# Table of Contents

## Introduction ............................................................................................................................................. 3

### Field Placement in Counseling ............................................................................................................ 4

- Overview of Field Experiences............................................................................................................. 5
- Student Responsibilities......................................................................................................................... 6
- Student Checklist for Field Placement................................................................................................. 7
- Clinical Sites: Introduction ..................................................................................................................... 8
- The Practicum ..................................................................................................................................... 8

### Requirements for Admission to Practicum (PC595) ......................................................................... 9

- The Internship ..................................................................................................................................... 9

### Requirements for Admission to Internship (PC680) .......................................................................... 10

- Qualifying a Field Placement Site ....................................................................................................... 11
- Internship or practicum at place of employment .................................................................................. 12
- Diversity of experience requirement ..................................................................................................... 12
- Important note regarding the field placement experience ..................................................................... 12
- Securing a Field Placement ................................................................................................................... 13

### Field Placement Responsibilities ....................................................................................................... 14

- The Student’s Responsibilities ............................................................................................................. 14
- The On-Site Field Supervisor’s Responsibilities .................................................................................. 14
- University Field Placement Coordinator Responsibilities ......................................................................... 15
- University Faculty Responsibilities ....................................................................................................... 15

## APPENDIX-1 ....................................................................................................................................... 16

### Information for Practicum and Internship Site Supervisors ............................................................. 16

## APPENDIX-2 FORMS FOR FIELD PLACEMENT ........................................................................... 20

### FIELD PLACEMENT APPLICATION FOR PC595 - PRACTICUM ............................................. 21

### FIELD PLACEMENT APPLICATION FOR PC680 - INTERNSHIP ............................................... 22

### PRACTICUM DOCUMENTATION FORM ..................................................................................... 23

### PRACTICUM SUPERVISION PLAN ............................................................................................... 25

### PRACTICUM FIELD PLACEMENT AGREEMENT ...................................................................... 26

### INTERNSHIP DOCUMENTATION FORM .................................................................................... 29

### INTERNSHIP SUPERVISION PLAN ............................................................................................... 30

### INTERNSHIP FIELD PLACEMENT AGREEMENT ....................................................................... 31

### FIELD PLACEMENT HOURS LOG: ............................................................................................... 34

### FIELD PLACEMENT SUPERVISORY EVALUATION – PRACTICUM ........................................... 35

### FIELD PLACEMENT SUPERVISORY EVALUATION - INTERNSHIP ............................................. 40

### STUDENT FIELD PLACEMENT REACTION ............................................................................ 45

### SITE QUALIFICATION REVIEW FORM ....................................................................................... 47

### SELF-EVALUATION OF COUNSELING SKILLS .......................................................................... 50
Introduction

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

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

The Master of Arts in Psychological Counseling is a 30-credit program that focuses on counseling techniques, assessment methods, mental health and community counseling issues. This basic graduate program prepares the student for entry for further graduate training leading to a PhD. In addition many students requested such a program to be able to gain the skills to be used in other professions (for example education), as part of preparing themselves for other certifications (e.g., Certified Alcohol and Drug Counselor (CADC), Substance Abuse Counselors (SAC) in schools, school psychology, etc..), or to obtain employment in the helping professions at non-profit organizations (these are exempt from the NJ licensing laws). The core course content is similar to the initial requirements for MS program and it requires only one field experience (a practicum).

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

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

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

1) Experience in individual and group interactions;

2) Opportunities for students to counsel clients representative of the ethnic, lifestyle, and demographic diversity of their community;

3) Involvement in a variety of professional activities in addition to direct service work;

4) Use of variety of professional resources such as measurement instruments, computers, print and non-print media, professional literature, and research.

5) Application of the ethical code and guidelines of the American Counseling Association (ACA).

6) Extensive supervision supported by observational and communications technologies.

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

1) It gives the student the opportunity to integrate and apply the fundamentals of the profession under the direction of qualified supervisors.

2) It forms the basis for the transition from the student role to the role of the professional counselor.

3) It shapes future employment by developing skills of working with particular client populations, in particular counseling modalities, and/or with particular presenting problems. The Field Placement Coordinator will assist all participating students through these experiences.
Overview of Field Experiences

The field placement experience at Monmouth University is divided into a three credit Practicum (PC 595) and nine credits in Clinical Internships (PC680). The Practicum (PC 595) is the student’s first off-campus counseling experience. As such, it is likely to be the first time the counseling student meets with a real client and the first time the student applies the body of knowledge of the counseling profession to helping another person. During the Practicum, through intense supervision, provided both off campus by the site supervisor, and on-campus by faculty members in group settings in a weekly class, the new counselor is ushered through initial experiences of counseling. The goal is to reach a higher level of autonomy, confidence and counseling knowledge and skills. Students in all master’s level programs are required to complete the practicum.

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

This handbook will provide information for students regarding the steps and timelines for application to register for either of the field placement experiences, the prerequisites for each, and the requirements for successful completion. The necessary forms are also provided in the Appendices, and on the website in a separate package in which the forms can be completed on-line.
Student Responsibilities:

Students are required to take charge of their own field experiences. This handbook provides the necessary information for completing the steps of the placement and the actual counseling experiences and associated course requirements. The faculty and the field placement coordinator will be available at all times to support the students’ growth throughout the field placements. Copies of this handbook are available on our website to the field placement sites.

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

Students are expected to take the initiative to complete all the requirements that are specified for their field experience. The process steps and the associated documentation are provided in this manual. Students are required to ensure that all preparatory paperwork, evaluations, logs and approvals are completed.

A field experience is a great opportunity, but its value is very much dependent on the efforts expended by the students. Participants are strongly encouraged to take the initiative to get involved in diverse situations and work with diverse clients in diverse counseling modalities. Counseling careers can be shaped by these experiences.
Student Checklist for Field Placement
(The forms mentioned are in the Appendix and also on the departmental website)

1. Complete Field Placement Application (FP-1) and obtain signature of your advisor and the Field Placement Coordinator. This is the first step of the process and can begin when course sections are posted on web-advisor. Due dates are on the forms.

2. At least 2-3 months prior the start of your course, search for a placement site. A list of sites previously used is provided on the departmental website. Latest changes to the list may be available from the Field Placement Coordinator. If you wish to be at a placement that is not on the Department’s list, the Site Qualification Review and Information form must be completed by site personnel and approved by the Field Placement Coordinator (FP-6).

3. Once you have obtained a commitment for a placement, have the site supervisor complete and sign a placement Documentation Form (FP-2). Make sure that copies of supervisor’s vita and currently valid license are attached. This must be completed at least 2 weeks prior to the first class and provided to the field placement coordinator. **All other forms mentioned below should be given to the course instructor.**

4. Registration can only be completed by the Field Placement Coordinator. Note that registration will only be completed after the student obtains a field site and hands in a completed the Documentation Form (FP-2). **Registration may or may not be for the preferred section!**

5. Obtain Student Liability Insurance before you start working at your site. This is available through the ACA website or at [www.HPSO.com](http://www.HPSO.com)

6. As early as possible, have the site complete the Field Placement Agreement Form (FP-2A/P, or /l) and obtain a completed supervision plan from your supervisor.

7. During your field placement:
   a. Make sure you become familiar with the agency operations
   b. Attend required and relevant optional meetings
   c. Learn all the documentation and operational procedures
   d. Take all opportunities to attend professional meetings and seminars
   e. Make sure you meet with your site supervisor for an hour each week (work with your supervisor on biweekly progress report if you are in a practicum).
   f. Tape sessions (at least 2 for Practicum)
   g. Keep accurate log of your hours and have your site supervisor sign the hours log each week (Form FP-3)
   h. Complete self-evaluation at beginning and end of placement (FP-7)

8. Have your site Supervisor complete Evaluation Form (FP-4) during the middle and at the end of the semester.

9. Complete the Field Placement Reaction Form (FP-5)
Clinical Sites: Introduction

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

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

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

The Practicum
PC 595

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

Group supervision is provided by the faculty for PC 595. Individual supervision is available to students when requested.

Formal evaluations are completed by the site-supervisor, at the middle and at the end of the semester.
Requirements for Admission to Practicum (PC595)

1) Satisfactory progress in your graduate program as demonstrated by successful completion of at least 24 credits prior to the beginning of Practicum.

2) Completion of Mental Health Counseling (PC 505), Theories and Techniques (PC 525), Psychopathology (PC 512) and Group Counseling (PC 550).

3) Satisfactory understanding and progress in the development of the professional objectives for students as outlined in the Graduate Student Handbook for Psychological Counseling Students as assessed by the student’s advisor.

4) The Field Placement/Practicum Application (FP-1/P) is due by April 15th for the summer, July 1st for the Fall and November 1st for the Spring semester. After the advisor’s signature, submit to the Field Placement Coordinator. Registration cannot be completed until a Placement is obtained and a signed Documentation Form (FP-2/P) is provided to the coordinator.

5) Students should ensure that they begin to search for sites early in order to make sure that they can complete the process in time (For detailed steps of this process, see section on Finding a Field Placement Site).

6) After finding a site, the student is to ensure completion of the Documentation Form (FP-2/P) (and supporting documents) by the site personnel and submit it to the Field Placement Coordinator at least two weeks prior to the start of the semester. The commitment of a site and completion of the Documentation Form are required before a student is actually registered for a PC595 class. Please note that if legal Affiliation Agreement needs to be signed by the University and the Field Placement site, this process may take weeks.

The Internship

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

Formal evaluations of counseling skills and growth will be provided by the site-supervisor at the middle and at the end of the semester.

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

**Requirements for Admission to Internship (PC680)**

1) Satisfactory progress in your graduate program as demonstrated by successful completion of at least 30 credits prior to the beginning of Internship.

2) Satisfactory progress in the development of professional objectives as judged by the student’s advisor and at least an average rating (a rating of 3) of such skills by the student’s site and University supervisor during the practicum and previous field experiences (See Clinical Supervision Evaluation Form in Appendix).

3) Completion of Practicum (PC 595) and Case Conceptualization (PC 526).

4) The Field Placement/Practicum Application (FP-1/I) is due by April 15th for the summer, July 1st for the Fall and November 1st for the Spring semester. After signature by the advisor, submit form to the Field Placement Coordinator. The applications can be submitted as soon as the course sections are listed on web advisor.

5) Students approved for Internship may begin to apply to Field Sites for a placement (See next section on Choosing a Field Placement Site).

6) After a site is found, the student is to ensure completion of the Internship Documentation Form (FP-2/I) by the site personnel, including supporting document, by the site personnel and submit it to the Field Placement Coordinator. *The commitment of a site and completion of the Documentation form are required before a student can actually be registered for a PC680 class.* Please note that if an affiliation agreement needs to be signed by the University and the Field Placement site, this process may take weeks.
Choosing a Field Placement Site

Introduction

Field placement is a highly individualized learning experience in which the trainee is met at the level of personal development, counseling knowledge, and skills that he/she brings to the experience.

Field placement facilitates an understanding of one’s self, one’s biases, and one’s impact on others.

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

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

Self-assessment by the trainee is essential. In order to understand what development goals to set in the practicum and the internships, the students are required to complete self assessment instruments (See form FP-7).

Supervisory evaluation is an integral and on-going part of the field placement process.

With the above in mind, the students are encouraged to exercise initiative in selecting appropriate candidate sites for their field experiences. Selection criteria should include interests, diversity in client population and treatment approaches, availability of resources to support the placement and the likelihood that the hours required for the placement can be met. Students may identify candidates from the department’s list of qualified sites, or propose new ones. Bear in mind that qualifying a new site and reaching affiliation agreements, if necessary, may take time. To initiate the qualification process for a new site, discuss it with the Field Placement Coordinator.

Qualifying a Field Placement Site

The list of potential Field Placement Sites for Monmouth University is generated through referrals from faculty, self-nominations and previous participation in the program. The University will seek to obtain a wide range of settings that serve diverse populations. Students may also propose potential sites for their internship. Monmouth seeks to ensure that the students have the opportunity to serve clients with diverse cultural, economic and demographic characteristics. There are schools, public and private agencies and hospitals included on the list. A regularly updated list is available on the departmental website.

To be an approved site the agency must complete and submit a site qualification form (FP-6) that details its professional purposes and activities, its resources, its commitment to students, the availability of assignments and the availability of a licensed supervisor (The license must be one of the following: LPC, LCSW, LMFT, licensed psychologist or psychiatrist, or a licensed psychiatric nurse practitioner, or a medical doctor). The candidate site must also
follow the Ethical Guidelines of the American Counseling Association. Students must also be familiar with these guidelines and are required to observe them. In addition it must state that it has personnel qualified to provide supervision to Monmouth University students and provide the necessary physical and process resources to Monmouth interns to allow them to carry out their work successfully.

**Internship or practicum at place of employment**

The fieldwork component of the graduate programs is designed to provide the counselor trainee with experiences that enhance their ability, promote their professionalism, and provide qualified supervision. As educational experiences, the measure of their success is how the trainees are exposed to all the core areas. Therefore, **students are generally discouraged from choosing their place of employment as a field placement site.** However, in exceptional cases, in which the student can demonstrate that the learning objectives can be fulfilled at their place of employment, a work setting may be approved. **It should be noted that generally a maximum of two semesters may be approved in a student’s work setting. If a student is doing fieldwork at their place of employment it is critical that their site supervisor not be in their line of work supervision (this would be a dual role, which is not considered ethical and is potentially damaging to the student’s experience).**

**Diversity of experience requirement**

An additional requirement for ensuring a diversity of experiences is the need to choose at least two different field placements during the four semesters of field placement.

**Important note regarding the field placement experience**

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

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

1) Following approval of your Application for Field Placement (See FP-1 Appendix 2), you can begin the search for a placement site. You should generate a priority list of sites (from the list on the departmental website, or ones of your own choosing) and begin to contact the sites. Contact information is available on the website. Additional help with finding and choosing sites is available from the Field Placement Coordinator.

2) One of the best approaches is to contact via email or, you can apply for a field placement via a letter. You may indicate in the communication an approximate date on which you will call to follow up (one to two weeks later). You may also want to provide a vita, which should focus on your academic preparation and relevant work or volunteer experience. If you wish, or if a candidate site requests it, you may also obtain a customized letter of interest on MU stationary from the Field Placement Coordinator to be sent to prospective field sites. The letter would request the field placement, explain clearly the requirements of the placement, and request the opportunity to interview for placement consideration. Alternatively, phone calls or e-mails (sometimes more effective) may be used to search for sites.

3) If you do not hear from the site, follow up with a telephone call or email requesting an interview.

4) Prepare for the Interview. Be prepared to discuss your goals and objectives of the field experience, your professional background and relevant volunteer experience, and your theory of counseling. Be prepared to ask informed questions regarding the nature of the agency to which you are applying, the structure of supervision at the agency and the client population served. Be prepared to discuss with the interviewer the requirements of the course you will be in and your availability. *It should go without saying that you are to be prompt to the interview, dressed professionally, and have a copy of your resume with you.*

5) Once accepted at a placement, be sure to fulfill any prerequisite requirements of the site (affiliation agreements, physicals, immunizations, background checks, etc.) prior to the start of the semester.

6) *Prior to the start of the field placement experience, you are to obtain Student Liability Insurance (Information on the policy offered by the American Counseling Association is available at [www.ACA.com](http://www.ACA.com) and [www.HPSO.com](http://www.HPSO.com). A copy of the insurance policy binder is to be given to both your site supervisor.*

7) *You are responsible to be in a placement, with documentation of all pre-requisites completed, by the first class meeting of your Field Experience class.*
Field Placement Responsibilities

The Student’s Responsibilities

1. After obtaining departmental approval for placement, select and arrange a placement setting prior to the first meeting of the practicum or internship class.
2. Obtain from the placement a commitment) for the practicum, or internship via the signed Documentation Form and fulfill the requirements of your chosen site.
3. Obtain student liability insurance prior to the first practicum or internship class.
4. Submit all documents, including proof of student liability insurance, the agreement and the supervision plan to your practicum or internship professor at the first class meeting.
5. Attend University class meetings and required group and individual supervision sessions.
6. Make sure you receive an average of one hour of individual supervision per week at your site. Have your site supervisor sign your hour log weekly at these sessions. Work with your supervisor to ensure biweekly progress reports are submitted to MU during your practicum.
7. Fulfill all requirements of the Practicum or Internship course.
8. Ensure that documentation of clinical hours (FP-3) and field supervisor evaluations (FP-4) are submitted to professor prior to the deadlines for submission.
9. Complete the Student Reaction to Field Placement form.
10. Conduct yourself in a professional and ethical manner with supervisor, staff, and clients in accord with the Ethical Standards of the American Counseling Association. These standards are reviewed during required coursework prior to the Practicum.

The On-Site Field Supervisor’s Responsibilities

1. Orient the student to the placement site by providing information regarding agency philosophy, policy, procedures, administration, etc.
2. Assign specific cases and learning experiences.
3. Schedule and provide regular face to face supervision at least once per week and approve student hours log at each meeting.
4. Establish procedures for student to obtain emergency supervision if needed.
5. Assist student in the development of skills in clinical areas.
6. Evaluate students’ progress through observation, supervision and other appropriate measures.
7. Document the number of hours the student has completed in direct service, supervision and other related activities.
8. Maintain contact with the University, including the completion of biweekly progress reports for practicum students. Advise the university immediately of any concerns.
9. Complete the evaluation instruments provided by the University.
10. Provide professional role modeling, encouraging the student’s development.
11. Enable the Practicum student to audio or video tape at least 2 sessions for supervisory review.
University Field Placement Coordinator Responsibilities

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

University Faculty Responsibilities

1. At the first class, collect the Insurance Binders and Supervision Plan.
2. Be in contact with Field Supervisor. Receive and consider evaluations of student progress from field and University supervisors.
3. Collect and provide all documentation to the Field Placement Coordinator at the end of the semester.
4. Conduct course seminars and weekly group supervision with students.
5. Evaluate the student’s progress based on on-campus and off-campus supervision and evaluation and the course requirements as described.
APPENDIX-1

Information for Practicum and Internship Site Supervisors
MONMOUTH UNIVERSITY

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

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

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

This section of the handbook is organized according to questions frequently asked by site supervisors.

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

Students enrolled in the (30 credit) MA in Psychological Counseling are required to complete the three credit Counseling Practicum course. The field placement requirement for this course is 100 hundred hours of experience, with at least fifty of them being in direct face-to-face counseling service.

Students enrolled in the MS in Mental Health Counseling, or in the Post-Masters Certificate in Professional Counseling are required to complete a Practicum and a Clinical Internship Sequence focusing on mental health, for a total of 900 hours. This is comprised of three semesters of enrollment (3 credits each semester) in the Clinical Internship courses. The field placement requirement for each Clinical Internship course is 300 hours of experience with at least 150 hours of direct face-to-face counseling service.

Can hours be banked from one semester to the next?

Yes, a student can bank up to one hundred hours from one semester to the next. Thus they can complete 400 hours one semester and then only 200 the following for a total of 600, meeting the requirements for the two courses.
What are the requirements for an internship site supervisor?

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

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

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

How and when do the students select an internship site?

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

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

How qualified are the students who seek placement?

Students seeking placement at your site from our program are young professionals seeking to practice and develop skills of the profession. They have met our criteria for continuation in the program and have been endorsed by their advisor as prepared for the level of field placement for which they are applying.

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

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

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

How can I help the intern get the most from her or his internship experience?

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

√ Introducing the Student to the Site

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

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

√ Clear Expectations

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

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

√ Clear Information and Feedback

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

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

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

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

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

**Do students have to tape their client sessions?**

Practicum students are required to audio or videotape at least two client sessions. These are then used in supervision at the University. Site supervisors are also encouraged to make use of these tapes. While interns are not required to tape sessions, they are also strongly encouraged to do so if the opportunity arises. It is felt that taping can improve a student’s opportunity to improve various aspects of counseling.

**Evaluation of the student’s performance**

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

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

**What if I have other questions?**

The Field Placement Coordinator is available to answer any question you may have regarding accepting a student or supervising a student once accepted at your facility. If there is information regarding a student that you feel is important for the program to have, please pass that along as well.
APPENDIX-2 FORMS FOR FIELD PLACEMENT

FORMS 1/P and 1/I: APPLICATIONS FOR FIELD PLACEMENT
To be submitted by all PC595 and PC680 students to the field placement coordinator.
10/15 for Spring Semester Field Placement
02/15 for Summer Semester Field Placement
03/15 for Fall Semester Field Placement

FORM 2/P AND 2/I: FIELD PLACEMENT DOCUMENTATION
To be submitted by ALL field placement students at least two weeks prior to the first class to the Field Placement Coordinator.

FORM 2A/P AND 2A/I: PRACTICUM AGREEMENT, INTERNSHIP AGREEMENT
To be submitted to course instructor

FORM 3: FIELD PLACEMENT HOURS LOG
To be submitted to course instructor.

FORMS 4/P and 4/I: FIELD PLACEMENT EVALUATION FORMS
To be submitted to the course instructor.

FORM 5: STUDENT FIELD PLACEMENT REACTION FORM
To be submitted to the course instructor.

FORM 6: SITE QUALIFICATION FORM
To be submitted to the field placement coordinator when a new site is to be added to the list of approved sites.

FORM 7A and B: SELF-EVALUATION OF COUNSELING SKILLS
To be submitted to your course instructor at the end of the semester.
MONMOUTH UNIVERSITY
DEPARTMENT OF PSYCHOLOGICAL COUNSELING
FIELD PLACEMENT APPLICATION FOR PC595 - PRACTICUM

APPLICATION FOR SEMESTER: __ SUMMER (20____)  application deadline: April 15
___ FALL (20____)  application deadline: July 1
___ SPRING (20____)   application deadline: November 1

LAST NAME: ______________________________   FIRST NAME: __________________________

Student id #: _______________________________   Student e-mail address: ___________________

Student phone (day): ________________________   Student phone (alt) _______________________

I am applying to enroll in PC 595 Practicum and I have or will have the pre-requisites by the beginning of the course (Attached is the current transcript or degree audit):

_____ 24 Credits in counseling

INCLUDING:

_____ PC 505: Mental Health Counseling   _____ PC 512: Psychopathology
_____ PC 525: Theory and Tech of Counseling  _____ PC 550: Group Counseling

I understand that I will not be registered until I have a committed Field Placement and have submitted a completed Field Placement Agreement Form (FP-2), with appropriate signatures, to our Field Placement Coordinator. In addition, I am aware of the professional objectives for students in the educational programs of the Department of Psychological Counseling and am progressing toward those goals. I am also up-to-date on the ACA Code of Ethics and I agree to abide by them.

Student Signature ________________________________ Date _________________________

Faculty Endorsement

The above named student has met the course requirements for PC595 and demonstrated progress toward the goals outlined in the professional objectives of the Department of Psychological Counseling and to the best of my knowledge is personally and academically prepared for Field Experience at the level listed above. I therefore endorse the student for this placement.

Advisor Signature___________________________   Date_______________

Field Placement Coord. Signature _______________________ Date_______________

You are required to provide at least 3 sections (from the class schedule for the semester for which you wish to register) which fit your schedule:

_________  _________  _________  _________  _________

Please note that while we will try to fulfill your requests, final registration decisions must be made in consideration of important administrative matters, including the need to sufficiently enroll enough sections to fulfill all student needs. Thus, in some cases you may not be registered for a section you requested.

Assigned Section _____     Registered by __________________  Date ______________

FORM: FP-1/P
MONMOUTH UNIVERSITY
DEPARTMENT OF PSYCHOLOGICAL COUNSELING
FIELD PLACEMENT APPLICATION FOR PC680 - INTERNSHIP

APPLICATION FOR SEMESTER:  
- __SUMMER (20____)  application deadline: April 15
- __FALL (20____)  application deadline: July 1
- __SPRING (20____)  application deadline: November 1

This will be your:  
1st 680 ___________  2nd 680 ___________  3rd 680 ___________

LAST NAME: ______________________________   FIRST NAME: __________________________

Student id #: _______________________________   Student e-mail address: ___________________

Student phone (day): ________________________   Student phone (alt) _______________________

I am applying to enroll in PC 680 Internship and I have or will have the pre-requisites by the beginning of the course (Attached is the current transcript or degree audit):

_____ 30 Credits in counseling, INCLUDING:

_____ PC 595: Practicum
_____ PC 526: Case Conceptualization

I understand that I will not be registered until I have a committed Field Placement and have submitted a completed Field Placement Agreement Form (FP-2), with appropriate signatures, to our Field Placement Coordinator. In addition, I am aware of the professional objectives for students in the educational programs of the Department of Psychological Counseling and am progressing toward those goals. I am also up-to-date on the ACA Code of Ethics and I agree to abide by them.

Student Signature ________________________________ Date _________________________

Faculty Endorsement
The above named student has met the course requirements for PC680 and demonstrated progress toward the goals outlined in the professional objectives of the Department of Psychological Counseling and to the best of my knowledge is personally and academically prepared for Field Experience at the level listed above. This student has had an average rating of at least 3 from previous field supervisors.

I therefore endorse the student for this placement.

Advisor Signature___________________________   Date_______________

Field Placement Coord. Signature _______________________ Date_______________

You are required to provide at least 3 sections (from the class schedule for the semester for which you wish to register) which fit your schedule:

_________  _________  _________  _________  _________

Please note that while we will try to fulfill your requests, final registration decisions must be made in consideration of important administrative matters, including the need to sufficiently enroll enough sections to fulfill all student needs. Thus, in some cases you may not be registered for a section you requested.

Assigned Section _____     Registered by __________________  Date ______________
MONMOUTH UNIVERSITY
DEPARTMENT OF PSYCHOLOGICAL COUNSELING
PRACTICUM DOCUMENTATION FORM

This form is due to the Field Placement Coordinator at least two weeks prior to the first class
SUMMER (20__); FALL (20__); SPRING (20__)

LAST NAME: ___________________________ FIRST NAME ___________________________

Student id #: ___________________________ Student e-mail address: ___________________________

Student phone (day): _________________ Student phone (alt) _________________

________________________________________________________
AGENCY NAME _____________________________________________

This Agency is Non-Profit ______ For Profit ______ Educational Inst. ______

AGENCY ADDRESS _____________________________________________

AGENCY PHONE _____________________________________________

AGENCY DIRECTOR _____________________________ SUPERVISOR _____________________________

SUPERVISOR’S PHONE _____________________________ SUPERVISOR EMAIL _____________________________

SUPERVISOR’S LICENSE(S) _____________________________ (PLEASE ATTACH COPY AND VITA)

The above indicated field placement experience will include ______ hours per week from
__________________________________ (Date) to __________________________________ (Date) of direct and indirect professional counseling experiences.

I have read and accept the student responsibilities and expectations as outlined in the attachments to this agreement.

Student Signature and Date _____________________________________________

I have read and accept the site-supervisor responsibilities and expectations detailed in the attachment to this document. I have also completed and attached a Supervision Plan and provided a copy of my license and vita. I will serve as the Site-Supervisor and provide one hour of individual supervision weekly, and complete biweekly progress reports and two detailed evaluations for this student. I understand that this student has to complete 100 hours of service, at least 50 of which must be direct face-to-face individual, or group counseling with clients.

Site-Supervisor’s Signature and Date _____________________________________________
Field Placement Responsibilities

Practicum

The Student’s Responsibilities

1. After obtaining departmental approval for placement, select and arrange a placement setting at least two weeks prior to the first meeting of the practicum or internship class.
2. Obtain from the placement setting an agreement for the practicum (FP2-P) and fulfill the requirements of your chosen site. Make sure all required attachments (supervision plan, copy of supervisor’s license and vita) are completed and signed. Submit form to the Field Placement Coordinator two weeks prior to the first class.
3. Obtain prior to the first practicum class, student liability insurance.
4. Submit proof of student liability insurance to the Field Placement Coordinator prior to the first class meeting.
5. Attend University class meetings and group supervision sessions.
6. Fulfill all requirements of the Practicum course (100 hours, 50 face-to-face; tape two sessions, weekly supervision, and two satisfactory evaluations). Ensure that biweekly progress reports are provided to the University by your supervisor.
7. Ensure that documentation of clinical hours (FP-3) and field supervisor evaluations (FP-4) are submitted to the Field Placement Coordinator prior to the deadline for submission.
8. Complete the Student Reaction to Field Placement form.
9. Conduct yourself in a professional and ethical manner with supervisor, staff, and clients in accord with the Ethical Code of the American Counseling Association.

The On-Site Field Supervisor’s Responsibilities

1. Complete the Field Placement Agreement Form and provide required attachments (Supervision Plan, Copy of Current License and a vita).
2. Orient the student to the placement site by providing information regarding agency philosophy, policy, procedures, administration, etc.
3. Assign specific cases and learning experiences and ensure student has the opportunity to complete 100 hours of service, including at least 50 hours of face-to-face counseling and the opportunity to tape at least two client sessions.
4. Schedule one hour of regular face-to-face individual supervision once per week.
5. Assist student in the development of clinical skills.
6. Evaluate students’ progress regularly and complete biweekly progress report to the University on form provided via email every other week.
7. Sign weekly for the hours the student has completed in direct service, supervision, and other related activities.
8. Maintain contact with the University’s Field Placement Coordinator and advise the university immediately of any concerns.
9. Complete the evaluation instrument provided by the University and forward it to the Field Placement Coordinator in a timely manner.

University Field Placement Coordinator Responsibilities

1. Assure that the student is academically prepared.
2. Assist the student in the selection of a placement that is appropriate to meet the goals of the program and the needs of the student.
3. Maintain contact with field supervisor through telephone, email or visits to monitor student progress.
4. Ensure that the required supervision on campus is provided to all students.
Monmouth University  
Department of Psychological Counseling  
PRACTICUM SUPERVISION PLAN  
(This form is due to the Course Instructor)

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Supervisor:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>E-Mail:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Telephone:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

Expected number of client hours per week for student with:

<table>
<thead>
<tr>
<th>Couples:</th>
<th>Families:</th>
<th>Individuals:</th>
<th>Groups:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Type of Supervision Modalities:  (Check all that apply):

<table>
<thead>
<tr>
<th>Audio tape:</th>
<th>Video tape:</th>
<th>Direct Observation:</th>
<th>Case Review:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Personal Learning Objectives for Supervisee (areas include assessment, case analysis, treatment plans, documentation, discharge, crisis, ethical concerns, and client skills, such as listening, focusing, empathy, multicultural considerations and relationship building):
THIS AGREEMENT is made this ___ day of ________, 201__ between Monmouth University (hereinafter referred to as “MU”) and _________________________________ (hereinafter referred to as "AGENCY").

In consideration of the mutual promises hereinafter contained, MU and AGENCY agree as follows:

1. STUDENT:

This Field Placement shall be for ________________________________ (name of student).

The following attachments are made part of this Agreement:

Attachment A: “Practicum Field Placement Agreement”
Attachment B: “Field Placement Responsibilities”
Attachment C: “Practicum Supervision Plan”

2. TERM:

This Agreement shall commence on ________________ and end on ________________.

3. MU RESPONSIBILITIES:

MU agrees:

a. To assume full responsibility for the planning and the execution of the curriculum for its students, including the administration, curriculum content and faculty appointments.

b. To provide academic and supervisory support for all clinical assignments during the semester.

c. That it will have full responsibility, through its faculty, for the evaluation and grading of all students.
4. AGENCY RESPONSIBILITIES:

The AGENCY agrees:

To provide the MU student with the opportunity to complete at least 100 hours of service per semester, of which 50 hours must be face to face counseling.

To allow the student to tape at least 2 individual counseling sessions. If agency rules do not permit this, work with the student’s instructor to arrange an alternate session observations opportunity.

To provide MU with two (2) evaluations of students' performance during the clinical assignment.

d. To provide students with weekly supervision by a licensed mental health professional.

e. To provide an orientation of its plants, facilities, and procedures for MU's students and faculty.

f. To communicate with MU any and all concerns regarding student progress in a timely fashion.

5. TERMINATION OF STUDENT:

The parties hereto mutually agree that any determination to terminate any student's participation in the program, at any time, shall be mutually discussed and determined by the parties.

6. NON DISCRIMINATION:

Both parties agree that they shall not discriminate on the basis of race, color, religion, ancestry, national origin, sex, sexual orientation, atypical hereditary cellular or blood trait, marital status, age, veteran status, disability, or any other legally protected class.

7. RESPONSIBILITY OF EACH PARTY:

Each party shall be responsible for its negligent acts or omissions and the negligent acts or omissions of its employees, officers, directors, or agents to the extent allowed by law.

8. INSURANCE:

Each party maintains that it has general liability and professional liability coverage.

9. INDEPENDENT CONTRACTOR:

Both AGENCY and MU are independent contractors. It is not intended that an employer/employee, joint venture, or partnership agreement be established hereby expressly or by implication between AGENCY and MU.
10. **GOVERNING LAW:**

This Agreement shall be governed by and construed in accordance with the laws of the State of New Jersey.

11. **ENTIRE AGREEMENT:**

This Agreement, its Attachments, and its Addendums supersede any and all other Agreements, either oral or in writing, between the parties with respect to the services of AGENCY for MU, and this Agreement contains all of the covenants and agreements between the parties with respect to this agreement for services. The parties agree that no oral representations or written representations, other than contained herein, were relied on by the parties, or form additional terms of this Agreement.

IN WITNESS WHEREOF, each of the undersigned has caused this Addendum to be duly executed in its name and on its behalf.

MONMOUTH UNIVERSITY       AGENCY

By: ___________________________    By: ___________________________
Print: ___________________________   Print: ___________________________
Title: ___________________________   Title: ___________________________
Date: ___________________________   Date: ___________________________
MONMOUTH UNIVERSITY
DEPARTMENT OF PSYCHOLOGICAL COUNSELING
INTERNSHIP DOCUMENTATION FORM

This form is due to the Field Placement Coordinator at least two weeks prior to the first class
__SUMMER (20__); __FALL (20__); __SPRING (20__) 

LAST NAME: ___________________________ FIRST NAME ______________________

Student id #: _______________________ Student e-mail address: __________________

Student phone (day): _________________ Student phone (alt) ________________

AGENCY NAME _____________________________________________

This Agency is Non-Profit ______ For Profit _____ - Educational Inst. ______

AGENCY ADDRESS________________________________________________________

AGENCY PHONE ___________________________________

AGENCY DIRECTOR _________________________ SUPERVISOR _________________________

SUPERVISOR’S PHONE________________________ SUPERVISOR EMAIL_________________

SUPERVISOR’S LICENSE(S) _______________________ (PLEASE ATTACH COPY AND VITA)

The above indicated field placement experience will include _______hours per week from
__________________(Date) to__________________(Date) of direct and indirect professional
counseling experiences.

I have read and accept the student responsibilities and expectations as outlined in the
attachments to this agreement.

Student Signature and Date _________________________________________________

I have read and accept the site-supervisor responsibilities and expectations detailed in the attachment to this
document). I have also completed and attached a Supervision Plan and provided a copy of my license and
vita. I will serve as the Site-Supervisor and provide one hour of individual supervision weekly, complete
biweekly progress reports and two detailed evaluations for this student. I understand that this student has to
complete 300 hours of service, at least 150 of which must be direct face-to-face individual, or group
counseling with clients.

Site-Supervisor’s Signature and Date __________________________________________
<table>
<thead>
<tr>
<th>Expected number of client hours per week for student with:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Couples:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Type of Supervision Modalities: (Check all that apply):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audio tape:</td>
</tr>
</tbody>
</table>

Personal Learning Objectives for Supervisee (areas include assessment, case analysis, treatment plans, documentation, discharge, crisis, ethical concerns, and client skills, such as listening, focusing, empathy, multicultural considerations and relationship building):
THIS AGREEMENT is made this ___ day of __________, 201__ between Monmouth University (hereinafter referred to as “MU”) and _________________________________ (hereinafter referred to as "AGENCY").

In consideration of the mutual promises hereinafter contained, MU and AGENCY agree as follows:

1. **STUDENT:**

   This Field Placement shall be for ______________________________ (name of student).

   The following attachments are made part of this Agreement:

   Attachment A: “Internship Field Placement Agreement”
   Attachment B: “Field Placement Responsibilities”

2. **TERM:**

   This Agreement shall commence on _________________ and end on _________________.

3. **MU RESPONSIBILITIES:**

   MU agrees:

   a. To assume full responsibility for the planning and the execution of the curriculum for its students, including the administration, curriculum content and faculty appointments.

   b. To provide academic and supervisory support for all clinical assignments during the semester.

   c. That it will have full responsibility, through its faculty, for the evaluation and grading of all students.
4. **AGENCY RESPONSIBILITIES:**

   The AGENCY agrees:

   The provide MU students the opportunity to complete at least 300 hours of service per semester, of which at least 150 hours must be face to face counseling.

   To provide MU with two (2) evaluations of students' performance during the clinical assignment.

   To provide students with weekly supervision by a licensed mental health professional.

   To provide an orientation of its plants, facilities, and procedures for MU's students and faculty.

   To communicate with MU any and all concerns regarding student progress in a timely fashion.

5. **TERMINATION OF STUDENT:**

   The parties hereto mutually agree that any determination to terminate any student's participation in the program, at any time, shall be mutually discussed and determined by the parties.

6. **NON DISCRIMINATION:**

   Both parties agree that they shall not discriminate on the basis of race, color, religion, ancestry, national origin, sex, sexual orientation, atypical hereditary cellular or blood trait, marital status, age, veteran status, disability, or any other legally protected class.

7. **RESPONSIBILITY OF EACH PARTY:**

   Each party shall be responsible for its negligent acts or omissions and the negligent acts or omissions of its employees, officers, directors, or agents to the extent allowed by law.

8. **INSURANCE:**

   Each party maintains that it has general liability and professional liability coverage.

9. **INDEPENDENT CONTRACTOR:**
Both AGENCY and MU are independent contractors. It is not intended that an employer/employee, joint venture, or partnership agreement be established hereby expressly or by implication between AGENCY and MU.

10. GOVERNING LAW:

This Agreement shall be governed by and construed in accordance with the laws of the State of New Jersey.

11. ENTIRE AGREEMENT:

This Agreement, its Attachments, and its Addendums supersede any and all other Agreements, either oral or in writing, between the parties with respect to the services of AGENCY for MU, and this Agreement contains all of the covenants and agreements between the parties with respect to this agreement for services. The parties agree that no oral representations or written representations, other than contained herein, were relied on by the parties, or form additional terms of this Agreement.

IN WITNESS WHEREOF, each of the undersigned has caused this Addendum to be duly executed in its name and on its behalf.

MONMOUTH UNIVERSITY AGENCY

By: ___________________________ By: ___________________________
Print: _________________________ Print: _________________________
Title: _________________________ Title: _________________________
Date: _________________________ Date: _________________________
MONMOUTH UNIVERSITY
FIELD PLACEMENT HOURS LOG:

Student: ______________________________  Semester: _____________________
Supervisor: _____________________________  Professor: _____________________
Placement Site: _________________________  Semester/ year:_________________

<table>
<thead>
<tr>
<th>Week</th>
<th>Direct Client Hours</th>
<th>TOTAL Direct Client Hours</th>
<th>Supervision</th>
<th>Other Prof. Activity hours</th>
<th>Total Site Hours</th>
<th>Site Supervisor’s Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TOTAL DIRECT CLIENT HOURS   TOTAL HOURS

For internship only:
Total hours to apply to current course  Direct hours: _________  Total hours _______________

Total hours to bank for next PC 680  Direct hours: _________  Total hours _______________

PLEASE COMPLETE EACH WEEK AT SUPERVISION, AND GIVE TO COURSE
PROESSOR AT THE END OF THE SEMESTER
MONMOUTH UNIVERSITY
FIELD PLACEMENT SUPERVISORY EVALUATION –
PRACTICUM

PRACTICUM
Midterm/Final

Counselor Trainee Name: ______________________________ Date: ____________

Supervisor Name: ____________________________________________

Supervision Site: ____________________________________________

Competency Assessment Classifications Levels:
Level 1: Not acceptable
Level 2: Marginally Acceptable
Level 3: Performs at expected level as compared to other trainees
Level 4: Performs well above average
N/A – Not applicable
(Please fill in skill development recommendations at end of this form, especially for any items rated level 1, or 2.)

<table>
<thead>
<tr>
<th>Intervention Skills</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Appropriate consultation with supervisor in unfamiliar clinical situation</td>
<td>1 2 3 4 N/A</td>
</tr>
<tr>
<td>2. Supervisory guidance integrated into clinical practice</td>
<td>1 2 3 4 N/A</td>
</tr>
<tr>
<td>3. Rapport development with clients</td>
<td>1 2 3 4 N/A</td>
</tr>
<tr>
<td>4. Demonstration of counseling skills:</td>
<td></td>
</tr>
<tr>
<td>opening sessions</td>
<td>1 2 3 4 N/A</td>
</tr>
<tr>
<td>closing sessions</td>
<td>1 2 3 4 N/A</td>
</tr>
<tr>
<td>termination of treatment</td>
<td>1 2 3 4 N/A</td>
</tr>
<tr>
<td>managing emergencies</td>
<td>1 2 3 4 N/A</td>
</tr>
<tr>
<td>conveying interest and acceptance of the clients</td>
<td>1 2 3 4 N/A</td>
</tr>
<tr>
<td>paraphrasing, reflection, and summarization</td>
<td>1 2 3 4 N/A</td>
</tr>
<tr>
<td>5. Communicates assessment, test results and treatment plans to the client</td>
<td>1 2 3 4 N/A</td>
</tr>
<tr>
<td>6. Appropriately assesses client’s readiness to change</td>
<td>1 2 3 4 N/A</td>
</tr>
<tr>
<td>7. Recognizes and interprets the client’s covert messages</td>
<td>1 2 3 4 N/A</td>
</tr>
<tr>
<td>8. Recognizes and interprets the client’s non-verbal communication</td>
<td>1 2 3 4 N/A</td>
</tr>
<tr>
<td>9. Clinical judgment used for the management of the client</td>
<td>1 2 3 4 N/A</td>
</tr>
</tbody>
</table>
### Average Intervention Skills Competence Level (Average total scores)

<table>
<thead>
<tr>
<th>Level</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>N/A</th>
</tr>
</thead>
</table>

Counselor trainee Name: ____________________________ Date ________________

#### Diagnostic Skills

1. Appropriate use of assessment techniques and procedures
   - 1 2 3 4 N/A
2. Appropriate use of diagnostic and DSM-IV criteria
   - 1 2 3 4 N/A

### Average Diagnostic Skills Competence Level (Average total scores)

<table>
<thead>
<tr>
<th>Level</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
</table>

#### Interpersonal Assessment

1. Focuses on the therapeutic process and not just content
   - 1 2 3 4 N/A
2. Assesses and describes the impact of his/her personality on clients
   - 1 2 3 4 N/A
3. Recognizes own deficiencies and actively works to overcome them
   - 1 2 3 4 N/A
4. Understands counselor role and impact on client’s responsibility for treatment
   - 1 2 3 4 N/A

### Average Interpersonal Assessment Level (Average total scores)

<table>
<thead>
<tr>
<th>Level</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
</table>

#### Individual Differences and Multi-cultural Awareness

1. Understands, respects and accommodates, for gender, ethnic, racial, and cultural differences
   - 1 2 3 4 N/A
2. Avoids cultural stereotypes during diagnostic and counseling processes
   - 1 2 3 4 N/A

### Average Individual Differences and Multi-cultural Awareness Level (Average total scores)

<table>
<thead>
<tr>
<th>Level</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
</table>

#### Theoretical Orientation

1. Demonstrates skill in developing a conceptual framework for understanding the client’s issues
   - 1 2 3 4 N/A
2. Understands individual theoretical therapeutic modalities
   - 1 2 3 4 N/A
3. Understands group therapeutic modalities
   - 1 2 3 4 N/A
4. Understands family theoretical therapeutic modalities
   - 1 2 3 4 N/A
5. Understand child/adolescent theoretical therapeutic modalities
   - 1 2 3 4 N/A
**Average Theoretical Orientation Level (Average total scores)**

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counselor trainee Name: ________________________________ Date ________________</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Treatment Goals and Plan**

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrates the procedure involved in consultation and referral</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td>2. Completes case records, reports, correspondence and other documentation on a timely basis</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td>3. Develops appropriate strategies and interventions from assessment information</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Average Treatment Goals and Plan Level (Average total scores)**

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
</table>

**Professional Ethics and Legal Considerations**

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrates knowledge and application of ACA Code of Ethics and Standards of Practice</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td>2. Understands and maintains professional boundaries with clients</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td>3. Demonstrates awareness of own limitations and competencies</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td>4. Understands the legal obligations involved in reporting abuse, neglect, and duty to protect</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Avg. Professional Ethics and Legal Considerations Level (Avg. total scores)**

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
</table>

**Professional Development Goals**

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Becoming part of a Professional team</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td>2. Counselor trainee aware of own personal characteristics that may impede counseling effectiveness</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td>3. Paperwork completed satisfactorily and on time</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td>4. On time for appointments</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td>5. Dresses with professional appearance</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Average Professional Development Level (Average total scores)**

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>N/A</th>
</tr>
</thead>
</table>
### Overall Rating of the Cnslr trainee (Avg level scores divided by 8)

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
</table>

### Comments:

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________
Skill Development Strategy

1. ____________________________________________________________
   ____________________________________________________________ Date Accomplished

2. ____________________________________________________________
   ____________________________________________________________ Date Accomplished

3. ____________________________________________________________
   ____________________________________________________________ Date Accomplished

4. ____________________________________________________________
   ____________________________________________________________ Date Accomplished

   Supervisor’s Signature ________________________________ Date ____________

   Supervisee’s Signature ________________________________ Date ____________

   MU faculty Signature ________________________________ Date ____________
MONMOUTH UNIVERSITY
FIELD PLACEMENT SUPERVISORY EVALUATION - INTERNSHIP

INTERNSHIP

Midterm/Final

Counselor Trainee Name: ____________________________________ Date:  ____________

Supervisor Name: _____________________________________________________

Supervision Site:   _____________________________________________________

Competency Assessment Classifications Levels:
Level 1:  Not acceptable
Level 2:  Marginally Acceptable
Level 3:  Performs at expected level as compared to other trainees
Level 4:  Performs well above average
N/A – Not applicable

(Please fill in skill development recommendations at end of this form, especially for any items rated level 1, or 2.)

<table>
<thead>
<tr>
<th>Intervention Skills</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Consultation with supervisor in unfamiliar clinical situation</td>
<td>1</td>
</tr>
<tr>
<td>2. Supervisory guidance integrated into clinical practice</td>
<td>1</td>
</tr>
<tr>
<td>3. Rapport development with clients</td>
<td>1</td>
</tr>
<tr>
<td>4. Demonstration of counseling skills:</td>
<td>1</td>
</tr>
<tr>
<td>opening sessions</td>
<td>1</td>
</tr>
<tr>
<td>closing sessions</td>
<td>1</td>
</tr>
<tr>
<td>termination of treatment</td>
<td>1</td>
</tr>
<tr>
<td>managing emergencies</td>
<td>1</td>
</tr>
<tr>
<td>conveying interest and acceptance of the clients</td>
<td>1</td>
</tr>
<tr>
<td>paraphrasing, reflection, and summarization</td>
<td>1</td>
</tr>
<tr>
<td>5. Communicates assessment and test results to the client</td>
<td>1</td>
</tr>
<tr>
<td>6. Assesses client’s readiness to change</td>
<td>1</td>
</tr>
<tr>
<td>7. Recognizes and interprets the client’s covert messages</td>
<td>1</td>
</tr>
<tr>
<td>8. Recognizes and interprets the client’s non-verbal communication</td>
<td>1</td>
</tr>
<tr>
<td>9. Clinical judgment used for the management of the client</td>
<td>1</td>
</tr>
<tr>
<td>10. Assesses risk factors in suicidal and violent behaviors</td>
<td>1</td>
</tr>
</tbody>
</table>

40
### Average Intervention Skills Competence Level (Average total scores)

<table>
<thead>
<tr>
<th>Level</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
</table>

Counselor trainee Name: ________________________________ Date ________________

#### Diagnostic Skills

1. Appropriate use of assessment techniques and procedures
   
2. Appropriate use of diagnostic and DSM-IV criteria

#### Average Diagnostic Skills Competence Level (Average total scores)

<table>
<thead>
<tr>
<th>Level</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
</table>

#### Interpersonal Assessment

1. Focuses on the therapeutic process and not just content

2. Assesses and describes the impact of his/her personality on clients

3. Recognizes own deficiencies and actively works to overcome them

4. Understands counselor role and impact on client’s responsibility for treatment

#### Average Interpersonal Assessment Level (Average total scores)

<table>
<thead>
<tr>
<th>Level</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
</table>

#### Individual Differences and Multi-cultural Awareness

1. Understands, respects and accommodates, for gender, ethnic, racial, and cultural differences

2. Avoids cultural stereotypes during diagnostic and counseling processes

#### Average Individual Differences and Multi-cultural Awareness Level (Average total scores)

<table>
<thead>
<tr>
<th>Level</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
</table>

#### Theoretical Orientation

1. Demonstrates skill in developing a conceptual framework for understanding the client’s issues

2. Understands individual theoretical therapeutic modalities

3. Understands group therapeutic modalities

4. Understands family theoretical therapeutic modalities

5. Understands child/adolescent theoretical therapeutic modalities

<table>
<thead>
<tr>
<th>Level</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
</table>
### Average Theoretical Orientation Level (Average total scores)

<table>
<thead>
<tr>
<th>Level</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>N/A</th>
</tr>
</thead>
</table>

Counselor trainee Name: ________________________________ Date ________________

#### Treatment Goals and Plan

<table>
<thead>
<tr>
<th>Goal</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrates the procedure involved in consultation and referral</td>
<td>1 2 3 4 N/A</td>
</tr>
<tr>
<td>2. Completes case records, reports, correspondence and</td>
<td></td>
</tr>
<tr>
<td>other documentation on a timely basis</td>
<td>1 2 3 4 N/A</td>
</tr>
<tr>
<td>3. Develops appropriate strategies and interventions from assessment information</td>
<td>1 2 3 4 N/A</td>
</tr>
</tbody>
</table>

#### Average Treatment Goals and Plan Level (Average total scores)

<table>
<thead>
<tr>
<th>Level</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
</table>

#### Professional Ethics and Legal Considerations

<table>
<thead>
<tr>
<th>Goal</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrates knowledge and application of ACA Code of Ethics and Standards of Practice</td>
<td>1 2 3 4 N/A</td>
</tr>
<tr>
<td>2. Understands and maintains professional boundaries with clients</td>
<td>1 2 3 4 N/A</td>
</tr>
<tr>
<td>3. Demonstrates awareness of own limitations and competencies</td>
<td>1 2 3 4 N/A</td>
</tr>
<tr>
<td>4. Understands the legal obligations involved in reporting abuse, neglect, and duty to protect</td>
<td>1 2 3 4 N/A</td>
</tr>
</tbody>
</table>

#### Avg. Professional Ethics and Legal Considerations Level (Avg. total scores)

<table>
<thead>
<tr>
<th>Level</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
</table>

#### Professional Development Goals

<table>
<thead>
<tr>
<th>Goal</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Counselor trainee accepted by Professional Team</td>
<td>1 2 3 4 N/A</td>
</tr>
<tr>
<td>2. Counselor trainee aware of own personal characteristics that may impede counseling effectiveness</td>
<td>1 2 3 4 N/A</td>
</tr>
<tr>
<td>3. Counselor trainee able to build strong therapeutic relationships</td>
<td>1 2 3 4 N/A</td>
</tr>
<tr>
<td>4. Counselor trainee shifting focus from what she/he is doing to what client needs</td>
<td>1 2 3 4 N/A</td>
</tr>
<tr>
<td>5. Client no-show rate in line with agency standards</td>
<td>1 2 3 4 N/A</td>
</tr>
</tbody>
</table>

#### Average Professional Development Level (Average total scores)

<table>
<thead>
<tr>
<th>Level</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
</table>

42
Overall Rating of the Cnslr trainee (Avg level scores divided by 8)  

1  2  3  4  

Comments:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Skill Development Strategy

1. ________________________________________________ Date Accomplished________

2. ________________________________________________ Date Accomplished________

3. ________________________________________________ Date Accomplished________

4. ________________________________________________ Date Accomplished________

Supervisor’s Signature ___________________________ Date ____________

Supervisee’s Signature ___________________________ Date ____________

MU faculty Signature _____________________________ Date ____________
MONMOUTH UNIVERSITY  
STUDENT FIELD PLACEMENT REACTION

| STUDENT NAME | ____________________________ |
| PLACEMENT SITE | ____________________________ |
| SUPERVISOR’S NAME | ____________________________ |
| SEMESTER | ____________________________ |
| COURSE NUMBER | ____________________________ |

Please share your reaction to your placement site, using the following scale:

4 = Most of the time  
3 = Some time  
2 = Rarely  
1 = Never

<table>
<thead>
<tr>
<th>Supervisory and Professional Issues</th>
<th>Rating 1-4</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where you provided with orientation to the site’s programs, policies and procedures?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Was there timely involvement in direct service?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did you receive regular weekly supervision from your supervisor?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did the site provide a balanced caseload representative of the clients of the agency?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Was the plan for your supervision discussed with you throughout the semester?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Were you provided with on-going evaluations through the placement?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Were you provided the opportunity to meet with other professionals and be a part of a multidisciplinary team?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did the site allow you to attend staff meetings and/or trainings?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did you have a clear understanding of the site’s expectations of you throughout the semester?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Was the physical facility adequate to accommodate trainees?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please complete page 2
<table>
<thead>
<tr>
<th>The Supervision Process</th>
<th>Rating 1-4</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>My supervisor was direct and clear in informing me of my strengths.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My supervisor was direct and clear in informing me of my weaknesses.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My supervisor keeps appointments on time.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My supervisor explains the nature and objectives of supervision when appropriate.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My supervisor was relaxed and comfortable in the supervision sessions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My supervisor communicates interest in and acceptance of me.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My supervisor allows me to explore positive and negative feelings.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time was spent discussing theory and relating it to strategies in your counseling.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My supervisor helped me to address issues I may have tired to avoid.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time was spent on exploring the supervisory relationship.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My supervisor aided me in exploring alternative treatment strategies.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My supervisor seemed spontaneous in our supervision sessions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My supervisor allowed for silence in the supervision session,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>When I asked questions in supervision, I felt they were answered.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My supervisor reviewed my case documentation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My supervisor utilized video or audio tapes of my counseling.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My supervisor asked questions that made me explore my feelings and thoughts toward different clients.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My supervisor facilitated my ability to develop treatment plans.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My supervisor helped me to meet agency expectations.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My supervisor initiated periodic evaluation of goals and process.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I felt relaxed and free to tell my supervisor my negative as well as my positive experiences in my counseling work.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supervision helped me to grow as a counselor.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please feel free to attach additional comments. It would be especially valuable if you provided input on the site’s view of the counseling program at Monmouth University and any suggestions regarding the relationship between the University and your placement site (use a separate sheet or the reverse side of this form).
MONMOUTH UNIVERSITY
SITE QUALIFICATION REVIEW FORM

Organization Name: ___________________________ Address: ________________________________

Contact Name: ___________________________ Tel: ___________ Email: ___________

Describe Purpose of Organization: __________________________________________________________

Is your agency for profit _____ not for profit _______ educational institution ______

Describe Client Base of Organization: ______________________________________________________

Is your client demographic representative of the demographic diversity of the community? _____

Name of Clinical Supervisor: ___________________________ Phone: ___________________________

Email: ___________________________ Degree: _________ License: (Circle One): LPC MFT LCSW PhD PsyD

Does the Clinical Supervisor have a minimum of 2 years of pertinent professional experience working in the mental health field? ______

Will Clinical Supervisor be able to schedule weekly face to face supervision with student for 1 hour per week, throughout the internship? ______

Will (Practicum) student have the opportunity to develop program-appropriate audiotape of the student’s interactions with clients for the use of supervision? ______

Will student have the opportunity to become familiar with a variety of professional activities in addition to direct service (e.g. Staff meetings, record keeping, in-service): ______

Will student have the opportunity to use a variety of professional resources (e.g. Assessment instruments, technologies, research)? ______

Does the organization provide a confidential setting for counseling in accordance with the ACA Ethics Code? ______

Do you meet the attached requirements for a Monmouth University Placement Site? 
Yes ___________ No _____________ If No, describe exceptions: ____________________________________________

Do you require a formal Affiliation Agreement? ______

Signed ___________________________ Date ___________________________

Title:

Return form to Dr. Gary Handler, Field Placement Coordinator, and Psychological Counseling Dept. Monmouth University, West Long Branch, NJ 07764
MONMOUTH UNIVERSITY
QUALIFICATION REQUIREMENTS FOR CLINICAL SITES

1) Understand and implement the Ethical Guidelines of the American Counseling Association (Specific attention to issues of confidentiality, record keeping, etc.).
2) Provide adequate space and support for trainee.
3) Allow practicum students to tape at least 2 sessions per semester and while internship students are not required to tape, though if possible such opportunities should be made available.
4) For Practicum students, provide biweekly progress reports to the University. You will be prompted via e-mail and a simple form to fill out will be made available.
5) Provide opportunity for 100 hours of service (at least 50 hours direct client contact) for Practicum students and 300 hours of service (at least 150 hours of client contact) for Interns.
6) For each student, provide a qualified supervisor who meets the University’s requirements.

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

   a) A minimum of a master’s degree in counseling or a related profession and licensed as a mental health professional (LPC, LCSW, Licensed Marriage and Family Therapist, Licensed Psychologist or Psychiatrist)
   b) Minimum of two (2) years of pertinent professional experience in the area of counseling and mental health,
   c) Knowledge of the Monmouth program’s expectations, requirements, and evaluation procedures for students.

7) Agree to and carry out the supervisory requirements for all students, including providing evaluations to the University by completing the standardized evaluations forms provided.
8) If your agency is for profit please recognize that while our students are considered exempt from the licensing law for hours of service during a site placement for a course, they are not exempt if they are counseling for you outside the course (salaried or even as a volunteer). In the latter case they and you are subject to fines by the State and their licensing can be delayed significantly. In such a situation they can only counsel after they receive a license.
THE ROLE OF THE ON-SITE SUPERVISOR

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

THE ON-SITE FIELD SUPERVISOR’S RESPONSIBILITIES

1. Orient the student to the placement site by providing information regarding agency philosophy, policy, procedures, administration, etc.
2. Assign specific cases and learning experiences.
3. Schedule regular one hour face to face supervision at least once per week.
4. Establish procedure for student to obtain emergency supervision if needed.
5. Assist student in the development of skills in clinical areas.
6. Evaluate students’ progress through observation, supervision, and other appropriate measures.
7. Assist the student in documenting the number of hours completed in direct face to face client contact, supervision, and other related activities.
8. Maintain contact with the University’s Field Placement Coordinator and advise the university immediately of any concerns.
9. Complete the evaluation instrument provided by the University both in the middle and at the end of the semester and forward it to the Field placement coordinator in a timely manner.
10. Provide professional role modeling, encouraging the professional development of the student.
MONMOUTH UNIVERSITY
SELF-EVALUATION OF COUNSELING SKILLS

Note: Each session for review form should be at least 30 minutes or longer of direct contact. Every fifth session, review your counseling skills based on your individual and group counseling field experiences. Concentrate on your experiences with clients and the feedback you have received from your site supervisor. Rate your competence in each skill based on the following scale:

<table>
<thead>
<tr>
<th>4 = Above Average</th>
<th>3 = Average</th>
<th>2 = Problematic</th>
<th>1 = Extremely Low</th>
</tr>
</thead>
</table>

### Sessions

<table>
<thead>
<tr>
<th>Skills</th>
<th>Beginning of semester</th>
<th>End of Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Active Listening</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Restating</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Clarifying</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Summarizing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Questioning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Interpreting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Confrontation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Reflecting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Supporting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Empathizing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Facilitating</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Initiating</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Goal Setting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Evaluating</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. Giving Feedback</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. Suggesting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. Protecting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. Disclosure</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. Modeling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20. Linking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21. Blocking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>22. Terminating</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
MONMOUTH UNIVERSITY
SELF-EVALUATION OF COUNSELING SKILLS
(Completed in conjunction with Check list form)

Strengths:

Areas for Improvement:

Improvement Plan:

Midterm

Signature: ___________________________ Date: ____________

Strengths:

Areas for Improvement:

Improvement Plan:

End of Semester

Signature: ___________________________ Date: ____________
<table>
<thead>
<tr>
<th>Definitions of the skills</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Active listening:</td>
<td>hearing, understanding, and communicating that one is doing this.</td>
</tr>
<tr>
<td>2. Restating:</td>
<td>capturing the essence of what is said in different words with the effect of adding meaning or clarifying meaning.</td>
</tr>
<tr>
<td>3. Clarifying:</td>
<td>focusing on underlying issues and assisting others to get a clear picture of what they are thinking or feeling.</td>
</tr>
<tr>
<td>4. Summarizing:</td>
<td>tying together loose ends, identifying common themes, and providing a picture of the directional trends of a counseling session.</td>
</tr>
<tr>
<td>5. Questioning:</td>
<td>using questions to stimulate thought and action and to avoid a question/answer pattern of interaction between counselor and client.</td>
</tr>
<tr>
<td>6. Interpreting:</td>
<td>explaining the meaning of behavior patterns within the framework of a theoretical system.</td>
</tr>
<tr>
<td>7. Confronting:</td>
<td>challenging clients in a direct way on discrepancies and in such a manner that they will tend to react non-defensively to confrontation.</td>
</tr>
<tr>
<td>8. Reflecting feelings:</td>
<td>mirroring what others appear to be feeling without being mechanical.</td>
</tr>
<tr>
<td>9. Supporting:</td>
<td>offering some form of positive reinforcement at appropriate times in such a way that it has a facilitating effect.</td>
</tr>
<tr>
<td>10. Empathizing:</td>
<td>intuitively sensing the subjective world of others, being able to adopt the frame of reference of the others, and communicating this understanding to clients so they feel understood.</td>
</tr>
<tr>
<td>11. Facilitating:</td>
<td>helping members clarify their own goals and take the steps to reach them.</td>
</tr>
<tr>
<td>12. Initiating:</td>
<td>demonstrating an active stance in intervening at appropriate times.</td>
</tr>
<tr>
<td>13. Goal setting:</td>
<td>being able to work cooperatively with clients so that there is an alignment between the counselor’s and client’s goals, and being able to assist clients in establishing concrete goals.</td>
</tr>
<tr>
<td>14. Evaluating:</td>
<td>appraising the ongoing counseling process and the individual(s) in individual or group counseling dynamics.</td>
</tr>
<tr>
<td>15. Giving feedback:</td>
<td>providing information to clients in such a way that they can use it to make constructive behavior changes.</td>
</tr>
<tr>
<td>16. Suggesting:</td>
<td>offering information or possibilities for action that can be used by clients in making independent decisions.</td>
</tr>
<tr>
<td>17. Protecting:</td>
<td>actively intervening to insure that clients will be safeguarded from unnecessary psychological risks.</td>
</tr>
<tr>
<td>18. Disclosure:</td>
<td>willingly sharing with clients any persistent personal reactions that relate to the here and now occurrences in the counseling process.</td>
</tr>
<tr>
<td>19. Modeling:</td>
<td>demonstrating to members to clients, desired behaviors that can be practiced both inside and outside counseling sessions.</td>
</tr>
<tr>
<td>20. Linking:</td>
<td>promoting member to member interaction and facilitating exploration of common themes in group sessions.</td>
</tr>
<tr>
<td>21. Blocking:</td>
<td>being able to intervene effectively, without attacking anyone, when clients engage in counterproductive behaviors.</td>
</tr>
<tr>
<td>22. Terminating:</td>
<td>creating a climate that encourages clients to continue working after counseling sessions.</td>
</tr>
</tbody>
</table>