	3
1	This supervisor helped me feel at ease with the supervision process.	☐	☐	☐	☐
2	This supervisor relayed clear expectations of the intern's responsibilities on site.	☐	☐	☐	☐
3	This supervisor provided me with specific help in areas that I need to improve and provides me with opportunities to adequately discuss the major difficulties I am facing with my clients/students.	☐	☐	☐	☐
4	This supervisor addressed issues relevant to my current concerns as a counseling intern.	☐	☐	☐	☐
5	This supervisor helped me focus on how my counseling behavior influences the client/student.	☐	☐	☐	☐
6	This supervisor emphasized the development of my strengths and capabilities.	☐	☐	☐	☐
7	This supervisor enabled and encouraged me to become actively involved in the supervision process and enabled me to express opinions, questions, and concerns about my counseling.	☐	☐	☐	☐
8	I feel this supervisor accepts me and respects me as a person.	☐	☐	☐	☐
9	This supervisor conveyed competence.	☐	☐	☐	☐
10	This supervisor was able to accept feedback from me.	☐	☐	☐	☐
11	This supervisor helps me clarify my counseling objectives.	☐	☐	☐	☐
12	This supervisor challenged me to make accurate diagnoses for clients or identify appropriate school services for students.	☐	☐	☐	☐
13	This supervisor gave me useful feedback.	☐	☐	☐	☐
14	This supervisor allowed and encouraged me to evaluate myself and to understand my underlying motivations.	☐	☐	☐	☐
15	This supervisor explained the criteria for evaluation clearly and in behavioral terms.	☐	☐	☐	☐

WPUNJ Professional Counseling Program
Student Evaluation of Site Supervisor

Competency #	Not Applicable (0)	Needs Improvement (1)	Progressing (2)	Competent (3)
1	Not Applicable	Supervisor minimally helps me feel at ease with the supervision process.	Supervisor is beginning to help me feel at ease with the supervision process, meeting my understanding of supervision expectations.	Supervisor consistently helped me feel at ease with the supervision process, exceeding my understanding of supervision expectations.
2	Not Applicable	Supervisor does not, or minimally, created a constructive learning process and provided suggestions for developing my counseling skills.	Supervisor began to create a constructive learning process and provide suggestions for developing my counseling skills.	Supervisor consistently created a constructive learning process and provided suggestions for developing my counseling skills, meeting my understanding of supervision expectations.
3	Not Applicable	Supervisor does not, or minimally, provided me with specific help in areas that I need to improve and provides me with opportunity to adequately discuss the major difficulties I am facing with my clients.	Supervisor began to provide me with specific help in areas that I need to improve and provides me with the opportunity to adequately discuss the major difficulties I am facing with my clients.	Supervisor consistently provided me with specific help in areas that I need to improve and provides me with the opportunity to adequately discuss the major difficulties I am facing with my clients, meeting my understanding of supervision expectations.
4	Not Applicable	Supervisor does not, or minimally, addressed issues relevant to my current concerns as a counseling intern.	Supervisor began to address issues relevant to my current concerns as a counseling intern.	Supervisor consistently addressed issues relevant to my current concerns as a counseling intern, meeting my understanding of supervision expectations.
5	Not Applicable	Supervisor does not, or minimally, helped me focus on how my counseling behavior influences the client/student.	Supervisor began to help me focus on how my counseling behavior influences the client/student.	Supervisor consistently helped me focus on how my counseling behavior influences the client/student, meeting my understanding of supervision expectations.
6	Not Applicable	Supervisor does not, or minimally, emphasized the development of my strengths and capabilities.	Supervisor began to emphasize the development of my strengths and capabilities.	Supervisor consistently emphasize the development of my strengths and capabilities, meeting me understanding of supervision expectations.
7	Not Applicable	Supervisor does not, or minimally, enabled and encouraged me to become actively involved in the supervision process and enables me to express opinions, questions, and concerns about my counseling.	Supervisor began to enable and encourage me to become actively involved in the supervision process and enables me to express opinions, questions, and concerns about my counseling.	Supervisor consistently enabled and encouraged me to become actively involved in the supervision process and enables me to express opinions, questions, and concerns about my counseling, meeting my understanding of supervision expectations.
8	Not Applicable	Supervisor does not, or minimally, accepts me and respects me as a person.	Supervisor began to accept me and respect me as a person.	Supervisor consistently accepts me and respects me as a person, meeting my understanding of supervision expectations.

9	Not Applicable	Supervisor began to convey competence.	Supervisor consistently conveyed competence, meeting my understanding of supervision expectations.	Supervisor consistently conveyed competences, exceeding my understanding of supervision expectations.
10	Not Applicable	Supervisor does not, or minimally, was able to accept feedback from me.	Supervisor began to be able to accept feedback from me.	Supervisor consistently was able to accept feedback from me, meeting my understanding of supervision expectations.
11	Not Applicable	Supervisor does not, or minimally, helped me clarify my counseling objectives.	Supervisor began to help me clarify my counseling objectives.	Supervisor consistently helped me clarify my counseling objectives, meeting my understanding of supervision expectations.
12	Not Applicable	Supervisor does not, or minimally, challenged me to make accurate diagnoses or identify appropriate school services for students.	Supervisor began to challenge me to make accurate diagnoses or identify appropriate school services for students.	Supervisor consistently challenged me to make accurate diagnosis, meeting my understanding of supervision expectations or identify appropriate school services for students.
13	Not Applicable	Supervisor does not, or minimally, gave me useful feedback.	Supervisor began to give me useful feedback.	Supervisor consistently gave me useful feedback, meeting my understanding of supervision expectations.
14	Not Applicable	Supervisor does not, or minimally, allowed and encouraged me to evaluate myself and to understand my underlying motivations.	Supervisor began to allow and encourage me to evaluate myself and to understand my underlying motivations.	Supervisor consistently allowed and encouraged me to evaluate myself and to understand my underlying motivations, meeting my understanding of supervision expectations.
15	Not Applicable	Supervisor does not, or minimally, explained the criteria for evaluation clearly and in behavioral terms.	Supervisor began to explain the criteria for evaluation clearly and in behavioral terms.	Supervisor consistently explained the criteria for evaluation clearly and in behavioral terms, meeting my understanding of supervision expectations.

WPUNJ Professional Counseling Program
Practicum and Internship Site Evaluation

Name: _____ Date_____ Semester/year _____ Site Name_____

Concentration: _____ Practicum: _____ Internship 1: _____ Internship 2: _____

Please consider the process of finding your placement site (criteria 1-5) and your experience at your site (criteria 6-15). Rate the criteria below on the 4- point scale provided.

0 = Not Applicable **1 = Needs Improvement** **2 = Progressing** **3 = Competent**

		0	1	2	3
1	The WPUNJ Professional Counseling Program prepared me in knowing what to look for in a practicum and internship site, including the required experiences and supervision, that would meet the needs of my program.	☐	☐	☐	☐
2	I felt supported by the WPUNJ Professional Counseling Program in finding a site that fit my professional goals and interests.	☐	☐	☐	☐
3	The WPUNJ Professional Counseling Program provided resources and contacts regarding sites.	☐	☐	☐	☐
4	I was able to navigate the practicum/internship approval site by obtaining and completing the necessary WPUNJ Professional Counseling Program documentation with ease.	☐	☐	☐	☐
5	I knew who to contact in the WPUNJ Professional Counseling Program, if I had questions about finding a site or the process in securing a site.	☐	☐	☐	☐
6	This site provided me with the appropriate amount of on-site supervision.	☐	☐	☐	☐
7	The site provided me with quality and useful site supervision.	☐	☐	☐	☐
8	This site provided me with appropriate exposure to and communication of the procedures and goals of the site.	☐	☐	☐	☐
9	This site provided me with information about community resources available in the community.	☐	☐	☐	☐
10	This site provided me with ample opportunities and instruction for related tasks (e.g., report writing, case notes, treatment planning, 504 meetings, I&RS meetings, tests and assessments interpretations).	☐	☐	☐	☐
11	This site provided me with ample opportunities to observe and participate in staff presentations, case consultations, relevant meetings, case consultations, staff discussions, professional development, etc.	☐	☐	☐	☐
12	This site provided me with appropriate opportunities to conduct individual counseling with clients /students.	☐	☐	☐	☐
13	This site provided me with appropriate opportunities to run group counseling sessions with clients/students.	☐	☐	☐	☐
14	I would recommend this site to another student/counseling intern.	☐	☐	☐	☐
15	My overall evaluation of this site is	☐	☐	☐	☐

WPUNJ Professional Counseling Program
Practicum and Internship Site Evaluation

Competency #	Not Applicable (0)	Needs Improvement (1)	Progressing (2)	Competent (3)
1	Not Applicable	The WPUNJ Professional Counseling Program minimally prepared me in knowing what to look for in a practicum and internship site, including the required experiences and supervision, that would meet the needs of my program.	The WPUNJ Professional Counseling Program began to prepare me in knowing what to look for in a practicum and internship site, including the required experiences and supervision, that would meet the needs of my program.	The WPUNJ Professional Counseling Program competently prepared me in knowing what to look for in a practicum and internship site, including the required experiences and supervision, that would meet the needs of my program.
2	Not Applicable	I felt minimally supported by the WPUNJ Professional Counseling Program in finding a site that fit my professional goals and interests.	I began to feel supported by the WPUNJ Professional Counseling Program in finding a site that fit my professional goals and interests.	I felt supported by the WPUNJ Professional Counseling Program in finding a site that fit my professional goals and interests.
3	Not Applicable	The WPUNJ Professional Counseling Program provided minimal resources and contacts regarding sites.	The WPUNJ Professional Counseling Program began to provide resources and contacts regarding sites.	The WPUNJ Professional Counseling Program provided resources and contacts regarding sites.
4	Not Applicable	I was able to navigate the practicum/internship approval site by obtaining and completing the necessary WPUNJ Professional Counseling Program documentation with minimal ease.	I was able to navigate the practicum/internship approval site by obtaining and completing the necessary WPUNJ Professional Counseling Program documentation with some assistance.	I was able to navigate the practicum/internship approval site by obtaining and completing the necessary WPUNJ Professional Counseling Program documentation with ease.
5	Not Applicable	I minimally knew who to contact in the WPUNJ Professional Counseling Program, if I had questions about finding a site or the process in securing a site.	I began to know who to contact in the WPUNJ Professional Counseling Program, if I had questions about finding a site or the process in securing a site.	I knew who to contact in the WPUNJ Professional Counseling Program, if I had questions about finding a site or the process in securing a site.
6	Not Applicable	The site provided minimally amount of on-site supervision	The site began to provide me with the appropriate amount of on site supervision, meeting my understanding of supervision expectations	The site competently provided me with the appropriate amount of on-site supervision exceeding my understanding of supervision expectations
7	Not Applicable	The site minimally provided me with quality and useful site supervision	The site began to provide me with quality and useful site supervision, meeting my understanding of supervision expectations	The site competently provided me with quality and useful site supervision, exceeding my understanding of supervision expectations
8	Not Applicable	The site minimally provided me with appropriate exposure to and communication of agency procedures and goals	The site began to provide me with appropriate exposure to and communication of agency procedures and goals, meeting my understanding of supervision expectations	The site competently provided me with appropriate exposure to and communication of agency procedures and goals, exceeding my understanding of supervision expectations

9	Not Applicable	The site minimally provided me with information about community resources available in the community	The site began to provide me with information about community resources available in the community, meeting my understanding of supervision expectations	The site competently provided me with information about community resources available in the community, exceeding my understanding of supervision expectations
10	Not Applicable	The site minimally provided me with ample opportunities and instruction for report writing	The site began to provide me with ample opportunities and instruction for report writing, meeting my understanding of supervision expectations	The site competently provided me with ample opportunities and instruction for report writing, exceeding my understanding of supervision expectations
11	Not Applicable	The site minimally provided me with ample opportunities to observe and participate in staff presentations and case consultations	The site began to provide me with ample opportunities to observe and participate in staff presentations and case consultations	The site competently provided me with ample opportunities to observe and participate in staff presentations and case consultations
12	Not Applicable	The site minimally provided me with appropriate opportunities to conduct individual counseling with clients	The site began to provide me with appropriate opportunities to conduct individual counseling with clients, meeting my understanding of supervision expectations	The site competently provided me with appropriate opportunities to conduct individual counseling with clients, exceeding my understanding of supervision expectations
13	Not Applicable	The site minimally provided me with appropriate opportunities to run group counseling sessions with clients	The site began to provide me with appropriate opportunities to run group counseling sessions with clients, meeting my understanding of supervision expectations	The site competently provided me with appropriate opportunities to run group counseling sessions with clients, exceeding my understanding of supervision expectations
14	Not Applicable	I would consider recommending this site to another student/counseling intern	I would provisionally recommend this site to another student/counseling intern, based on my understanding of placement expectations	I would recommend this site to another student/counseling interns, based on my understanding of placement expectations
15	Not Applicable	My overall rating of this site is poor	My overall rating of this site is fair	My overall rating of this site is good