

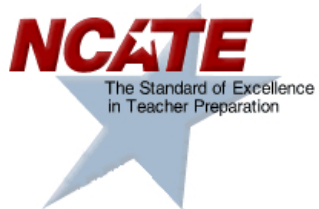


ST. BONAVENTURE
UNIVERSITY
Founded 1858

School of Education
Counselor Education Program Handbook



Council for Accreditation of
Counseling & Related Educational
Programs



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NOTES AND IMPORTANT INFORMATION

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I. INTRODUCTION TO THE HANDBOOK

This handbook is intended for students, faculty members and cooperating site supervisors in counseling settings. Mutual familiarization among all the aforementioned parties with program objectives, policies and responsibilities, as well as with CACREP accreditation standards, is essential to

- student success in the program,
- the fostering of rewarding mentoring relationships,
- the facilitation of successful site placements and training.

Additional specific information may be found in the Graduate Studies Catalog. Through this manual, and open communication among students, faculty members and site supervisors, the result for all involved will be a “BONA VENTURE,” (good journey), for all.

II. MISSION STATEMENTS, GOALS & OBJECTIVES

UNIVERSITY MISSION STATEMENT

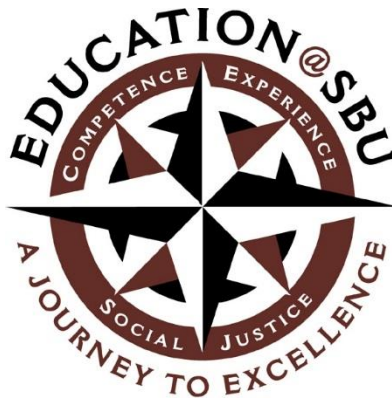
Founded in 1858, St. Bonaventure is a Catholic university dedicated to educational excellence in the Franciscan tradition. We are committed to the constant pursuit of distinction in our undergraduate and graduate programs, our innovative liberal arts core and all of our courses of study. At St. Bonaventure University, we come to know our students on an individual basis and become their mentors. We strive to bring out the best in every individual. As an academic and spiritual community, we endeavor to prepare our students for the challenges they will face in their professional careers as well as in their personal lives. True to our Franciscan heritage, we encourage students to manifest our values through lives of citizenship and service.

SCHOOL OF EDUCATION MISSION STATEMENT

The St. Bonaventure University School of Education prepares innovative educators at the graduate and undergraduate levels. The Franciscan commitment to social justice through respect for diversity and the dignity and worth of the individual provides the foundation for our work with university students and school communities. Our state and nationally accredited programs integrate theory with practice and meet rigorous academic and professional standards. Our collaborative and highly qualified faculty members guide candidates on their journey of professional and personal discovery.

GOALS FOR PROFESSIONAL PREPARATION PROGRAMS PROFESSIONAL COMMITMENTS AND DISPOSITIONS:

- **Competence** – Professionals a) use a reflective model to improve professional practice; b) are open to using a variety of tools, including technology and communication formats; c) demonstrate professionalism in interactions, appearance, and behaviors; and d) believe in the utility of data-driven decision making.
- **Experience** – Professionals a) are accepting of feedback and engage in reflective practice; b) create learning environments based on research and best practice; and c) work as an active part of a learning community.
- **Social Justice** – Professionals a) demonstrate respect for the diversity, dignity and worth of individuals, and b) create effective learning environments that recognize commonalities while affirming diversity in all its forms.



**The CONCEPTUAL FRAMEWORK FOR THE SCHOOL OF EDUCATION includes the following Knowledge, Skills and Dispositions:
Conceptual Framework Outcomes**

- K1. Candidate uses content knowledge and strategies for short- and long-term planning of activities appropriate to the professional discipline.
- K2. Candidate considers learner or client and environmental characteristics when planning activities.
- K3. Candidate uses research and evaluation findings to guide critical thinking when working with learners and clients.
- S1. Candidate communicates effectively in speech and writing with students or clients, administrators, parents, and other stakeholders in the educational process.
- S2. Candidate uses technology appropriately and effectively for professional work (communication, collaboration, and production).
- S3. Candidate uses appropriate assessment tools and techniques to inform practice.
- D1. Candidate uses reflection to improve professional practice.
- D2. Candidate demonstrates professionalism in interactions, appearance, and behaviors.
- D3. Candidate is receptive to feedback.
- D4. Candidate works as an active part of a learning community.
- D5. Candidate demonstrates respect for the dignity and worth of individuals.
- D6. Candidate creates effective learning environments that recognize commonalities while affirming diversity in all its forms.

COUNSELOR EDUCATION PROGRAM

MISSION STATEMENT: The mission of the Department of Counselor Education is to prepare students for the professional practice of counseling in a multicultural and diverse society. Specific program goals are: (a) support for the mission of St. Bonaventure University; and (b) adherence to the highest standards of Counselor Education. The programs abide by the principles set forth by the American Counseling Association [ACA]. The Clinical Mental Health and School Counseling programs are fully aligned with the standards put forth by CACREP (Council for Accreditation of Counseling and Related Educational Programs).

GOALS: The goals of this program are to provide students with common core curricular experiences in the following eight content areas: Professional Identity, Social and Cultural Diversity, Human Growth and Development, Career Development, Helping Relationships, Group Work, Assessment and Research and Program Evaluation, as well as areas associated with their specific focus of study. Note: this program is housed in the NCATE accredited School of Education.

OBJECTIVES: The general objectives of the Counselor Education program include:

- Counselor Education graduates will demonstrate knowledge in the core and relevant specialty areas of counseling by the Council for Accreditation of Counseling and Related Educational Programs.

- Counselor Education graduates will be able to demonstrate competency in facilitating cognitive/behavioral change using evidence-based treatment/educational planning, and counseling skills in various settings.
- Counselor Education graduates will demonstrate the professional knowledge, skills, and dispositions necessary within their specialty counseling context.

Specific objectives in support of the highest standards of counselor education are set and are in line with CACREP accreditation principles. At the completion of the M.S. in Education-Counseling degree programs, the student will be able to:

- Cope effectively with issues and concerns related to a culturally diverse society that arise while functioning as a counselor.
 - Foundationally in CE 510, CE 540 and especially in CE 638
 - Practically in CE 620A,B/625A,B
- Perform effectively in the general counselor functions identified for the appropriate setting in which they work.
 - CE 610 and CE 620A,B/625A,B
- Consult effectively with appropriate personnel and clients.
 - CE 510 and CE 620A,B/625A,B
- Analyze the clinical institutional influences in order to enhance the counselor's role and function.
 - CE 620A, /625A,B
- Provide effectively the individual and group counseling needs of the setting.
 - CE 510, CE 530, CE 550, and especially in field courses, CE 610, CE 620A,B/625A,B
- Apply decision-making or problem-solving methods and action-oriented programs that utilize career development and measurement and evaluation concepts.
 - Foundationally in CE 510 and especially in CE 570; Application in CE 620A,B/625A,B
- Understand the relationship between human growth and development, and the helping relationship.
 - CE 511, CE 530, CE 550 and CE 610
- Initiate, complete and evaluate original research projects.
 - CE 500 primarily; CE 620A,B /625A,B
- Understand the relationship between counselor self-understanding and the effective counselor.
 - Philosophy statements in CE 510; CE 570; Reflective Journals in CE 620A,B/625A,B
- Understand the roles and functions of a professional counselor, including significant organizations, ethical and legal standards, and credentialing.
 - CE 510, CE 610, and CE 620A,B

III. ADMISSIONS & FINANCIAL AID INFORMATION

DIVERSITY IN RECRUITMENT

The Counselor Education Program, like the University, provides equal opportunity in its admissions, educational programs, and all activities without regard to race, color, national or ethnic origin, gender, marital status, sexual orientation, religion, age, disability, veteran status, or any other legally protected category.

ADMISSION

Admission to the program involves a series of assessment steps, starting at the undergraduate level, whereby student program competency, preparation and readiness are evaluated according to specific criteria. Admissions are on a rolling basis. Applications for the fall must be received no later than 8/15. Applications for the Spring and Summer Semesters must be received no later than the deadline established by Graduate Admissions.

You may contact Admissions at: http://www.sbu.edu/graduate_admissions.aspx?id=5746. Admission into the Counselor Education degree program is based on faculty review of the following composite information. Note that a bachelor's degree from a regionally accredited college or university is a basic requirement for admission to a graduate program. Candidates must have this degree in hand to start the program. There is no specified undergraduate degree discipline that is obligatory. Necessary requirements include:

- Minimum 3.0 undergraduate GPA
- A completed application for admission, including a writing sample
- Official transcripts from all colleges attended (graduate and undergraduate). Individuals applying while still completing a bachelor's degree will need to provide a current transcript and then a final transcript before enrolling at SBU.
- Two letters of recommendation
- Admissions interview with core faculty

PROVISIONAL ADMISSIONS

Students may be accepted into the program on a provisional basis due to academics or dispositions and fit for career. Students who are accepted on a provisional basis will be reviewed by the core faculty at the end of their first semester. Students who are accepted on a provisional basis due to academics had an undergraduate GPA of less than 3.0. This student must maintain a "B" grade in every class or they will be reviewed for dismissal. Students may also be accepted provisionally due to dispositions and/or career fit. This is in response to the application materials or limited answers provided during your interview. Students who continue to raise concerns regarding dispositions will be reviewed by faculty for dismissal.

RE-APPLICATION FOR ADMISSION

If after receiving one graduate degree from St. Bonaventure University, a student decides to do additional graduate work, either as a non-degree candidate, as a candidate for another graduate degree, or as a candidate for an advanced certificate, the student must file a new formal application for admission. Students must also file an application for readmission when there has been a lapse in graduate enrollment of more than one year. Students asking to change graduate programs must contact their Advisor. Their Advisor will notify the Executive Director of the Counseling Education Program. The Executive Director and/or Graduate Admissions will review the request and make a final determination. Additional documents as outlined by the program's admissions requirements may be requested of the applicant. Successful work in one SBU graduate program does not guarantee admission to another graduate program. Please see the Graduate Studies Catalog for additional information regarding University regulations.

MATRICULATION

Matriculation is granted to students who have satisfied all requirements for admission, and whose preparation the proposed department or field of specialization, to be completely satisfactory for graduate study, has judged. Please see the Graduate Studies Catalog for specific admission status options.

REGISTRATION

All graduate students are required to register online for classes prior to each semester and summer session for which they will be enrolled. Students should consult with their advisor before selecting courses. Students who have an outstanding balance may be unable to register for classes. Students attending classes for which they are not registered risk forfeiting the credit they may otherwise have earned for that class. During the first six (6) days of a new semester, the first three (3) days of a summer session or prior to the second weekend of a weekend format class, a student may drop or add a course with no academic penalties. Permission of the program director and course instructor is required. Drop/add requests are handled through the registrar's office; students should start this process there. A student's record is not amended to reflect a drop or add until the proper paperwork is on file with the University registrar. Students wishing to change from one area of study to another should confer first with the faculty adviser.

The Financial Aid Office, located in Hopkins Hall, is available to assist graduate students in securing funding for their graduate work. They can be contacted at: 716-375-2502.

IV. PROFESSIONAL DISPOSITIONS, PROGRAM STATUS, & EXPECTATIONS

PROFESSIONAL DISPOSITIONS

Disposition is defined as “a person’s inherent qualities of mind and character” (Merriam Webster Online, 2020). Counselor dispositions are the qualities, characteristics, and good judgment that a counselor must practice working effectively with clients and that which students must demonstrate to receive professional endorsement. Counselor dispositions include emotional stability, self-awareness, cooperativeness/professionalism, openness and flexibility, and cultural sensitivity. The chart below outlines behaviors that meet expectations and behaviors that fall below expectations for each disposition:

<p>Emotional Stability: Meets Expectation--Evidence of behaviors appropriate for clinical settings, such as (but not limited to) consistently making positive contributions in academic and clinical settings, attentive body language, emotionally appropriate responses to peers, faculty, and supervisors; calm verbal and behavioral responses to frustrating situations.</p> <p>Emotional Stability: Below Expectation--Evidence of behaviors not appropriate for clinical or classroom settings, such as (but not limited to) outbursts/quick to react, excessive crying, inappropriate humor, lawless behavior, sexually inappropriate behavior, disinterested responses, over-talkative, lethargic, agitated verbal or behavioral responses to frustrating situations.</p>
<p>Self-Awareness: Meets Expectation--Consistently displays the following: the ability to accurately report goals, motives, strengths, and weaknesses; can (if needed) produce documentation of their efforts to respond to professional or academic weaknesses; capacity to accurately identify poor habits; demonstrated ability to predict the impact of their own behavior on others and/or on groups or organizations.</p> <p>Self-Awareness: Below Expectation-- Displays one or more of the following: demonstrates limited ability to accurately report goals, motives, strengths and weaknesses; shows minimal effort in responding to professional or academic weaknesses; difficulty identifying poor habits; limited capacity to predict the impact of their own behavior on others and/or on groups or organizations.</p>
<p>Cooperativeness/Professionalism: Meets Expectation--Behaviors that evidence cooperation, such as working well with authority figures; avoiding inappropriate competition or power struggles; accepting influence from supervisors and other experts; a general display of helpful behaviors; collaborative.</p> <p>Cooperativeness: Below Expectation--Behaviors that evidence a lack of cooperation, such as defensiveness; engaging in power struggles with authority figures; inappropriately competitive behaviors; expression of arrogant opinions; overly aggressive; overtly challenging supervisors; and/or a lack of willingness to accept influence.</p>
<p>Openness: Meets Expectation--Tolerance for ambiguity; imaginative; curious; open to new experiences; intellectually interested and engaged. Able to experience novel situations, assimilating or accommodating new information appropriately; uses good judgment to temper selection of intense experiences.</p> <p>Openness: Below Expectation-- Professional and academic behavior negatively impacted by lack of tolerance for ambiguity; lack of interest in professional or academic subjects; lack of willingness to engage in new learning experience, or dogmatic world-view. Lacks curiosity about new or novel situations. Alternatively, may not temper thrill-seeking behavior with good judgment.</p>
<p>Cultural Sensitivity: Meets Expectation--Behaviors that suggest tolerance for the culture and lifestyle differences of others; cultural sensitivity to the multiple possible factors that make up an individual’s identity and how those influence the counseling process; comfortable with differences; aware of one’s own heritage; respects differences.</p> <p>Cultural Sensitivity: Below Expectation--Behaviors that suggest a need for growth in cultural awareness and/or sensitivity, such as a lack of awareness of diversity factors; lack of awareness of one’s own cultural heritage; lack of respect for cultural differences; closed minded; intolerance for</p>

differences; adherence to a 'one size fits all' model of counseling; behavior reflecting racist or discriminatory attitudes.

PROGRAM STATUS

Student Review Process: Academic Review and Professional Dispositions Review

All students are reviewed each academic year, and student concerns are regularly addressed at core faculty meetings. Student progress is reviewed in two forms: academic and professional disposition.

Academic Review

In cases whereby a student's academic performance does not meet the minimal standards (i.e. no grade lower than a "B" and minimum 3.0 GPA), students will be informed of their status in the program. Upon receiving a grade of "C" in a course, a student will be issued a letter of warning from the Program Director. A student who receives a second "C" or a lower grade will automatically be reviewed by core faculty for possible dismissal from the program.

Professional Dispositions Review

In cases whereby a student has exhibited dispositions concerns, the Counselor Education Faculty will take the following steps. Please note that depending on the severity of the dispositions concern, step 1 and/or step 2 may be skipped for a particularly egregious offense. If concerns continue students will be escalated to a Step 3. If the concerns arise during a clinical course the Practicum & Internship Coordinator will also be included in the meeting. All meetings will be recorded.

1. Student will meet with their faculty advisor via Zoom to discuss dispositions concerns. Meeting notes will be updated to the Student Dispositions Coordinator. The Student Dispositions Coordinator will keep a file of meeting notes, disposition concerns, and remediation plans for each student in the Counselor Education Program.
2. Student will meet with their faculty advisor and the Student Dispositions Coordinator via Zoom to discuss the dispositions concerns. The student is expected to engage in a dialogue with faculty on how those dispositions might be resolved/improved. Meeting notes/dispositions form will be kept on file by the Student Dispositions Coordinator.
3. If dispositional concerns persist, a Zoom meeting will be scheduled with the student, faculty advisor, Student Dispositions Coordinator and if needed the Program Director. A remediation plan will be formulated which will outline student disposition concerns, required recommendations for remediation, and a date for the committee to reconvene to make student status decisions. The student will be required to sign and submit the remediation plan to their advisor and the student will be provided a deadline to complete all tasks for the remediation plan. If tasks have been submitted by the deadline but are not done so satisfactorily, the student will not be allowed to register for the following term until this is remedied with completion of all tasks. Failure to successfully complete the remediation plan may result in dismissal from the Counselor Education Program. Additionally, any student that completes a remediation plan successfully but continues to exhibit dispositional concerns thereafter may be dismissed from the Counselor Education program at the end of the academic term.

Right to Appeal: Students reserve the right to file an official grievance pursuant to University criteria if they disagree with program decisions related to dismissal.

Remediation Plan Information (Appendix C1)

Remediation plans are a universally accepted practice in Counselor Education Programs. Our ACA (American Counseling Association) Code of Ethics Standard F.6.b. focuses on Gatekeeping and Remediation. Specifically, the standard states "Through initial and ongoing evaluation, supervisors are aware of supervisee

limitations that might impede performance. Supervisors assist supervisees in securing remedial assistance when needed. They recommend dismissal from training programs, applied counseling settings, and state or voluntary professional credentialing processes when those supervisees are unable to demonstrate that they can provide competent professional services to a range of diverse clients. Supervisors seek consultation and document their decisions to dismiss or refer supervisees for assistance. They ensure that supervisees are aware of options available to them to address such decisions.” Remediation plans are designed to help student work through dispositions concerns in a systematic way and with the support of Counselor Educators. Students who fail to successfully complete a remediation plan may be dismissed from the program.

RETENTION

Graduate students in the Counselor Education program must abide by all of the criteria set forth by the University in terms of academic scholarship. Graduate students must comply with both ethical and professional codes of behavior. Any questions should be addressed immediately with, and documented by, the student’s faculty advisor, the Student of Concern coordinator, and when appropriate, the cooperating site supervisor.

- **Suspension:** Suspension from a field placement and/or the Counselor Education program may occur for many reasons. Some of the contributing factors may include, but are not limited to: unethical behavior; unprofessional conduct; refusal to complete tasks; lack of completion of requirements within a timely manner; unexplained or unexcused absences; non-compliance with university, program, or field policies; incompetence; or personal psychological or emotional disturbances which are academically incapacitating. Direct consultation with the student, and documentation of the issues, will occur prior to the suspension. Students may also be dismissed from a field placement upon the request of a site supervisor.
- **Termination:** Grievous violations of policies or procedures, or gross incompetence, which may result in harm to another person, and/or signify an inability to act in a professional capacity, may result in termination of the student from a field experience and/or the program. Reasons for such termination may include but are not limited to: falsification of documents; insubordination; sexual harassment; moral turpitude; gross immorality; administering corporal punishment; violation of field board policy; actions blatantly detrimental to the welfare of others; felony conviction; or failure to notify the program director of any event which would invalidate university clearance of the student.
 - Students who have been dismissed from the program and appeal this decision successfully will be required to successfully complete a remediation plan before being allowed to return to classes or clinical work.
- **Grievance Policy:** In keeping with the spirit of Franciscan values that proclaim dignity and worth of all persons, any member of the St. Bonaventure community has the right to grieve perceived mistreatment, as outlined in the *University Handbook*.

ETHICAL & PROFESSIONAL BEHAVIOR & ACTIVITIES

Ethical Behavior: It is expected that students accepted into the Counselor Education Program will exhibit ethical, professional behavior at all times. Students are required to be aware of, and abide by, the American Counseling Association’s (ACA) Ethical Codes, as well as guidelines associated with their specific field of study, such as those proposed by the American School Counseling Association (ASCA), the American Mental Health Counseling Association (AMHCA). More specific delineation of ethical behavior is presented in Appendix A.

Professional Behavior: Students accepted into the Counselor Education Program are expected to demonstrate professional behavior across academic and field settings. These behaviors include professional dress and

demeanor; respectful communication and receptiveness to feedback; punctuality and compliance with attendance requirements; appropriate classroom behavior and active participation in the learning process; responsibility, initiative, and ability to collaborate within a team of colleagues; establishment and respect of proper boundaries; and sensitivity to and respect for diversity issues. The use of cell phones while functioning in a professional capacity such as class or while in the field is restricted to emergency situations only. Driving during a synchronous class session or presentation is restricted to emergency situations only. In addition, students will receive feedback about their professional presentation on a regular basis throughout their program of study as academic performance is just one piece of the training to become a good counselor.

Professional Activities: Within class discussions, via the class speakers, program newsletters, and the required professional organization memberships, students are made aware of professional conferences and events. In addition, professors' research interests are listed at the end of this handbook and on the website. Students may potentially be involved in joint scholarship endeavors such as conference presentations and publications. All students are also made aware of, and encouraged to join, the SBU Chapter of Chi Sigma Iota.

Technology/Social Media Policy:

All Counselor Education students are expected to behave professionally and in accordance with program guidelines and expectations to maintain the integrity of St. Bonaventure University. Adherence to said guidelines protects the students, program faculty, clinical sites, and the clients we serve in the community. In addition to program guidelines found in the Student Handbook, the following guidelines pertain specifically to social media:

- Students demonstrate respect for St. Bonaventure University, the Counselor Education Program, faculty, staff, and students
- Students refrain from using social media sites while at their clinical setting or in class. Those sites include but are not limited to Facebook, Instagram, Twitter, etc.
- Students are aware that posts/images/comments on social media sites reflect on their professional image and status as an emerging counselor

Specific to the Clinical Experience:

- Students are aware that texts and emails are not secure forms of communication and should not be used to transmit confidential information.
- Students understand that client contacts via electronic communications can be included in court records: texts, emails, etc.
- Students understand that violating privacy and security protocols of the university or the agency/school for clinical placements is grounds for course failure and/or dismissal from the program.

Students maintain appropriate boundaries with clients. Students should not interact with clients via social media.

COUNSELING REFERRALS

While students are not required to become involved in personal counseling as part of the program, when stressful life events occur for students such as a death in the family, or when students' professional dispositions or performance are negatively impacted by personal issues, students may be encouraged to seek out counseling. Counseling lists of professionals in the local communities [of both] are available upon request from Unit faculty members; In addition, students are made aware of the campus Wellness Center at the time of Orientation. Should students choose the campus Wellness Center, they are assigned to counselors who are not teaching in the program to avoid duality of roles and preserve confidentiality. The Wellness Center may be able to offer some basic tips to online students on stress management, test anxiety, or other

psychoeducational tools though they cannot offer long term therapy to students outside NY State. Online students are encouraged to utilize a trusted therapist in their area if needed. Some basic guidelines might be to check the counselor’s credentials (i.e. licensed), areas of expertise, and recommendations/referrals from family, friends, or a trusted source.

ACADEMIC COMPONENTS

PROGRAMS

The Counselor Education Department offers Masters’ tracks in Clinical Mental Health (60 credit hours) and School Counseling (60 credit hours). Critical thinking, application of theory to practice, community-service, and contributions to the profession is highly valued:

- **Clinical Mental Health:** This program is designed for individuals who wish to serve as counselors in community-based agencies; for example, mental health, social services, college counseling, and probation.
- **School:** This program is designed for individuals who wish to serve as counselors in K-12 settings.

These programs provide extensive research-based knowledge and skill development in the areas of group and individual counseling, testing, diagnosis and treatment planning.

ORIENTATION & PROFESSIONAL DEVELOPMENT REQUIREMENTS

New Student Orientation: New students are given an orientation at the start of each semester that provides an overview of the program, professional dispositions, university services, professional development components of the program, and a brief introduction to faculty members.

Experiential Group Overview: All new students will participate in a ten hour experiential group. The sessions will run across the semester-

The philosophy and assumptions underlying this group are:

- Self-understanding is a prerequisite to helping others.
- Professional preparation involves not only academic work but professional introspection & development.
- Fundamental counseling skills may be enhanced in professional development opportunities.
- Participation in such an experiential group allows for the establishment of empathy for group members, and development of skills as group leaders in counseling.

COURSE REQUIREMENTS

The course requirements are specified in the respective plans of study found in Appendix A2. A link to the course carousel for online students can be found on the Counselor Education Moodle Page.

REQUIRED COURSES

All graduate students in the School of Education must take **CE/EDUC 500 Research Inquiry & Tools**

Common Core Program Courses	School Specific Courses	Clinical Mental Health Specific Courses
CE 510 Introduction to the Profession of Counseling*	CE 630 Management of School Counseling Programs OR	CE 637 Management of Clinical Mental Health Programs
CE 530 Techniques of Counseling*	CE 620A Internship I: School Counseling	CE 625A Internship I: Clinical Mental Health

		Counseling
CE 550 Group Counseling*	CE 620B Internship II: School Counseling	CE 625B Internship II: Clinical Mental Health Counseling
CE 638 Multicultural Counseling (CMH & School)	Residency I	CE 636 Ethical and legal issues in clinical mental health counseling
CE 610 Practicum in Counseling (*courses are prerequisites)	Residency II	CE 649 Family Counseling
CE 634 Counseling Interventions: Child & Adult	CE 640 Introduction to Addictions	CE 640 Introduction to Addictions
CE 570 Career Counseling	CE 642 Introduction to Crisis Counseling	CE 642 Introduction to Crisis Counseling
CE 610 Practicum in Counseling	CE 631: Seminar in SC	Residency I
CE 560 Psychological Testing & Assessment	CE 650 SC & Special Education	Residency II
CE 511 Advanced Human Growth and Development		
CE 540 Abnormal Psychology		

** The **comprehensive exam** is taken and the **e-folio** are completed in Internship I.

Note: all Counselor Education students are required to take a research course. This course is taken by all students in the School of Education. In addition, students take courses specific to their program of study, i.e., clinical mental health; school counseling.

FIELD SERVICE REQUIREMENTS

OVERVIEW

Field experiences for all students includes Practicum, Internship I, and Internship II. Students must successfully complete Practicum before Internship I is started, and similarly, Internship I must be successfully completed before Internship II is begun. Success is ascertained by: the site supervisor input and evaluations; completion, and quality of work in course requirements as evaluated by the group supervisor; as well as demonstration of professional dispositions by students.

The Practicum is focused on building a general counseling foundation and skill development through direct service to clients in individual and group formats. Internships I and II expand on this experience, broadening counseling skills and knowledge, and developing a further awareness of the contextual dimensions of the counseling field. Clinical Mental Health students are typically placed in Clinical Mental Health or college counseling settings. School Counseling students are typically placed in K-12 school settings. However, Practicum is a more generic experience, as opposed to Internships where experiences are specific to the area of study. Practicum students can do a field placement in either type of site, and we encourage all students to

gain experience in as wide a variety of settings as possible. ***Please note that you are discouraged from completing your clinical experience in your work setting, unless you are able to secure a schedule between your clinical experience and your work schedule. You are also discouraged from securing a placement in a private clinical setting, as they typically do not have the diversity and depth of clinical experience needed for your clinical requirement.***

It is strongly encouraged that students have at least two diverse field experiences during their program of study, and/or gain differential experiences within the same setting (i.e., work at different branches of the Clinical Mental Health setting such as those involving mental health, addictions, or forensic issues; work in all levels of the school setting in which they are placed. E.g., Practicum and Internship I are done on the same site and Internship II in a different site OR Practicum in one place and a different site that stays the same for Internship 1 and II).

It is highly recommended that School Counseling students gain experience at diverse levels, especially those levels at which they want to be eventually employed. At minimum, students must complete 300 of the required 600 Internship hours at a high school level during the course of their school Internships. ***For students seeking NYS Certification, you will need 300 hours in K – 8 and 300 hours in 9 – 12.*** Site contacts will be made by the Director of Program Administration. See Appendix B for the delineation of specific field tasks.

Student placements may be discontinued during the semester by the Practicum and Internship Coordinator in consultation with the Director of Program Administration in the event concerns arise at the site (e.g. lack of individual/triadic supervision, inappropriate duties assigned to student not relevant to role as a counselor, student disposition concerns, etc). In addition, sites may discontinue the clinical placement due to concerns (e.g. breaking confidentiality, not following privacy and security procedures, boundary concerns). Discontinuation or termination by a clinical/school site is grounds for dismissal from the Counselor Education program.

The Director of Program Administration & Practicum and Internship Coordinator must be notified immediately of any site concerns. Faculty professors and advisors should be notified immediately of any student concerns.

PLACEMENT PROCESS

Students will be introduced to the *Counselor Education Program Handbook* at Orientation and will further review it in the *Introduction to the Profession of Counseling* course. First year students will meet with their faculty advisors to discuss their plan of study and career interests. Students will then attend a Clinical Orientation with the Practicum and Internship Coordinator who will review the requirements and expectations for the field experience. Students will then submit a formal application to the Program Administrator to begin the placement process. Applications must be submitted by the required due dates. If they are submitted late that student may not be able to be placed until the following semester. All sites must be approved by the Director of Program Administration.

Students must work through the Director of Program Administration for their placements. The Director will then review placement sites provided by students, and then follow up with students with specific site contacts and application protocols.

Student status reviews are conducted on an “as needed” basis during faculty meeting discussion of “students of concern”.

PLACEMENT CLEARANCES (APPENDIX J)

Prior to beginning Practicum, the following clearances must be obtained:

- Successful completion of the *Introduction to the Profession of Counseling*, *Group Counseling*, and

Theories and *Techniques of Counseling* prerequisite courses

- Maintenance of a 'B' or better overall GPA
- Proof of ACA membership and professional liability insurance
- Assessment of professional dispositions based on progressive "Gates" throughout the program during the Admission Interview; Residency 1; Residency 2; Clinical Course Approval; Ongoing feedback from course instructors/Advisors.
- Completion of the ***Field Placement Application*** (*Appendix J*)
- For all School Counseling students:
 - Completion of the 'Mandated Child Abuse Reporter Training' workshop
 - Available as an online course at the following sites:
 - <http://www.childabuseworkshop.com/>
 - <http://www.workshopsexpress.com/child-abuse-workshop-new-york-state.php>
 - <http://www.nysmandatedreporter.org/TrainingCourses.aspx>
 - Completion of 'Safe Schools & Violence Prevention' workshop
 - Available as an online course at the following sites:
 - <http://www.violenceworkshop.com/>
 - <http://www.workshopsexpress.com/school-violence-prevention-workshop-new-york-state.php>
 - Completion of the 'DASA' workshop
 - **NOTE:** if the workshops were previously completed and you have documentation of that, and approval from the Director of Program Administration, they need not be redone.
 - For students seeking New York certification: fingerprinting clearances.
 - For students in the online program seeking certification in another state, students are responsible for checking with their state for required clearances
- Prior to beginning Internship, the following clearances must be obtained:
 - Successful completion of Practicum to start Internship I
 - Successful completion of Internship I to start Internship II
 - Maintenance of a 'B' or better overall GPA
 - Renewal of ACA membership and professional liability insurance
 - Demonstration of satisfactory professional dispositions. Practicum and Internship instructors, as well as students' faculty advisers, will be actively involved in the assessment of student readiness to begin subsequent placements.

Note:

Fingerprint and background clearances are needed for Clinical Mental Health students when the host Practicum or Internship site requires them.

Full review of students' eligibility to start a placement is required at each separate field placement requirement; this is accomplished through prior field evaluations as the Practicum and Internship I Evaluations, as well as during the meetings with the Director of Program Administration.

Once again, professional dispositions will be considered in the determination of whether students are ready to start their Internships.

COOPERATING SITE SUPERVISOR CRITERIA (APPENDIX M)

A site supervisor must have:

- A minimum of a master's degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and/or licenses.

- A minimum of two (2) years of pertinent full time professional work experience in the program area in which the student is completing clinical instruction. Knowledge of the program’s expectations, requirements, and evaluation procedures for students. Preference is given to supervisors with coursework workshop training, and/or prior experience in supervision.
- Site supervisor must be on site with the student when the student is engaged in clinical hours, or have a designated, equally qualified representative on site in their absence.

Cooperating site school counselors must:

- hold at least provisional certification in school counseling
- permanent certification and tenure status are preferred.

Cooperating Clinical Mental Health supervisors must:

- have completed a master's or higher degree program in counseling, or in the subject of the field in which the supervisor is licensed (see below), or another field related to the field of counseling as determined by the Department; and
- be licensed and registered in the student’s state of residence to practice mental health counseling,
- preferred to have at least three years of full-time experience, or the part-time equivalent, in mental health counseling. Practice on a full-time basis means 960 clock hours in the practice of mental health counseling earned over a 52-week period [nysed.gov]

Assistance, consultation, and professional development opportunities are provided by counseling program faculty members to site supervisors. All new supervisors are oriented to the program and requirements. Returning supervisors are given program updates. Updates and program changes are discussed at the annual site supervisors’ meeting.

ACADEMIC SUPERVISOR CRITERIA

Each regular or adjunct program faculty member who provides individual or group Practicum and/or internship supervision must have:

- A doctoral degree and/or appropriate clinical preparation, preferably from an accredited counselor education program;
- Relevant professional work experience and demonstrated competence in counseling;
- Relevant training and supervision experience.

PRACTICUM REQUIREMENTS (APPENDIX K)

Students must complete supervised Practicum experiences that total a minimum of 100 clock hours. The Practicum provides for the development of counseling skills under supervision. The 100 hours of the student’s Practicum include all of the following:

- 40 hours of direct service with clients, including experience in individual counseling and group work.
- Weekly one-hour supervision on site by their supervisor.
- Weekly individual or dyadic supervision, one hour per week, occurring over a minimum of one academic term, provided by a program faculty member or a supervisor working under the supervision of a program faculty member. An average of one and one half hours per week of group supervision, with a student to faculty ratio of not more than 12:1, that is provided on a regular schedule over the course of the student’s Practicum by a program faculty member or a supervisor under the supervision of a program faculty member.
- Academic supervision is provided for all students throughout the duration of the semester. Details as to how this is accomplished are outlined in the course syllabi.

- Evaluation of the student's performance throughout the Practicum will take place informally and via written assessments. In situations where students are working in a community school or site, the *Practicum Evaluation* is completed by their cooperating site supervisor. Site supervisors are also asked to complete a *Program Survey* which is a part of the student field evaluation. Students will complete an evaluation of their site and supervisor.
- Students are required to make 2 audiovisual tapes of their 1:1 sessions to be reviewed in Practicum class. A sample taping consent form is found in *Appendix O*.

INTERNSHIP REQUIREMENTS (APPENDICES T AND U)

The program requires students to complete a supervised internship of 600 clock hours. This Internship is broken into two 300 hour experiences, Internship I and Internship II. Internship I is begun after the successful completion of the student's Practicum; Internship II is begun after successful completion of Internship I. As with Practicum, these decisions are made in conjunction with the students' advisors, course instructors, and the Director of Program Administration and with input from their site supervisors. Counselor Education faculty member approval must be given indicating that Internship placement prerequisites have been met, and the student demonstrates satisfactory professional dispositions. The Internships provide an opportunity for the student to perform, under supervision, a variety of counseling activities that a professional counselor in their discipline is expected to perform. The student's Internships include all of the following:

- 240 hours of direct service with clients appropriate to their program of study.
- Weekly one- hour direct supervision on site by their supervisor.
- An average of one and one half hours per week of group supervision, provided on a regular schedule throughout the Internships, usually performed by a program faculty member, with a faculty ratio of 12:1.
- Academic supervision is provided throughout the duration of the semester. Details as to how this is accomplished are outlined in the course syllabi.
- The opportunity for the student to become familiar with, in addition to direct service, a variety of professional activities (e.g., record keeping, supervision, information and referral), as well as attendance at in-service and staff meetings.
- The opportunity for the student to develop at least two audio and/or videotapes of the student's interactions with clients/students for use in supervision and at least one audio and/or videotapes of a student's interactions with a peer for use in supervision.
- The opportunity for the student to gain supervised experience in the use of variety of professional resources such as assessment instruments, technologies, print and non-print media, professional literature, and research.
- A formal evaluation of the student's performance during the internship by a program faculty member in consultation with the site supervisor; this is done through formalized Internship Evaluation Forms to be completed by the site supervisor, at 300 hours, and reviewed with the intern, a copy of which goes to the Internship professor. Site supervisors are also asked to complete a *Program Survey which is a part of the evaluation of the student*. Students complete an evaluation of their site and supervisors. (*Appendix P*)
- **DIVERSITY EXPERIENCE:** It is important for students to work with a diverse clientele, especially clients and students from underrepresented, marginalized, and minority groups. It is encouraged that students receive this experience within their placement sites and within their coursework through study and research.

VI. CREDENTIAL REQUIREMENTS

It is the responsibility of the student to review their individual state requirements regarding licensure and certification.

School Counseling Certification (NY residents)

For school counseling students located in NY, SBU will only provide endorsement for certification after you have completed the entire 60 credit program. SBU will not provide endorsement for a 48 credit hour provisional certificate. While students can choose to apply for a provisional certification at 48 credit hours, we do not recommend or encourage this. The rationale for this is students who have applied for their provisional certification at 48 credit hours have had their applications pending for increasing amounts of time with many having their application for provisional still pending upon graduation. NYS does not allow for you to have your provisional and certification for internship pending and in review at the same time. This leads to students losing money as they have now paid for both.

Registered SBU Program: The School Counseling program is registered with the NY State Education Department. Registration signifies that the educational courses meet the criteria required by the state, making candidates who have successfully completed the 60 hours program eligible to apply for the provisional certification in school counseling. The only candidates recommended {endorsed} for School Counselor certification in NY by the School of Education are those who have successfully completed the School Counseling Master's degree in its entirety.

Certification: Once the Director of Program Administration receives the Official Graduation List from the Registrar's Office (***approximately four weeks after graduation***) ***School Counseling*** Graduates in New York State will automatically be recommended in TEACH for their provisional ***and*** permanent/professional certification by the Director of Program Administration. Make sure you have a TEACH account prior to your graduation. The Director of Program Administration will contact you once you have been recommended by email with the steps to start the TEACH application process for New York. ***It is essential that School Counseling students apply for certification immediately post-graduation after you are contacted by the Director of Program Administration as certification requirements are open to change and graduate data is not kept indefinitely in the state databases. Currently, files are kept for ten years, then they are destroyed.*** Graduates should keep records of their clinical experience, hours logs, evaluations, and other essential documentation for any future needs that arise.

Permanent Certification: Additional coursework is available for post-master's degree students seeking permanent certification in school counseling in New York State. Admission to the School Counseling Advanced Certificate of Study program is accomplished through application to the Office of Graduate Studies.

Students in the online program seeking school certification in states other than New York should contact that state's Educational Office or Board of Education in regards to their specific requirements. As an institution, we cannot guarantee certification and/or licensure outside of NYS. You should also receive an email regarding certification in your state from your Student Success Coach upon entering the program. The SSC will provide a resource on certification in your state, but it is the student's responsibility to know and understand the certification requirements of their state of residency.

Mental Health Licensure (NY residents)

Registered SBU Program: The Clinical Mental Health Counseling program is registered with the NY State Education Department. Registration signifies that the educational courses meet the criteria required by the state, making candidates who have successfully completed the 60-hour program eligible to apply for the Mental Health Counselor license. Upon graduation, students should complete the application for the Mental Health Counselor Licensure. This application is available through the NY State Office of Professions, [www.nysed](http://www.nysed.gov). Please visit: <http://www.op.nysed.gov/prof/mhp>.

Students in the online program seeking licensure in states other than New York should contact that state's licensure board in regard to their specific requirements. You should also receive an email regarding licensure

in your state from your Student Success Coach upon entering the program. The SSC will provide a resource on licensure in your state, but it is the student's responsibility to know and understand the licensure requirements of your state of residency.

Note: see Appendix A6 for additional information on the License for Mental Health Counselors.

Teaching Certification

Teaching Certification: The School Counseling program, (**NOT** Clinical Mental Health) does meet the criteria for permanent teacher certification in the State of New York (provided the candidate enters the program with initial NY teaching certificate). Graduates seeking Teaching Certification outside of the state of New York should consult the relevant state's education department.

VII. EXIT CRITERIA

Graduation criteria: In order to be awarded the degree in Counselor Education (Clinical Mental Health or School Counseling), students must have a cumulative minimum GPA of 3.0. They must be in good academic and professional standing in the program, and have successfully completed the Practicum, Internship I and Internship II. In addition, students must have submitted an eFolio showing professional growth and accomplishment, and have successfully passed a counseling examination. Students who have met all of the above requirements are approved for graduation, and endorsed for applications for credentials. Specifically, the eFolio and the exam involve the following:

eFolio

- Each student is required to complete a professional e-portfolio during the Internship I class, prior to graduation.
- Criteria for this e-portfolio evaluation are described in the appendices of this Handbook (*Appendix B1*)
- E-portfolio components and format are addressed early in Practicum, and further discussion continues in internship I class.
- Completed e-portfolios are to be completed the semester of Internship I.

Comprehensive Counseling Examination

- Each student is required to take and pass a national, comprehensive counseling examination (e.g. CPCE) or an exam designed by the Counseling Education Core Faculty.
- Students will apply to take their comprehensive exam the semester prior to when they are expected to take it (if following initial plan of study this would be during your practicum). The application and deadline will be sent via the CE Moodle Group.
- This examination is to be completed during the semester they take Internship I
- In the case of a non-passing performance by a student, i.e., either failing the test or a section of the test, the student is required to complete remediation questions pertaining to the failed areas prior to graduation.

Career and Professional Readiness Center

Students are encouraged to take advantage of the services offered by the University's Career and Professional Readiness Center (CPRC). Face-to-face and virtual appointments are available.

Students are encouraged to use InterFolio, an online dossier site (<https://www.interfolio.com/>) to set up a career file.

Graduation

Students who have successfully completed all of their required coursework may attend the Commencement Ceremony held in May or the December Recognition Ceremony. Those students who have successfully completed all of their required coursework except for one course may petition to walk at the Graduation ceremony.

VIII. PROGRAM EVALUATIONS AND DISSEMINATION OF INFORMATION

Evaluations

See Appendices for forms (*Appendices D – G*)

- **Student Survey:** Students at the end of each year of study will be asked to complete a student survey, in which the program is evaluated.
- **Supervisor Survey:** Site supervisors of Practicum and Internship students will be asked to complete a survey in which the program is evaluated. This survey will be done in conjunction with the completion of the field evaluation of the students.
- **Alumni Survey:** Every 3 years, alumni will be asked to complete an alumni survey, in which the program is evaluated. (available online; recently developed)
- **Employer Survey:** Every 3 years, employers of our graduates will be asked to complete a survey in which our program and the alumni are evaluated. (available online; recently developed)

Dissemination of Program Information:

There are multiple means by which program information is disseminated. Alumni receive information from the dean's alumni newsletter and the alumni office. Program information is posted on our website and Moodle Page. A Counselor Education Program Advisory Board exists which is comprised of community supervisors, administrators, partners; alumni and current students.

APPENDICES

APPENDIX A: ETHICS AND PROFESSIONALISM

1. Ethical and Professional Guidelines

ACA and discipline specific guidelines are introduced, distributed, and reviewed during students' first course of study, 'Introduction to the Profession of Counseling'. ACA guidelines may be found at www.counseling.org/resources/codeofethics.htm. In addition, general program ethical and professional guidelines to which all students are expected to adhere include:

The following professional expectations must be maintained throughout students' course of study.

1. Respect of and compliance with the following guidelines:

- i.** Professional standards [i.e., ACA Code of Ethics]
- ii.** Federal & State laws
- iii.** University, program and field policies and protocols [e.g., completion of IRB for research studies, Mandated Reporter Child Abuse, Safe Schools and Violence Prevention trainings; avoidance of corporal punishment to a child on site].

2. Creation of learning, counseling environments that are:

- i.** Affirmations of diversity in all its forms.
- ii.** Respect for the dignity & worth of all persons.
- iii.** Promotions of social justice.
- iv.** Collaborations within the community.

3. Demonstration of professionalism via:

- i.** Use of appropriate professional dress, language & behavior.
- ii.** Maintenance of role consistent with graduate students in training.
- iii.** Preservation of confidentiality; avoidance of dual relationships.
- iv.** Academic honesty.
- v.** Appropriate notification in regards to limited amount of absences.

4. Demonstration of active participation in the learning process in class & on site as demonstrated by:

- i.** Complete review of the *Counselor Education Program Handbook*.
- ii.** Timely preparation of required work, participation and follow through.
- iii.** Use of reflection, critical thinking.
- iv.** Receptiveness to feedback.
- v.** Demonstration of initiative, responsible nature.

APPENDIX B: SAMPLE PLAN OF STUDY

You will be provided your specific plan of study by your student success coach when you begin the program. This is what you will follow for registration each semester. Courses should not be taken out of sequence and doing so may result in a delay of graduation. You are not able to take your clinical courses (CE 610, 620A, 620B, 625A, or 625B) earlier than scheduled on your plan of study. Any adjustments to your plan must be made with your faculty advisor.

The following is an example of a CMHC plan of study

Course #	Course Title	When Taken
CE510	INTRO TO THE PROF OF COUNSELING	FALL A 21
CE500	RESEARCH METHODS	FALL B 21
CE530	THEORIES AND TECHNIQUES OF COUNSELING	SPRING A 22
CE636	SEMINAR: CMH COUNSELING	SPRING B 22
CE550	GROUP COUNSELING	SUMMER A 22
CE662	RESIDENCY 1	SUMMER A 22
CE511	ADVANCED HUMAN GROWTH & DEV	SUMMER B 22
CE560	PSYCHOLOGICAL TESTING & ASSESSMENT	FALL A 22
CE638	MULTICULTURAL COUNSELING	FALL B 22
CE570	CAREER COUNSELING	SPRING A 23
CE540	ABNORMAL PSYCHOLOGY	SPRING B 23
CE642	INTRO TO CRISIS COUNSELING	SUMMER A 23
CE663	RESIDENCY 2	SUMMER A 23
CE649	FAMILY & COUPLES COUNSELING	SUMMER B 23
CE610	PRACTICUM	FALL A AND B 23
CE634	INTERVENTIONS	FALL B 23
CE625A	INTERNSHIP 1	SPRING A AND B 24
CE637	MANAGEMENT OF CMH PROGRAMS	SPRING B 24
CE625B	INTERNSHIP 2	SUMMER A AND B 24
CE640	INTRO TO ADDICTIONS	SUMMER A 24

The following is an example of a SC plan of study

Course #	Course Title	When Taken
CE510	Intro to the Prof of Counseling	Fall A 21
CE500	Research Methods	Fall B 21
CE530	Theories/Techniques of Counseling	Spring A 22
CE631	Seminar in School Counseling	Spring B 22
CE550	Group Counseling	Summer A 22
CE662	Residency 1	Summer A 22
CE511	Advanced Human Growth/Development	Summer B 22
CE560	Psychological Testing & Assessment	Fall A 22
CE638	Multicultural Conseling	Fall B 22

CE610	Practicum	Spring A & B 23
CE570	Career Counseling	Spring A 23
CE630	Program Management of School Counseling	Spring B 23
CE632	Children & Adolescent Counseling	Summer A 23
CE663	Residency 2	Summer A 23
CE650	School Counseling & Special Education	Summer B 23
CE620A	Internship 1	Fall A&B 23
CE634	Interventions	Fall B 23
CE620B	Internship 2	Spring A&B 24
CE633	Trauma & Crisis Informed School Counseling	Spring A 24
CE540	Abnormal Psychology	Spring B 24

APPENDIX C: GUIDELINES AND SAMPLE CHECKLIST FOR STUDENTS

Timeframe	Content	Done
Start of Program	Meet with Adviser: Course registration & Develop Plan of Study	
Start of Program	For all School Counseling students: complete Child Abuse Reporting, Safe Schools & DASA Workshops	
Start of the Program	Review: Counselor Education Handbook [& Professional Disposition Form]	
Start of the Program	Attend: Program & Field orientations	
Start of the Program	Attend Experiential Groups	
Early in the Program	Obtain: ACA [or ASCA /AMHCA/ARCA] membership, professional liability insurance & fingerprint clearances (if required)	
Early in the Program	Meet with Adviser & Director of Program Administration Application for and decision regarding Practicum	
Early in the Program	Meet with Adviser: Course registration; Update Plan of Study; Discuss Internship I	
Early in the Program	Attend: Practicum Group & Individual Supervision	
Later in the Program	Do: Application for Internship I Do Evaluation of Practicum Site and Supervisor Have Supervisor complete Program Survey and Practicum Evaluation	
Later in the Program	Renew: ACA membership, liability insurance	
Later in the Program	Consider: Joining CHI SIGMA IOTA	
Later in the Program	Meet with Adviser: course registration; update Plan of Study; discuss Internship II	
Later in the Program	Attend: Internship Group Supervision	
Later in the Program	Do: Application for Internship II Do Evaluation of Internship I Site and Supervisor Have Supervisor complete Program Survey and Internship Evaluation	
Later in the Program	Attend: Internship Group Supervision	
Later in the Program	Do: Evaluation of Internship II Site and Supervisor Have Supervisor complete Program Survey and Internship Evaluation	
Internship I	Complete comp exam	
Internship I	Submit: eFolio	
End of the Program	Graduation Application	
End of the Program	Complete: Student Program Survey	

POST GRADUATION

Credentials

- Apply for School Counseling Provisional Certification **OR**
- Complete application for NY state Mental Health Counselor License

Surveys

- Complete Alumni Survey
- Have Employer complete survey

Advanced Certification Courses

- Complete application for advanced certification study
- Meet with advanced certificate of study adviser to complete a plan of study

APPENDIX C1: STUDENT IMPROVEMENT PLAN

This form is to be completed when a student has been notified about areas of improvement, deficiencies or problems in their graduate program of study in Counselor Education. It is to be reviewed with the student and signed by the student, academic adviser, and where pertinent, program director, the departmental dean and/or the cooperating site supervisor.

Student Name _____

Track _____

Faculty Advisor _____

Cooperating Site Supervisor _____

Date _____

The following presenting problem(s) have been identified. The associated objectives and goals were discussed and agreed upon all parties involved.

Presenting Problem (s)

Core faculty have identified the dispositional concerns of (list the appropriate professional dispositions) as evidenced by: (list the student's behavior that is of concern) _____

Objectives & Goals:

Goal 1: Improve in the dispositions of _____

Objective 1: In order to assess the student's ability to improve in the dispositional areas highlighted above, they will be asked to engage in several tasks that will demonstrate their ability to reflect on their areas for growth in each of the dispositional areas as well as to develop a plan to improve upon the identified presenting problems.

This contract specifies parties to be involved, responsibilities that each party will perform and the timeframe for completion of these tasks.

Student	Tasks	Deadline
First & Last Name	Example of tasks listed below: Reflective essay Detailed action plan Video response	Due by (provide date/time)

Faculty	Interventions	Deadline
First & Last Name	Evaluate reflective essays, video response and detailed action plan	Due by (provide date/time)

Cooperating Site Supervisor	Interventions	Deadline
First & Last name	Provide information as needed	Due by (provide date/time)

Tasks to be Completed*

Please complete these tasks in APA format and in the following order:

Task 1

Specific growth tasks and reflective activities will be provided in the remediation plan. The student will be given an opportunity to ask questions

Task 2

Specific growth tasks and reflective activities will be provided in the remediation plan.

Task 3

Specific growth tasks and reflective activities will be provided in the remediation plan.

*Most remediation plans require students to complete anywhere between 2-5 tasks depending on the dispositional concerns.

The statement below is included in all remediation plans.

All tasks must be completed and submitted to advisor by the established deadline (insert date) . Failure on the part of the student to complete and submit tasks may result in dismissal from the program. If tasks have been submitted by the deadline but one or more tasks are not completed satisfactorily, the student will not be allowed to register for courses until this is remedied with completion of all tasks. Any student that completes a remediation plan successfully but continues to exhibit dispositional concerns thereafter may be dismissed from the program at the end of the term.

Please note the completion of remediation goals does not necessitate that the dispositional requirements for the profession have been displayed accordingly. It will take active effort on the part of the student to engage in reflective practice in demonstrating professional dispositions as they interact with faculty, staff, students, clients and site supervisors.

Student Signature

Date

Advisor Signature

Date

APPENDIX C2: ASSIGNMENT EMERGENCY EXCEPTION REQUEST

In efforts to standardize expectations across the curriculum, the formal late work policy for the Counselor Education Program is that work submitted past the due date/time will receive a grade of zero on the assignment. Students who have an emergency situation may complete this form to request an extension on one required task in the course. **Emergencies include: unexpected hospitalization (this does not include planned surgeries), a note from your medical doctor indicating your inability to complete school work for a specified period of time, unexpected death in your immediate family, sudden military deployment, or natural disaster. Reasons that will NOT be considered include but are not limited to - internet outage, technical issues, vacations, birthdays, or not feeling well that day.** Please remember that you receive your syllabus with all assignment and discussion instructions, rubrics, and due dates during preview week. It is your responsibility to plan ahead and be mindful of when your items are due. If you require ongoing accommodations, please contact the Accessibility services and accommodations office <https://www.sbu.edu/life-at-sbu/student-services/student-success-center/accessibility-services-and-accommodations>

Student Name _____

Faculty Instructor _____

Course _____

Assignment to be submitted late _____

Date of request _____

Assignment original due date _____

Emergency request reason _____

I understand that submitting this request does not indicate the exception will be granted. I understand that if it is not granted, I will receive a grade of zero for this task and that if it is granted I will be given a specific due date/time that I must submit the work by. If I miss that extension, I will receive a grade of zero for the task. I also understand that these exceptions will be tracked by the program and if I submit multiple exception forms, I will be reviewed by the faculty at the student of concern meeting and be placed on a possible remediation plan. I understand that my course instructor may consult with core faculty and that my name and information may be brought up in students of concerns meetings to best support my development.

Student Signature

Date

Faculty decision:

Exception granted _____

New due date and time _____

Exception denied _____

Faculty Signature

Date

APPENDIX D: STUDENT EVALUATION OF SITE AND SUPERVISOR

Student _____ Date _____

Site _____ Cooperating Site Supervisor _____

Assessment Scale

2 pts = Target performance; exceeds expectations

1 pt = Acceptable performance, meets expectations

0 pts = Unacceptable performance, does not meet expectations

N/E = No Evidence

Area	T (2 pts)	A (1 pt)	U (0 pts)	N/E	Comments
Overall Training Experience					
Receptiveness to Students					
Work Space					
Appropriate Caseload Size					
Appropriate Caseload Type					
Diversity of Caseload					
Ability to Tape					
Supervision Process					
Supervisor Knowledge					
Supervisor Style					
Supervisor Accessibility					
Mentoring Opportunities					
Feedback and Guidance					
Paperwork Assistance and Review					
On-Site Professional Meetings					
Continuing Education Opportunities					
Resource Material Availability					
Evaluation Procedures					
Learning Possibilities					
Overall Placement Rating					

Would you recommend this placement to other students? _____ YES _____ NO

Why or Why Not? (comments on back):

APPENDIX E: EVALUATION OF THE PROGRAM BY SUPERVISOR

Thank you for taking the time to supervise our Counselor Education students during their field placement at your site. In an effort to continue to improve our program we are asking you to complete the following short survey and return it with the Field Evaluation Form. Your input is of great value to us and we appreciate you taking the time to assist us.

Level of SBU students supervised (check all that apply): Practicum __ Internship I __ Internship II __

Setting: Agency _____ School _____ Other (Specify): _____

Please use the following scale in regard to each question. [Please answer each question based on the pool of SBU students you have supervised, and collaboration with our program]. Use the norm of students at their specific level of training in an academic program.

Above Target: level beyond that of a graduate program; comparable to that set forth by agencies and schools for working professionals

Expected Target: level expected for a graduate program

Developing: Lacking consistency

Inadequate: level below that expected of a graduate program

NE= No Evidence

Program:

The expectations set forth by SBU regarding student performance are clear and applicable.

The expectations that SBU has for site supervisors role and obligations are clear and reasonable.

Level of communication with program faculty

Level of support with student concerns from program faculty

In comparison to all the students you supervise, how would you rate the SBU students?

If given the opportunity would you hire a graduate of SBU Counselor Education program?

Identify 2 strengths of the SBU Counselor Education Program:

1.

2.

Identify 2 suggestions for the SBU Counselor Education Program:

1.

2.

Identify 2 needs you have as a supervisor:

1.

2.

ADDITIONAL COMMENTS

APPENDIX F: ALUMNI SURVEY

Directions: This survey is to be completed by alumni every three years.

School Clinical Mental Health Year Graduated _____

Time after graduation employed in the field _____

Certifications/licenses held (specify) _____

Please rate each of the areas below according to the following scale:

2=Target (*beyond what is expected at typical academic programs*)

1=Adequate (*equivalent to what is expected for an academic program*)

0=Inadequate (*below what is expected in an academic program*)

N/E=No Evidence

Item	Rating [T, A, I Or N/E]	Comments
Course Content		
Course Sequence		
Registration Process		
Professor Knowledge		
Professor Accessibility		
Field Placement Process		
Field Experience		
Adviser		
Mentoring		
Professional Development Opportunities		
Community Service Opportunities		
Phi Rho		
Comprehensive Preparation		
E-folio Preparation		
Work Readiness Preparation		

Identify 2 strengths of the program:

1. _____
2. _____

Identify 2 suggestions for program improvement:

1. _____
2. _____

Identify 2 needs you have as alumni from our program:

1. _____
2. _____

Additional Comments [you may use the back side of this form for comments]:

APPENDIX G: EMPLOYER SURVEY

Thank you for taking the time to complete this survey in regard to the hiring of our Counselor Education graduates. Your input is of great value to us and we appreciate you taking the time to assist us!

How many graduates have you hired? _____

Setting: Agency _____ School _____

Please use the following scale in regard to each question. (Please answer each question based on the pool of SBU counselors you have hired, and collaboration with our program). Use the norm of counselors at their specific level of training at the time of being hired.

3= Target (level beyond that of most graduates hired; advanced skills)

2= Adequate (level expected for a graduate)

1= Inadequate (level below that expected of a graduate)

General Counselor Dispositions:

Level of Professionalism	3	2	1
Maturity	3	2	1
Academic Preparation	3	2	1

Counselor Skills:

Communication Skills	3	2	1
Counseling Skills			
Writing Skills	3	2	1
Organizational Skills	3	2	1
Technology Skills	3	2	1

In comparison to all the counselors you have hired, how would you rate the SBU counselors?

Top 5% _____ **Top 10%** _____ **50%-90%** _____ **Below 50%** _____

Identify 2 strengths of the SBU Counselor Education Preparation of Counselors:

- 1.
- 2.

Identify 2 suggestions for the SBU Counselor Education Preparation of Counselors:

- 1.
- 2.

Identify 2 needs you have as an employer:

- 1.
- 2.

Prioritize the reasons you hire our students, with 1 being the most important and 5 the least important:

- _____ Availability
- _____ Qualifications
- _____ Work Readiness
- _____ Maturity

Other (specify):

Additional Comments (You may use the back side of this survey):

APPENDIX H: PRE-PLACEMENT MATERIALS – PRACTICUM & INTERNSHIP

SELF-REVIEW LIST (Modification of Baird, 1999)

This checklist is designed to help students review their training needs in preparation for meeting with cooperating site supervisors. This form is meant for self-reflection, in preparation for fieldwork.

- **Previous Field Experience**
Review any previous field experiences you have had.
- **Academic Classes & Skills Training**
List any coursework or skills training that would be relevant to a field placement.
- **Time**
Carefully consider the program requirements, current life commitments, realistic amount of time that can be allocated to this placement each week, and specific days and times you will or will not be available. *Please note that you will not be able to work full-time and complete your internship requirements unless your place of employment allows you to have a flexible schedule.*
- **Setting**
Consider settings, which would best match your abilities and interests. Indicate prior coursework or experience relating to such settings. Do not choose Private Placements or places of work unless your employer can provide you with a separate work and practicum/internship schedule.
- **Population**
Review types of people (e.g. presenting concerns, ethnic or cultural backgrounds) you are most interested in working with at this point in your training. List any prior student courses, training, or experience with working with these groups.
- **Treatment Approach**
Think about your skill level in, and comfort with, various theoretical orientations and treatment approaches.
- **Learning Opportunities**
Explore your desired field learning opportunities, and level of involvement and responsibility.
- **Supervision Style & Supervision**
Consider your preferences in regard to supervisor personal qualities and styles.
- **Career Plans**
Review the experiences, which will be most helpful to you in regard to future job searches or higher academic pursuits.
- **Safety & Risks**
Evaluate your concerns regarding the limits of your ability or knowledge as well as concerns related to personal safety or risks in the field.
- **Peers**
Explore any preferences you may have regarding placement of peers in conjunction with yourself, and reasons for such preferences.
- **Other Comments**

APPENDIX I: FIELD PLACEMENT CONSIDERATIONS

This form is to help students review issues important to the choice of a placement site.

- **Students**
What is the student role? What are the expectations of students? How is the student role explained, addressed and treated in the setting? How are students introduced? Are there other interns who work there? If so, how many and what are their discipline backgrounds? What is the space available for students? Is it a one or two semester commitment? What are the expectations regarding students' weekly schedules? What is the student cancellation policy?
- **Professionals**
How many and what type of professionals work at the site? What additional staff works there? What is the staff turnover rate? What is the availability of mentors?
- **Site**
What is the site location? Accessibility? Funding sources? Site days and hours? Safety concerns? What is the site's mission statement? Do they have a protocol manual? What community resources does this site have interaction with? Site accreditation?
- **Taping**
Are students allowed to tape? What is the site's theory and practice regarding taping? What types of tapes can be made (audio or audiovisual)? Is there a standard taping consent available?
- **Supervisors**
How are supervisors assigned? What are the site's expectations of supervision? Where will supervisors be in relation to where the student is working? What is the general accessibility of the supervisor beyond designated supervision meetings? If there are multiple supervisors involved, how will communication occur? How often will supervision occur? How will the primary evaluations be done? Who is designated as the primary supervisor?
- **Workload**
What is the overall student workload? What are the case management duties students are expected to perform? Is there time for students to process issues and consult with supervisor and other counselors on site?
- **Case Assignment & Reviews**
Is there a screening process for case assignment to students? Who will be assigning the cases? How soon will cases be assigned? How many cases will the student be assigned to? What types of cases are given to students? Are there case reviews?
- **Population**
What are the ages of the site's population? What are their types of presenting problems? What is the average length of counseling? What is the recidivism rate?
- **Treatment Approaches**
What type of treatment modalities is utilized (e.g., individual, group, family)? Is there a particular theoretical orientation of the site?
- **Professional Development**
What kind of professional meetings occur on site (e.g., case conferences, staff meetings, in-services)? Are students allowed to attend? Are outside workshops and trainings available to students time-wise? Is student involvement in these professional development opportunities covered financially?
- **Liability Issues**
What type of insurance does the site carry in regard to students? Are students expected to transport clients/students? Do home visits? What is the site's crisis protocol?
- **What are the future job possibilities?**

APPENDIX J: FIELD PLACEMENT REQUEST APPROVAL AND APPLICATION

St. Bonaventure University
Counselor Education
Field Placement Application

Students are required to apply for practicum approval from their Faculty Advisor. Students will not be placed until the Director of Program Administration for Counselor Education, Mia O’Brien, receives this packet. Please fill out the appropriate information before sending to your advisor for their approval and signature. Please submit completed application to Ms. O’Brien at mobrien@sbu.edu. Applications are due by February 15th for those beginning their placements in Fall semesters. Applications are due by August 15th for those beginning their placements in Spring semesters. Applications are due by December 15th for those beginning their placements in Summer semesters. Failure to submit this completed application by the designated due dates may result in students not being placed until the following semester. This will then delay student graduation. Students are also required to attend or watch the clinical orientation prior to submitting this application.

Student Name: _____

Faculty Advisor: _____

Semester to begin Practicum: _____

Have you completed and passed CE 530 Theories & Techniques of Counseling? _____

Have you completed and passed CE 550 Group Counseling? _____

Are you currently on a remediation plan? _____

If you have been on a remediation plan have you completed the requirements? _____

Did you attend or watch the clinical orientation? _____

Please initial next to the following items to indicate you understand the policies in place and agree to adhere to them.

___ I understand I must attend all group supervision sessions and missing more than 1 will result in failing the course.

___ I understand that if I am fired by my placement site I will fail the clinical course and possibly be dismissed from the program.

I (Student name) agree to complete and submit all required paperwork to the EPPC office and/or my site placement in a timely manner. I understand that failure to do so may result in my inability to enroll in practicum and delay my graduation.

Student Signature

Date

I (faculty advisor name) have reviewed this student’s file and confirm they are eligible based on department requirements and ready to enroll in and begin their practicum placement.

SBU Faculty Signature

Date

PLACEMENT SITE: (work here? _____) CONTACT NAME:	PLACEMENT ADDRESS: CONTACT EMAIL:	<u>PHONE NUMBER:</u>
<u>(Office Notes:)</u>		
PLACEMENT SITE: (work here? _____) CONTACT NAME:	PLACEMENT ADDRESS: CONTACT EMAIL:	<u>PHONE NUMBER:</u>
<u>(Office Notes:)</u>		
PLACEMENT SITE: (work here? _____) CONTACT NAME:	PLACEMENT ADDRESS: CONTACT EMAIL:	<u>PHONE NUMBER:</u>
<u>(Office Notes:)</u>		

VII. CLEARANCES

Attach the following documents with this Form and send them electronically to: mobrien@sbu.edu

A. Practicum:

- ACA or ASCA Membership & Liability Insurance (need to have your membership before your practicum starts.)
- Resume

APPENDIX K: PLACEMENT GUIDELINES AND TIMELINE

PLACEMENT PREREQUISITES:

1. Review Program Handbook & Orientation.
2. Successfully complete required courses, and maintain 'B' or better average.
3. Maintain professional behavior.
4. Complete required clearances.
5. Obtain/Maintain ACA membership and individual professional liability insurance.
6. Obtain fingerprint clearances as state/site dictated (required for NY School Counseling students).
7. Talk with Director of Program Administration and Adviser to discuss placement options.
8. Await formal approval.

PLACEMENT ACTIVITIES:

1. Look at *Self-Review List* and *Field Placement Considerations* forms.
2. Develop a cover letter in which your experiences, placement interests and goals are described along with a resume.
3. The Director of Program Administration will work in conjunction with faculty to delineate site options for students.
4. Schedule a meeting with potential cooperating site supervisor. Share the 'Counselor Education Handbook' with potential site supervisors.
5. Attend field site interviews as requested. Have a placement decision made by the end of the semester before you are to start.
6. If an offer is made, set a short time frame (i.e., a week) to make a decision.
7. Notify potential cooperating site supervisor of both acceptances/rejections.
8. Formally start placement when semester begins. Informal shadowing may occur shortly before this time if cooperating site supervisor requests to do so, the adviser has been consulted and student's schedule permits. Prior to the Field classes starting, students should not begin student/client contact if they start the placement early.

PLACEMENT DECISION MADE:

1. Complete and return 'Initial Field Placement Information' form to Director of Program Administration.
2. Make sure the cooperating site supervisor has a copy of the *Counselor Education Handbook*.
3. A cover letter will be sent to the cooperating site supervisor to initiate program-site communication.
4. Develop site schedule. (Time on site must meet the academic requirements. Beyond this, the actual schedule needs to be negotiated between the student and cooperating site supervisor. Site involvement must be maintained during the Practicum and Internship classes).
5. Review *Counselor Education Handbook* and *Placement Roles and Responsibilities Overview* with cooperating site supervisor.
6. Clarify academic requirements and develop individual professional goals with cooperating site supervisor.

DURING PLACEMENT:

1. Maintain a *Log Record* of activities and hours.
2. Receive one hour of formal supervision each week from cooperating site supervisor throughout placement process. Establish times when cooperating site supervisor and other counselors are accessible for informal mentoring.
3. Be supervised in an individual or dyadic context once a week by faculty member/site supervisor working under a faculty member (Practicum). Attend group supervision by faculty member (Practicum student: faculty ratio of 12:1; Internship student: faculty ratio of 12:1.)
4. Tape two sessions and provide a copy to the faculty member for review and scoring. The student is to be observed in an actual counseling interaction, and a meeting with the cooperating site supervisor, student and instructor ensues. Tape one session with a peer and provide a copy to the faculty member for review and scoring.

EVALUATIONS:

Practicum

1. Complete minimum of 40 counseling hours.
2. Submit log records reflecting these total hours to Practicum Instructor.
3. Complete and submit 2 audiovisual tapes to Practicum instructor for review.
4. Have cooperating site supervisor complete the *Supervisor evaluation of student* when hours and tapes are satisfactorily completed. Discuss the *Practicum Evaluation* with your supervisor and the supervisor should electronically return the evaluations to Practicum Instructor.

Internship I and II

1. Complete log records and submit records of total 300 hours, 120 of which is direct service to Internship Instructor.
2. Complete 2 audiovisual tapes
3. Have cooperating site supervisor complete the *Supervisor evaluation of student*, at 300 hours of Internship. The supervisor should electronically return the evaluations to Internship Instructor.

END OF PLACEMENT

1. Complete the *Student Evaluation of Site and Supervisor* in regard to all placements, and return to instructor. Cooperating site supervisors will be asked to complete the *Supervisor Survey*.
2. May ask cooperating site supervisors for a letter of recommendation for credential file.

PLACEMENT Roles & responsibilities Overview

The roles and responsibilities of the cooperating site supervisors, university faculty members and student interns are described below.

An educationally focused field experience is a vital part of the St. Bonaventure University Counselor Education Program, allowing graduate students to apply theoretical information in practical settings. In addition, a structured training experience within the community is required that is based on the guidelines set forth by CACREP (Council for Accreditation of Counseling and Related Educational Programs). This learning agreement represents an agreement between St. Bonaventure University and the site named above. The agreement outlines the responsibility of the University, the site, and the student.

I. SITE RESPONSIBILITIES:

The cooperating site supervisor's role during the pre-placement phase is to clarify student application procedures and be involved in the interview process. They may also be asked to complete a 'Site Description' form. When a student is placed, there is a phase-in period whereby students are indoctrinated to the policies and procedures of the site, case management guidelines are reviewed, services and resources are described, staff introductions are made, shadowing of cooperating supervisors occur and observations of counseling sessions take place.

The training period involves screening and assignment of cases to students, consultation and feedback, arrangement of additional mentoring experiences, review of written work and evaluation and communication of student progress both verbally and via written evaluation forms.

Note: Students seeking advanced certification training will have their individualized training needs assessed by the site's senior staff and program faculty members.

Throughout the placement, cooperating site supervisors are expected to provide students with one hour of weekly formal supervision to address content and process issues. Additional mentoring by and consultation with cooperating site supervisors and other site staff should be available to students. Supervisors are asked to provide students with appropriate training conditions and workspace. Sites are not expected to financially compensate students for services provided.

Cooperating site supervisors are to maintain ongoing communication with the university, especially when questions or problems arise. Supervisor feedback regarding student progress is highly valued with respect to the determination of final grades and overall student standing.

Specifically, cooperating site supervisors are responsible for:

- Registering for the Counselor Education Site Supervisor Moodle site
- Review of the university's *Counselor Education Handbook* and field training requirements via the SBU Moodle site
- Indoctrination of the student to the site
- Familiarization of the student with site protocols and policies
- Introduction of the student to other staff and coordination of learning experiences involving other staff members
- Shadowing and observations of student counseling sessions
- Screening and assignment of cases to the student; assistance with taping requirements
- Provision of paperwork assistance and review to the student
- Observation of and feedback to the student regarding professional behavior
- Provision of weekly one hour supervision sessions to focus on specific case issues, counseling interventions and topics, and student's professional development
- Exposure of the student to as many aspects as possible of the site in relation to the counseling role
- Provision of ongoing feedback to the student regarding their progress
- Completion of a written evaluation of the student (at the end of Practicum, and at 250 hours of Internship) should be sent to the field training professor.

- Review of the student evaluation with the student before it is sent with a cover letter to the university field training professor [It is highly recommended that students be active in the evaluation process and receive a copy of the written evaluation form.]
- Immediate notification of the field professor of any student issues; field coordinator of placement/system concerns
- Compliance with the ACA [American Counseling Association] Code of Ethics

The site will not be required to compensate the student for work done in the field placement setting, but agrees to provide appropriate space and work resources for the students.

The site reserves the right to terminate the student contract for any reason and the student will be immediately removed from the field site.

II. PROGRAM RESPONSIBILITIES:

The program faculty members, along with the Director of Program Administration, are responsible for the timely dissemination of training materials and information to students and supervisors. Faculty should provide students with an opportunity to share and discuss training experiences and a forum to enhance counseling skills. They are to monitor training development. Students may obtain information from faculty related to degree, certification, and licensure requirements, and insurance coverage and professional organization membership.

Specifically, program faculty members are responsible for:

- Development of general academic training objectives and individualized training needs assessments
- Communication of training objectives to students and cooperating site supervisors
- Provision of all necessary paperwork by the Director of Program Administration to the cooperating supervisor, including the *Counselor Education Handbook*, Field Training Evaluation, and Program Survey, at the start of the field experience
- Ongoing networking and coordination via site visits, phone calls, written correspondence
- Review and evaluation of student tapes
- Academic advisement and supervision in conjunction with field courses
- Assignment of student grades
- Mediation and remediation where appropriate [i.e., if the issue is a placement rather than a class or student issue, then the Director of Program Administration will follow up instead of the class professor]
- Compliance with ACA Code of Ethics

The Director of Program Administration is responsible for:

- Arrangement of a field training meeting of supervisors early in students' first semester
- Collection of clearances
- Initial contact and assistance with site placements
- Communication of any program changes
- Distribution of *Counselor Education Handbooks* to cooperating site supervisors
- Dissemination of any supervision reimbursement information

III. STUDENT RESPONSIBILITIES:

Students are responsible for obtaining placement sites under the guidance of university faculty members. They need to be aware of the academic training requirements and their own individualized learning objectives. Students are to engage in professional, ethical and legal behavior at all times. They are to obtain individual ACA membership and professional liability insurance successfully complete required courses and trainings and receive formal faculty approval prior to the start of their field experience.

Note: all students in the School Counseling seeking NY certification must also be fingerprinted. Many agency sites also require fingerprints of students in the Clinical Mental Health program; students will process these as per the requirements of the agency. Note, for online School or Clinical Mental Health Counseling students, it is important they check their State Education Requirements in regards to fingerprints.

Specifically, students are responsible for:

- Obtaining necessary clearances within the required academic deadlines
- Knowledge of and compliance with site policies and procedures
- Development of a resume and cover letter
- Acquisition of appropriate counseling and tapping consents; preservation of confidentiality
- Completion of required site and academic paperwork in a timely manner
- Maintenance of a log of site hours and activities
- Preparation for supervision
- Consultation where appropriate, balancing guidance needs with independent maturity
- Completion of required hours, within the agreed upon timeframe
- Communication with cooperating site supervisors and university faculty members
- Contact the Director of Program Administration of any on site concern. Issues in terms of completion of class requirements should be addressed with the Field Professor
- Professional presentation and behavior
- Compliance with ACA Code of Ethics
- Check your school email a few times per week if not daily

APPENDIX M: Internship 1 Informational Form

The following form must be submitted to Ms. O'Brien to confirm plans for your internship 1 placement

ST BONAVENTURE UNIVERSITY

Counseling Internship 1

PERSONAL INFORMATION (Print Clearly)

<u>NAME</u>	<u>ADDRESS</u>	<u>PHONE</u>

PRACTICUM INFORMATION (Print Clearly)

<u>PLACEMENT</u>	<u>ADDRESS</u>	<u>PHONE</u>

<u>PRINCIPAL/DIRECTOR</u>	<u>EMAIL</u>

<u>SUPERVISOR</u>	<u>EMAIL</u>

INTERNSHIP 1 INFORMATION (Print Clearly)

Will you be continuing with your current Placement for Internship 1?

YES _____ or NO _____

IF YES:

LOCATION (If different than Practicum): _____

SITE SUPERVISOR NAME/EMAIL (If different than Practicum):

- Name: _____
- Email: _____

SITE SUPERVISOR SIGNATURE FOR INTERNSHIP 1:

This signature indicates that you will be able to provide the student with the following:

- 1 hour/week direct supervision
- 2 audio or visual session recordings to be shared with the Professor for evaluation purposes
- 120 hours DIRECT counseling and 180 hours INDIRECT counseling

_____ **DATE:** _____

(Signature of Site Supervisor)

IF NO:

Identify three placement sites to contact.

<u>PLACEMENT</u>	<u>ADDRESS</u>	<u>"X" if Employed here</u>

<u>CONTACT</u>	<u>EMAIL</u>	<u>PHONE</u>

12

<u>PLACEMENT</u>	<u>ADDRESS</u>	<u>“X” if Employed here</u>
<u>CONTACT</u>	<u>EMAIL</u>	<u>PHONE</u>

<u>PLACEMENT</u>	<u>ADDRESS</u>	<u>“X” if Employed here</u>
<u>CONTACT</u>	<u>EMAIL</u>	<u>PHONE</u>

****NOTES: (make sure the placements you list are taking interns)**

1. SCHOOL COUNSELING TRACK:

- a. List the School District AND the school building name; List HR AND Principal Name

2. CLINICAL MENTAL HEALTH TRACK:

- a. Research website and see if there are online applications for internship and complete them (typically under “contact” or “career”)

APPENDIX N: Internship 2 Informational Form

The following form must be submitted to Ms. O'Brien to confirm plans for your internship 1 placement

ST BONAVENTURE UNIVERSITY

Counseling Internship 2

PERSONAL INFORMATION (Print Clearly)

<u>NAME</u>	<u>ADDRESS</u>	<u>PHONE</u>

PRACTICUM INFORMATION (Print Clearly)

<u>PLACEMENT</u>	<u>ADDRESS</u>	<u>PHONE</u>

<u>PRINCIPAL/DIRECTOR</u>	<u>EMAIL</u>

<u>SUPERVISOR</u>	<u>EMAIL</u>

INTERNSHIP 2 INFORMATION (Print Clearly)

Will you be continuing with your current Placement for Internship 2?

YES _____ or NO _____

IF YES:

LOCATION (If different than Internship 1): _____

SITE SUPERVISOR NAME/EMAIL (If different than Internship 1):

- Name: _____
- Email: _____

SITE SUPERVISOR SIGNATURE FOR INTERNSHIP 2:

This signature indicates that you will be able to provide the student with the following:

- 1 hour/week direct supervision
- 2 audio or visual session recordings to be shared with the Professor for evaluation purposes
- 120 hours DIRECT counseling and 180 hours INDIRECT counseling

_____ DATE: _____
(Signature of Site Supervisor)

IF NO:

Identify three placement sites to contact.

<u>PLACEMENT</u>	<u>ADDRESS</u>	<u>"X" if Employed here</u>

<u>CONTACT</u>	<u>EMAIL</u>	<u>PHONE</u>

12

<u>PLACEMENT</u>	<u>ADDRESS</u>	<u>“X” if Employed here</u>
<u>CONTACT</u>	<u>EMAIL</u>	<u>PHONE</u>

<u>PLACEMENT</u>	<u>ADDRESS</u>	<u>“X” if Employed here</u>
<u>CONTACT</u>	<u>EMAIL</u>	<u>PHONE</u>

****NOTES: (make sure the placements you list are taking interns)**

- 1. SCHOOL COUNSELING TRACK:**
 - a. List the School District AND the school building name; List HR AND Principal Name
- 2. CLINICAL MENTAL HEALTH TRACK:**
 - a. Research website and see if there are online applications for internship and complete them (typically under “contact” or “career”)

APPENDIX O: PRACTICUM SUPERVISION AGREEMENT

St. Bonaventure University
Counseling & Educational Psychology
Practicum Supervision Agreement

The Counselor Education Program at St. Bonaventure University appreciates your willingness to have one of students at your site. The support of you as site supervisor and the support of your site is critical in helping develop the clinical skills of our students and future counselors. Please carefully review the expectations below and complete the required information and return to the student. If you have questions or feel your site cannot meet the supervision or site expectations, please contact our Practicum and Internship Coordinator, Dr. Ashley Luedke at aluedke@sbu.edu

Name of Student _____ Semester: _____

Name of Site _____

Name of Site Supervisor: _____ Title: _____

Name of SBU Group Supervisor: _____

Site Supervisor Qualifications: (to be completed by the site supervisor)

Highest degree: _____

Major: _____

Year Earned: _____

What licenses and/or certifications do you hold?

How many years of professional experience in this setting do you have? _____

Please describe training you have received in counseling supervision.

Expectations of the Practicum Site (to be completed by Clinical Director or Site Supervisor)

The Practicum Site agrees to: (please check each item to indicate agreement):

- ___ Provide the student with clinical experiences of a minimum of 100 hours of direct experience of at least 40 hours with clients/students in line with the job of a mental health counselor (individual, couple, family, and group counseling) or school counselor (individual or group counseling, student scheduling, classroom guidance).
- ___ Provide the opportunity for the SBU student to record (video or audio) their counseling (with client/student permission) for the purpose of clinical supervision. Permission of the client/student being seen will be received with a signed informed consent and release form. If recording is not possible in the setting, the site will allow the faculty group supervisor to provide clinical supervision through direct/live supervision.
- ___ Designate a primary on-site supervisor for the student who meets the qualifications delineated in the next section of this document.
- ___ The site will provide time for the on-site supervisor to hold either individual or triadic supervision with the student for at least one hour per week.

Expectations of the On-Site Supervisor

The Practicum Site Supervisor agrees to: (please check each item to indicate agreement)

- ___ The on-site supervisor must have a master's degree in counseling or a related area, hold appropriate certifications or licenses relative to the setting, have a minimum of two years of experience in the specialty area, and have received some training in counseling supervision.
- ___ The site supervisor will provide an average of one hour per week of individual or triadic supervision. Supervision entails use of direct evidence, such as reviewing recordings of sessions or live observation.
- ___ Provide the student with formative and summative evaluations of their counseling performance on an ongoing basis. The supervisor will meet with the SBU group supervisor at midterm and then submit a formal final evaluation at the end of the semester.
- ___ Provide the student the opportunity to become familiar with various professional activities and resources related to the setting, including technological resources. Exposing the student to other resources such as counseling curriculum, practice manuals, client resource materials, and opportunities to attend growth-producing workshops and staff development experiences is an important part of the growth of students.
- ___ Help the student with implementing theory into their practice as well as contributing to their development. Help the students understand legal and ethical considerations.
- ___ Provide the student with an appropriate setting to ensure privacy and client confidentiality, as well as office supplies and other appropriate needs to enable the student to function effectively.
- ___ The site supervisor will provide training for the student early in the semester in the site provisions for safeguarding confidential materials and in the policies expected of practicum or internship students working in the setting (such as dress codes and other expectations unique to the setting).

- ___ Guide and facilitate the student in completing appropriate relevant paperwork and understanding aspects of the organizational structure of the site.
- ___ Communicate immediately with the SBU Group Supervisor with any concern regarding the student's learning or professional behavior.

Expectations of the Student:

The SBU counseling student agrees to: (please check each items to indicate agreement)

- ___ Conduct themselves in a manner consistent with the expectations of student dispositions and expectations of the site in terms of dress, attitude and behavior.
- ___ Respect the reputation of the site and site supervisor by presenting a positive public image when representing the site.
- ___ Remain conscientiousness and reliable by consistently attending expected obligations and following set schedule with site. If an emergency occurs, advance notice needs to be given to the site supervisor. Not attending when you are expected especially for sessions and meetings will be cause for immediate program action resulting in a remediation plan, failure of practicum, or removal from the program.
- ___ Come prepared for supervision sessions (both group supervision and on-site supervision), with questions, recordings, and of course being receptive to feedback.
- ___ Demonstrate accuracy, honesty, and transparency regarding the logging of hours. Giving misinformation on logs is considered an act of academic dishonesty.
- ___ Act with the highest standards of professionalism. This includes following the codes of ethics appropriate to the setting and managing activities with high professionalism. Examples of the latter include careful attention to recording keeping, following confidentiality procedures, seeking immediate supervision for client issues beyond the scope of competency, and demonstrating professional demeanor onsite.

Expectations of the SBU Group Supervisor :

SBU faculty agree to: (please check each items to indicate agreement)

- ___ Provide 1.5 hours per week of group supervision throughout the practicum, maintain attendance, and clinical documentation regarding student progress. This includes completing all required documentation in Taskstream in a timely manner.
- ___ Provide a welcome email to site supervisors at the top of each semester.
- ___ Reach out to site supervisors (minimally) at midsemester and end of term to provide consultation, trouble shooting problems, supporting the supervisor, and helping the supervisor consider strategies for fostering professional development in the student. At midterm there will be a formal meeting via zoom or phone to review student progress and development. Any issues or concerns regarding the student or site will be immediately brought to the Practicum and Internship Coordinator as well as the Student Dispositions Coordinator.
- ___ Share opportunities for professional development to students and site supervisors.

Site Supervisor Signature

Date

Clinical Director (if appropriate)

Date

Student Signature

Date

SBU Group Supervisor Signature

Date

APPENDIX P: INTERNSHIP SUPERVISOR AGREEMENT

St. Bonaventure University
Counseling & Educational Psychology
Internship Supervision Agreement

The Counselor Education Program at St. Bonaventure University appreciates your willingness to have one of students at your site. The support of you as site supervisor and the support of your site is critical in helping develop the clinical skills of our students and future counselors. Please carefully review the expectations below and complete the required information and return to the student. If you have questions or feel your site cannot meet the supervision or site expectations, please contact our Practicum and Internship Coordinator, Dr. Ashley Luedke at aluedke@sbu.edu

Name of Student _____ Semester: _____

Name of Site _____

Name of Site Supervisor: _____ Title: _____

Name of SBU Group Supervisor: _____

Site Supervisor Qualifications: (to be completed by the site supervisor)

Highest degree: _____

Major: _____

Year Earned: _____

What licenses and/or certifications do you hold?

How many years of professional experience in this setting do you have? _____

Please describe training you have received in counseling supervision.

Expectations of the Internship Site (to be completed by Clinical Director or Site Supervisor)

The Internship Site agrees to: (please check each item to indicate agreement):

- ___ Provide the student with clinical experiences of a minimum of 300 hours of direct experience of at least 120 hours with clients/students in line with the job of a mental health counselor (individual, couple, family, and group counseling) or school counselor (individual or group counseling, student scheduling, classroom guidance).

- ___ Provide the opportunity for the SBU student to record (video or audio) their counseling (with client/student permission) for the purpose of clinical supervision. Permission of the client/student being seen will be received with a signed informed consent and release form. If recording is not possible in the setting, the site will allow the faculty group supervisor to provide clinical supervision through direct/live supervision.

- ___ Designate a primary on-site supervisor for the student who meets the qualifications delineated in the next section of this document.

- ___ The site will provide time for the on-site supervisor to hold either individual or triadic supervision with the student for at least one hour per week.

Expectations of the On-Site Supervisor

The Internship Site Supervisor agrees to: (please check each item to indicate agreement)

- ___ The on-site supervisor must have a master's degree in counseling or a related area, hold appropriate certifications or licenses relative to the setting, have a minimum of two years of experience in the specialty area, and have received some training in counseling supervision.

- ___ The site supervisor will provide an average of one hour per week of individual or triadic supervision. Supervision entails use of direct evidence, such as reviewing recordings of sessions or live observation.

- ___ Provide the student with formative and summative evaluations of their counseling performance on an ongoing basis. The supervisor will meet with the SBU group supervisor at midterm and then submit a formal final evaluation at the end of the semester.

- ___ Provide the student the opportunity to become familiar with various professional activities and resources related to the setting, including technological resources. Exposing the student to other resources such as counseling curriculum, practice manuals, client resource materials, and opportunities to attend growth-producing workshops and staff development experiences is an important part of the growth of students.

- ___ Help the student with implementing theory into their practice as well as contributing to their development. Help the students understand legal and ethical considerations.

- ___ Provide the student with an appropriate setting to ensure privacy and client confidentiality, as well as office supplies and other appropriate needs to enable the student to function effectively.

- ___ The site supervisor will provide training for the student early in the semester in the site provisions for safeguarding confidential materials and in the policies expected of practicum or internship students working in the setting (such as dress codes and other expectations unique to the setting).

- ___ Guide and facilitate the student in completing appropriate relevant paperwork and understanding aspects of the organizational structure of the site.
- ___ Communicate immediately with the SBU Group Supervisor with any concern regarding the student's learning or professional behavior.

Expectations of the Student:

The SBU counseling student agrees to: (please check each items to indicate agreement)

- ___ Conduct themselves in a manner consistent with the expectations of student dispositions and expectations of the site in terms of dress, attitude and behavior.
- ___ Respect the reputation of the site and site supervisor by presenting a positive public image when representing the site.
- ___ Remain conscientiousness and reliable by consistently attending expected obligations and following set schedule with site. If an emergency occurs, advance notice needs to be given to the site supervisor. Not attending when you are expected especially for sessions and meetings will be cause for immediate program action resulting in a remediation plan, failure of practicum, or removal from the program.
- ___ Come prepared for supervision sessions (both group supervision and on-site supervision), with questions, recordings, and of course being receptive to feedback.
- ___ Demonstrate accuracy, honesty, and transparency regarding the logging of hours. Giving misinformation on logs is considered an act of academic dishonesty.
- ___ Act with the highest standards of professionalism. This includes following the codes of ethics appropriate to the setting and managing activities with high professionalism. Examples of the latter include careful attention to recording keeping, following confidentiality procedures, seeking immediate supervision for client issues beyond the scope of competency, and demonstrating professional demeanor onsite.

Expectations of the SBU Group Supervisor :

SBU faculty agree to: (please check each items to indicate agreement)

- ___ Provide 1.5 hours per week of group supervision throughout the practicum, maintain attendance, and clinical documentation regarding student progress. This includes completing all required documentation in Taskstream in a timely manner.
- ___ Provide a welcome email to site supervisors at the top of each semester.
- ___ Reach out to site supervisors (minimally) at midsemester and end of term to provide consultation, trouble shooting problems, supporting the supervisor, and helping the supervisor consider strategies for fostering professional development in the student. At midterm there will be a formal meeting via zoom or phone to review student progress and development. Any issues or concerns regarding the student or site will be immediately brought to the Practicum and Internship Coordinator as well as the Student Dispositions Coordinator.
- ___ Share opportunities for professional development to students and site supervisors.

Site Supervisor Signature Date

Clinical Director (if appropriate) Date

Student Signature Date

SBU Group Supervisor Signature Date

APPENDIX Q: SAMPLE COVER LETTERS-COOPERATING SITE SUPERVISORS

SAMPLE A – INQUIRING PLACEMENT RECOMMENDATION, APPROVAL LETTER

Dear (Cooperating Site Supervisor):

I am writing this letter on the behalf of (student's name) in regard to their application for a training placement at your site. They are a matriculated student in good standing in our Counselor Education Program, and has successfully completed all of the pre-placement requirements. They are recommended for a Practicum/Internship placement.

*Sincerely,
Director of Program Administration*

SAMPLE B – CONFIRMED PLACEMENT INITIAL CONTACT LETTER

Dear (Cooperating Site Supervisor):

First of all, I would like to introduce myself. My name is _____, I am the Director of Program Administration. I want to thank you for providing this student) with the opportunity to do a [Practicum/Internship I/Internship II/Advanced Internship] at your site. (Student) has been formally evaluated and approved to start this training placement. They have completed all the necessary coursework and trainings. The student will discuss required clearances with you, has obtained ACA membership and individual professional liability insurance, and has received full faculty review and approval.

I have enclosed a copy of the [Practicum/ Internship I/Internship II/Advanced Internship] Overview and Evaluation Form. You may find a copy of our Counselor Education Handbook on our website, www.sbu.edu. I look forward to ongoing contact with you throughout (student's name) training experience. Please feel free to contact me at any time regarding questions you have, or issues that arise (adviser's phone #, e-mail address).

When the requirements are met for the [Practicum/Internship I/Internship II/Advanced Internship], please complete the evaluation form, and review it with your (student). You are also encouraged to share an electronic copy of the evaluation with your student. Please send a hard copy of this evaluation form and a brief cover letter to me at St. Bonaventure University, School of Education, St. Bonaventure, NY 14778.

Once again, on the behalf of the St. Bonaventure faculty, thank you for providing an extremely valuable training opportunity for our students.

*Sincerely,
Director of Program Administration*

SAMPLE C – SITE VISIT LETTER

Dear (Cooperating Site Supervisor):

Hello, my name is _____ and I am (student's name)'s professor for their CE 610 Counseling Practicum class. I want to thank you for agreeing to be a site supervisor this semester. As a reminder, students are completing a 100-hour practicum. 40 of those hours must be direct or rather face to face experience with clients/students at the site. Our students have a copy of a time log which highlights what constitutes direct or indirect time. They should be on site about one day a week. They are required to have one hour a week of individual supervision with you. During that time, they should be reviewing clients/students they are currently working with, showing you any recordings of sessions, and reviewing their clinical skill with you. I will be sending a check in email on the first Monday of each month. Please do not hesitate to contact me or reach out with any questions or concerns I can be reached at (phone) and (email). If possible I would also love to schedule a zoom meeting with you at about mid-semester to review (student name) progress at your site. Again, thank you so much for your time and assistance in helping the growth of our students.

*Sincerely,
Professor*

APPENDIX R: AUDIOVISUAL TAPE CONSENT

**St. Bonaventure University
School of Education
Counselor Education Program**

I, _____ hereby give consent to _____
(Client/Guardian Name) *(Student)*

to audiovisual tape the counseling sessions for the purpose of facilitating the professional development of this student. These tapes may be shared with the student intern's cooperating site supervisor and/or campus adviser, and with their peers in Practicum and Internship classes.

I understand that the focus is on the enhancement of the student's skills, and that the taping will have no effect on the services I am receiving. I may turn off the tape and/or rescind the consent at any time. All information recorded on the tape will be kept confidential. The tape will be erased promptly, during the time I am receiving services from this student.

These taping conditions have been explained to me and I consent to being audio visually taped.

Client/Consumer Signature _____

Guardian Signature _____

Student Signature _____

Date _____

APPENDIX S: COUNSELING SESSION EVALUATION RUBRICS

Practicum Clinical Skills Rubric

Objective	Inadequate	Developing	Expected Target	Above Target
<p>Intermediate Skills Student uses skills such as paraphrasing, summarizing, reflecting feelings, maintaining attention to here and now, nonverbal communication and use of nonlinear skills</p>	<p>Student is uncomfortable with skills and is sometimes inappropriate or awkward in use of skills. Focuses on past experiences or experiences of others.</p>	<p>Attempts skills but struggles with timing and appropriateness of paraphrasing used. Directs attention to here and now.</p>	<p>Student is able to choose appropriate information to use for paraphrasing and reflecting in a meaningful manner. Uses immediacy consistently.</p>	<p>Student's theoretical orientation is reflected and clear in their work. Student correctly applies theory consistently.</p>
<p>Therapeutic Relationship Student demonstrates the ability to develop a cooperative and respectful therapeutic alliance.</p>	<p>Students uses inappropriate humor, seems overly confident or lacks insight regarding failure to connect with client.</p>	<p>Student attends to client and attempts to understand their world. Student takes on an expert role or appears to be more of a friend than a counselor.</p>	<p>Student is able to develop a cooperative relationship with client. They effectively communicate understanding of client's world. They clearly delineate between being a friend and being a counselor.</p>	<p>Student communicates understanding of client's world and is aware of their biases and seeks guidance and feedback from supervisor regarding any potential biases or countertransference. Student uses theory to enhance the relationship.</p>
<p>Self-Awareness & Receptivity Student understands how personal issues may impact counseling. Student seeks and utilizes feedback from supervisors in appropriate manner.</p>	<p>Student is resistant to feedback, provides justifications for their actions and is argumentative. Student does not use feedback to increase self-awareness. Student makes no attempts to incorporate feedback into sessions.</p>	<p>Student is not able to independently identify countertransference and biases. Student relies on supervisor for increase in self-awareness. Student attempts to incorporate feedback into practice.</p>	<p>Student is able to recognize obvious personal issues that may impact their objectivity. Student relies on peers and supervisors to increase self-awareness. Student actively listens to feedback and incorporates into practice.</p>	<p>Student is able to set aside personal concerns during counseling sessions to focus on client concerns. Student seeks consultation when needed and uses referrals appropriately. Student is able to recognize countertransference as it is happening. Student actively and regularly seeks feedback and regularly</p>

				implements this into their sessions. Student is able to critically evaluate themselves.
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Practicum Supervisor Evaluation of Student

Objective	Inadequate	Developing	Expected Target	Above Target
Intermediate Skills Student uses skills such as paraphrasing, summarizing, reflecting feelings, maintaining attention to here and now, nonverbal communication and use of nonlinear skills	Student is uncomfortable with skills and is sometimes inappropriate or awkward in use of skills. Focuses on past experiences or experiences of others.	Attempts skills but struggles with timing and appropriateness of paraphrasing used. Directs attention to here and now.	Student is able to choose appropriate information to use for paraphrasing and reflecting in a meaningful manner. Uses immediacy consistently.	Student's theoretical orientation is reflected and clear in their work. Student correctly applies theory consistently.
Therapeutic Relationship Student demonstrates the ability to develop a cooperative and respectful therapeutic alliance.	Student uses inappropriate humor, seems overly confident or lacks insight regarding failure to connect with client.	Student attends to client and attempts to understand their world. Student takes on an expert role or appears to be more of a friend than a counselor.	Student is able to develop a cooperative relationship with client. They effectively communicate understanding of client's world. They clearly delineate between being a friend and being a counselor.	Student communicates understanding of client's world and is aware of their biases and seeks guidance and feedback from supervisor regarding any potential biases or countertransference. Student uses theory to enhance the relationship.

<p>Self-Awareness & Receptivity Student understands how personal issues may impact counseling. Student seeks and utilizes feedback from supervisors in appropriate manner.</p>	<p>Student is resistant to feedback, provides justifications for their actions and is argumentative. Student does not use feedback to increase self-awareness. Student makes no attempts to incorporate feedback into sessions.</p>	<p>Student is not able to independently identify countertransference and biases. Student relies on supervisor for increase in self-awareness. Student attempts to incorporate feedback into practice.</p>	<p>Student is able to recognize obvious personal issues that may impact their objectivity. Student relies on peers and supervisors to increase self-awareness. Student actively listens to feedback and incorporates into practice.</p>	<p>Student is able to set aside personal concerns during counseling sessions to focus on client concerns. Student seeks consultation when needed and uses referrals appropriately. Student is able to recognize countertransference as it is happening. Student actively and regularly seeks feedback and regularly implements this into their sessions. Student is able to critically evaluate themselves.</p>
<p>Emotional Maturity</p>	<p>Student struggles to control their emotions and is highly reactive. Student may be impulsive, project negativity onto others or display high anxiety and/or perfectionism that hinders their performance and ability to connect and relate to others (staff and clients).</p>	<p>Student struggles with recognizing impact of their emotions and only does so when it is pointed out by supervisor. Staff and supervisor are able to communicate their concerns and they are received appropriately by student.</p>	<p>Student is able to manage negative emotions in appropriate manner to avoid interfering with their professional performance. They are able to engage in supervision to seek and utilize feedback given.</p>	<p>Student displays commitment to growth by utilizing healthy communication skills, humility, and self-control. Student uses supervision to look for continued efforts to grow.</p>
<p>Professionalism</p>	<p>Student does not regularly communicate with supervisor. Site staff raise concerns about student's demeanor. Student dresses inappropriately for site. Student does not follow ethical obligations. Student does not meet responsibilities and</p>	<p>Student attempts to follow schedule but frequently changes it or does not always communicate changes in a timely manner. Student may struggle with ethics but is able to better understand with discussion with their supervisor.</p>	<p>Student is mostly able to integrate ethics into day to day behavior. They regularly communicate with their supervisor and mostly adhere to predetermined schedule. Student dresses appropriately and uses appropriate language. Student engages with other</p>	<p>Student is example of professional behavior at the site and is well regarded by fellow staff. Student demonstrates strong understanding of ethical code and responsibilities.</p>

	demonstrates a pattern of lack of preparation.		staff appropriately.	
Cultural Sensitivity	Student's behavior is impacted by intolerance or lack of interest in understanding client's unique experience. Student is closedminded and has a lack of respect for cultural differences. Student sticks more to a one size fits all approach instead of adapting to fit client.	Student is able to recognize bias only after pointed out by supervisor. Student struggles with importance of culture but attempts to understand through relying on supervision.	Student recognizes bias and looks to supervision to help. Student demonstrates acceptance for culture and lifestyle differences. They are open to new experiences and interested in learning about their clients.	Student demonstrates cultural humility and recognizes importance and need for understanding client culture.
Openness/flexibility	Student has a lack of interest or willingness to engage in new experiences. Student is not interested in seeking supervision or feedback. They lack curiosity and show poor judgment.	Student does not seek new experiences unless told to. Student is rigid in thinking and how they handle experiences.	Student shows curiosity and is interested and engaged. They are able to use good judgment.	Student regularly utilizes non-linear thinking and is courageous in trying out new (but appropriate) experiences to solve problems. Student learns from mistakes.
Site technology and requirements Student is able to navigate site technology appropriately and engages in site protocols and requirements.	Student struggles with technology and site processes. Student does not complete requirements or needs to be continually reminded of requirements that must be completed (i.e. documentation)	Student is sometimes able to navigate site technology with assistance from supervisor. Student completes required documentation on time most of the time.	Student navigates site technology with ease and asks questions as needed. Student completed all required documentation on time with little assistance.	Student navigates site technology with ease and asks questions as needed. Student completes all required documentation on time with no assistance.

CE 620A Internship 1 Supervisor Evaluation of Student

Objective	Inadequate	Developing	Expected Target	Above Target
<p>Advanced Skills Intern is able to effectively use confrontation, interpretation, and conceptualization statements to move the student towards self-awareness and to promote insight</p>	<p>Intern is unable to demonstrate use of confrontation and interpretation skills, and/or conceptualization statements. Intern is hesitant to act on insight or point out student incongruence.</p>	<p>Intern is able to identify some general discrepancies which may lead to student growth. Intern struggles with interpretation potentially leading to student confusion or limited insight.</p>	<p>Intern is able to identify incongruence in student and provides feedback in respectful manner that leads to student exploration of self. Intern provides new perspectives that allows the student to explore and gain insight.</p>	<p>Intern is consistent in being able to utilize non linear skills to allow student to explore discrepancies. Intern uses metaphor, analogy, or insight to impact student interpretation Intern effectively uses student focused interventions consistently to help understand student needs and concerns.</p>
<p>Theoretical Process Intern is able to implement theory and school counseling interventions/strategies appropriately into their work to meet the social/emotional, academic and career needs of their students.</p>	<p>Intern identifies a theoretical base and school counseling interventions/strategies, however, their demonstrated work is inconsistent with them. Intern struggles to adjust theory/interventions to meet student needs.</p>	<p>Intern identifies a theoretical base school counseling interventions/strategies and is able to conceptualize the student partially using this. They attempt to adjust to meet student needs but are not consistent.</p>	<p>Intern identifies a theoretical base and school counseling interventions and strategies and is able to conceptualize their student using at least part of this theory and interventions/strategies. They are able to identify congruent interventions that could be used and attempt to make modifications based on student need.</p>	<p>Intern relies on their theory and school counseling interventions/strategies as a guide to approach all students. Their interventions are consistent with their theory and they can clearly articulate how that will lead to student achievement. Intern is able to consistently adapt their approach to meet student needs.</p>
<p>Therapeutic Relationship Intern demonstrates ability to develop cooperative and respectful alliance</p>	<p>Intern lacks insight regarding failure to connect with student. They rely on basic skills. Intern struggles with personal biases and may appear to be more of a friend than a counselor.</p>	<p>Intern attends to student and is able to display warmth and tries to understand the student's unique world. Intern takes on an expert role to avoid genuine connection with student.</p>	<p>Intern is able to develop a cooperative and respectful alliance. They effectively communicate understanding of student's unique world. Intern is able to effectively and appropriately use self disclosure. Intern is able to clearly delineate between</p>	<p>Intern communicates understanding of student's world and demonstrates unconditional positive regard. Intern is aware of personal biases and seeks appropriate supervision. Intern uses advanced skills to strengthen therapeutic</p>

			being a friend and being a counselor.	relationship.
<p>Self-Awareness & Receptivity Intern understands how personal issues may impact counseling. Intern seeks and utilizes feedback from supervisors in appropriate manner.</p>	<p>Intern is resistant to feedback, provides justifications for their actions and is argumentative. Intern does not use feedback to increase self-awareness. Intern makes no attempts to incorporate feedback into sessions.</p>	<p>Intern is not able to independently identify countertransference and biases. Intern relies on supervisor for increase in self-awareness. Intern attempts to incorporate feedback into practice.</p>	<p>Intern is able to recognize obvious personal issues that may impact their objectivity. Intern relies on peers and supervisors to increase self-awareness. Intern actively listens to feedback and incorporates into practice.</p>	<p>Intern is able to set aside personal concerns during counseling sessions to focus on student's concerns. Intern seeks consultation when needed and uses referrals appropriately. Intern is able to recognize countertransference as it is happening. Intern actively and regularly seeks feedback and regularly implements this into their sessions. Intern is able to critically evaluate themselves.</p>
<p>Delivery of Direct Student Services through School Counseling Curriculum, Individual Student Planning & Responsive Services Intern is able to conceptualize and create clear action plans with appropriate goals and objectives for all students</p>	<p>Intern focuses on student reported information and does not pull from all areas of a case conceptualization to understand the student(s). Action plans are not clear, not developed with the student(s) or do not have measurable, observable, time oriented goals.</p>	<p>Intern's conceptualization of student is very simple and doesn't give full weight to all impacting areas. Action plans are organized partially around student(s) goals.</p>	<p>Intern's conceptualization includes all relevant areas (developmental history, social & cultural history, medical history, supports/resources) to help understand the student(s). Goals are made with the student(s) in a clear manner. Interventions are realistic.</p>	<p>Intern's conceptualization of student(s) has depth and shows connections to current presenting concerns. Goals are clear and objectives are directly related to student(s)' goals. Intern is able to identify how to evaluate student(s) progress and is able to revise plan based on student(s)' evolving needs.</p>
<p>Site technology and requirements Intern is able to navigate site technology appropriately and engages in site protocols and requirements.</p>	<p>Intern struggles with technology and site processes. Intern does not complete requirements or needs to be continually reminded of requirements that must be completed (i.e. documentation)</p>	<p>Intern is sometimes able to navigate site technology with assistance from supervisor. Intern completes required documentation on time most of the time.</p>	<p>Intern navigates site technology with ease and asks questions as needed. Intern completed all required documentation on time with little assistance.</p>	<p>Intern navigates site technology with ease and asks questions as needed. Intern completes all required documentation on time with no assistance.</p>
<p>Emotional Maturity</p>	<p>Intern struggles to control their emotions and is</p>	<p>Intern struggles with recognizing impact of their emotions</p>	<p>Intern is able to manage negative emotions in</p>	<p>Intern displays commitment to growth by utilizing</p>

	highly reactive. Intern may be impulsive, project negativity onto others or display high anxiety and/or perfectionism that hinders their performance and ability to connect and relate to others (staff and students).	and only does so when it is pointed out by supervisor. Staff and supervisor are able to communicate their concerns and they are received appropriately by intern.	appropriate manner to avoid interfering with their professional performance. They are able to engage in supervision to seek and utilize feedback given.	healthy communication skills, humility, and self- control. Intern uses supervision to look for continued efforts to grow.
Professionalism	Intern does not regularly communicate with supervisor. Site staff raise concerns about student's demeanor. Intern dresses inappropriately for site. Intern does not follow ethical obligations. Intern does not meet responsibilities and demonstrates a pattern of lack of preparation.	Intern attempts to follow schedule but frequently changes it or does not always communicate changes in a timely manner. Intern may struggle with ethics but is able to better understand with discussion with their supervisor.	Intern is mostly able to integrate ethics into day to day behavior. They regularly communicate with their supervisor and mostly adhere to predetermined schedule. Intern dresses appropriately and uses appropriate language. Intern engages with other staff appropriately.	Intern is example of professional behavior at the site and is well regarded by fellow staff. Intern demonstrates strong understanding of ethical code and responsibilities.
Cultural Sensitivity	Intern's behavior is impacted by intolerance or lack of interest in understanding student's unique experience. Intern is closedminded and has a lack of respect for cultural differences. Intern sticks more to a one size fits all approach instead of adapting to fit student.	Intern is able to recognize bias only after pointed out by supervisor. Intern struggles with importance of culture but attempts to understand through relying on supervision.	Intern recognizes bias and looks to supervision to help. Intern demonstrates acceptance for culture and lifestyle differences. They are open to new experiences and interested in learning about their student.	Intern demonstrates cultural humility and recognizes importance and need for understanding student culture.
Openness/flexibility	Intern has a lack of interest or willingness to engage in new experiences. Intern is not interested in seeking supervision or feedback. They lack curiosity and show poor judgment.	Intern does not seek new experiences unless told to. Intern is rigid in thinking and how they handle experiences.	Intern shows curiosity and is interested and engaged. They are able to use good judgment.	Intern regularly utilizes non-linear thinking and is courageous in trying out new (but appropriate) experiences to solve problems. Intern learns from mistakes.

CE 625A Internship 1 Supervisor Evaluation of Student

Objective	Inadequate	Developing	Expected Target	Above Target
<p>Advanced Skills Student is able to effectively use confrontation, interpretation, and conceptualization statements to move the client towards self awareness and to promote insight</p>	<p>Student is unable to demonstrate use of confrontation and interpretation skills, and/or conceptualization statements. Student is hesitant to act on insight or point out client incongruence.</p>	<p>Student is able to identify some general discrepancies which may lead to client growth. Student struggles with interpretation potentially leading to client confusion or limited insight.</p>	<p>Student is able to identify incongruence in client and provides feedback in respectful manner that leads to client exploration of self. Student provides new perspectives that allow client to explore and gain insight.</p>	<p>Student is consistent in being able to utilize non linear skills to allow client to explore discrepancies. Student uses metaphor, analogy, or insight to impact client interpretation Student effectively uses case conceptualization consistently to help understand client needs and concerns.</p>
<p>Theoretical Process Student is able to implement theory appropriately into their practice.</p>	<p>Student identifies a theoretical base but their demonstrated work is inconsistent with them. Student struggles to adjust theory to meet client needs.</p>	<p>Student identifies a theoretical base and is able to conceptualize the client partially using this. They attempt to adjust to meet client needs but are not consistent.</p>	<p>Student identifies a theoretical base and is able to conceptualize their client using at least part of this theory. They are able to identify congruent interventions that could be used and attempt to make modifications based on client need.</p>	<p>Student relies on their theory as a guide to approach all clients. Their interventions are consistent with their theory and they can clearly articulate how that will lead to client change. Student is able to consistently adapt their approach to meet client needs.</p>
<p>Therapeutic Relationship Student demonstrates ability to develop cooperative and respectful alliance</p>	<p>Student lacks insight regarding failure to connect with client. They rely on basic skills. Student struggles with personal biases and may appear to be more of a friend than a counselor.</p>	<p>Student attends to client and is able to display warmth and tries to understand client's unique world. Student takes on an expert role to avoid genuine connection with client.</p>	<p>Student is able to develop a cooperative and respectful alliance. They effectively communicate understanding of client's unique world. Student is able to effectively and appropriately use self disclosure. Student is able to clearly delineate between being a friend and being a counselor.</p>	<p>Student communicates understanding of client's world and demonstrates unconditional positive regard. Student is aware of personal biases and seeks appropriate supervision. Student uses advanced skills to strengthen therapeutic relationship.</p>
<p>Self-Awareness & Receptivity</p>	<p>Student is resistant to feedback,</p>	<p>Student is not able to independently</p>	<p>Student is able to recognize obvious</p>	<p>Student is able to set aside personal</p>

<p>Student understands how personal issues may impact counseling. Student seeks and utilizes feedback from supervisors in appropriate manner.</p>	<p>provides justifications for their actions and is argumentative. Student does not use feedback to increase self-awareness. Student makes no attempts to incorporate feedback into sessions.</p>	<p>identify countertransference and biases. Student relies on supervisor for increase in self-awareness. Student attempts to incorporate feedback into practice.</p>	<p>personal issues that may impact their objectivity. Student relies on peers and supervisors to increase self-awareness. Student actively listens to feedback and incorporates into practice.</p>	<p>concerns during counseling sessions to focus on client concerns. Student seeks consultation when needed and uses referrals appropriately. Student is able to recognize countertransference as it is happening. Student actively and regularly seeks feedback and regularly implements this into their sessions. Student is able to critically evaluate themselves.</p>
<p>Case Conceptualization & Treatment Planning Student is able to conceptualize and create a clear treatment plan with appropriate goals.</p>	<p>Student focuses on client reported information and does not pull from all areas of a case conceptualization to understand the client. Treatment plans are not clear, not developed with the client or do not have measurable, observable, time oriented goals.</p>	<p>Student's conceptualization of client is very simple and doesn't give full weight to all impacting areas. Treatment plan is organized partially around client goals.</p>	<p>Student's conceptualization includes all relevant areas (developmental history, social & cultural history, medical history, supports/resources) to help understand client. Goals are made with the client in a clear manner. Interventions are realistic.</p>	<p>Student's conceptualization of client has depth and shows connections to current presenting concerns. Goals are clear and objectives are directly related to client goals. Student is able to identify how to evaluate client progress and is able to revise plan based on client's evolving needs.</p>
<p>Site technology and requirements Student is able to navigate site technology appropriately and engages in site protocols and requirements.</p>	<p>Student struggles with technology and site processes. Student does not complete requirements or needs to be continually reminded of requirements that must be completed (i.e. documentation)</p>	<p>Student is sometimes able to navigate site technology with assistance from supervisor. Student completes required documentation on time most of the time.</p>	<p>Student navigates site technology with ease and asks questions as needed. Student completed all required documentation on time with little assistance.</p>	<p>Student navigates site technology with ease and asks questions as needed. Student completes all required documentation on time with no assistance.</p>
<p>Emotional Maturity</p>	<p>Student struggles to control their emotions and is highly reactive. Student may be</p>	<p>Student struggles with recognizing impact of their emotions and only does so when it is</p>	<p>Student is able to manage negative emotions in appropriate manner to avoid interfering</p>	<p>Student displays commitment to growth by utilizing healthy communication</p>

	impulsive, project negativity onto others or display high anxiety and/or perfectionism that hinders their performance and ability to connect and relate to others (staff and clients).	pointed out by supervisor. Staff and supervisor are able to communicate their concerns and they are received appropriately by student.	with their professional performance. They are able to engage in supervision to seek and utilize feedback given.	skills, humility, and self- control. Student uses supervision to look for continued efforts to grow.
Professionalism	Student does not regularly communicate with supervisor. Site staff raise concerns about student's demeanor. Student dresses inappropriately for site. Student does not follow ethical obligations. Student does not meet responsibilities and demonstrates a pattern of lack of preparation.	Student attempts to follow schedule but frequently changes it or does not always communicate changes in a timely manner. Student may struggle with ethics but is able to better understand with discussion with their supervisor.	Student is mostly able to integrate ethics into day to day behavior. They regularly communicate with their supervisor and mostly adhere to predetermined schedule. Student dresses appropriately and uses appropriate language. Student engages with other staff appropriately.	Student is example of professional behavior at the site and is well regarded by fellow staff. Student demonstrates strong understanding of ethical code and responsibilities.
Cultural Sensitivity	Student's behavior is impacted by intolerance or lack of interest in understanding client's unique experience. Student is closedminded and has a lack of respect for cultural differences. Student sticks more to a one size fits all approach instead of adapting to fit client.	Student is able to recognize bias only after pointed out by supervisor. Student struggles with importance of culture but attempts to understand through relying on supervision.	Student recognizes bias and looks to supervision to help. Student demonstrates acceptance for culture and lifestyle differences. They are open to new experiences and interested in learning about their clients.	Student demonstrates cultural humility and recognizes importance and need for understanding client culture.
Openness/flexibility	Student has a lack of interest or willingness to engage in new experiences. Student is not interested in seeking supervision or feedback. They	Student does not seek new experiences unless told to. Student is rigid in thinking and how they handle experiences.	Student shows curiosity and is interested and engaged. They are able to use good judgment.	Student regularly utilizes non-linear thinking and is courageous in trying out new (but appropriate) experiences to solve problems. Student learns from

	lack curiosity and show poor judgment.			mistakes.
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Internship Clinical Skills Rubric

Objective	Inadequate	Developing	Expected Target	Above Target
<p>Advanced Skills Student is able to effectively use confrontation, interpretation, and conceptualization statements to move the client towards self awareness and to promote insight</p>	<p>Student is unable to demonstrate use of confrontation and interpretation skills, and/or conceptualization statements. Student is hesitant to act on insight or point out client incongruence.</p>	<p>Student is able to identify some general discrepancies which may lead to client growth. Student struggles with interpretation potentially leading to client confusion or limited insight.</p>	<p>Student is able to identify incongruence in client and provides feedback in respectful manner that leads to client exploration of self. Student provides new perspectives that allow client to explore and gain insight.</p>	<p>Student is consistent in being able to utilize non linear skills to allow client to explore discrepancies. Student uses metaphor, analogy, or insight to impact client interpretation Student effectively uses case conceptualization consistently to help understand client needs and concerns.</p>
<p>Therapeutic Relationship Student demonstrates the ability to develop a cooperative and respectful therapeutic alliance.</p>	<p>Students uses inappropriate humor, seems overly confident or lacks insight regarding failure to connect with client.</p>	<p>Student attends to client and attempts to understand their world. Student takes on an expert role or appears to be more of a friend than a counselor.</p>	<p>Student is able to develop a cooperative relationship with client. They effectively communicate understanding of client's world. They clearly delineate between being a friend and being a counselor.</p>	<p>Student communicates understanding of client's world and is aware of their biases and seeks guidance and feedback from supervisor regarding any potential biases or countertransference. Student uses theory to enhance the relationship.</p>
<p>Self-Awareness & Receptivity Student understands how personal issues may impact counseling. Student seeks and utilizes feedback from supervisors in appropriate manner.</p>	<p>Student is resistant to feedback, provides justifications for their actions and is argumentative. Student does not use feedback to increase self-awareness. Student makes no attempts to incorporate feedback into sessions.</p>	<p>Student is not able to independently identify countertransference and biases. Student relies on supervisor for increase in self-awareness. Student attempts to incorporate feedback into practice.</p>	<p>Student is able to recognize obvious personal issues that may impact their objectivity. Student relies on peers and supervisors to increase self-awareness. Student actively listens to feedback and incorporates</p>	<p>Student is able to set aside personal concerns during counseling sessions to focus on client concerns. Student seeks consultation when needed and uses referrals appropriately. Student is able to recognize countertransference as it is happening.</p>

			into practice.	Student actively and regularly seeks feedback and regularly implements this into their sessions. Student is able to critically evaluate themselves.
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APPENDIX T: PRACTICUM SPECIFIC MATERIALS

PRACTICUM OVERVIEW

This overview is designed to facilitate the students' and cooperating site supervisors' understanding of, and ability to meet academic Practicum training criteria.

Practicum: Designed to address the development of *fundamental counseling & communication skills*.

- Students will be indoctrinated into the site, i.e., students will review site manuals, protocols, forms, student role, community interaction; populations served and services offered; student introductions to other staff members
Note: specific primarily to sites outside of the university.
- Students will receive one hour of regularly scheduled weekly supervisions to address content and process issues.
- Students will have the opportunity for informal mentoring by and consultation with assigned supervisors and appropriate staff.
- Students and supervisors will jointly review practicum requirements and individual student needs.
- Students will need to make a total of 2 audiovisual tapes of their individual sessions. They will receive assistance with taping arrangements. These tapes will be used for educational review and feedback.
- Students will be assigned an appropriate caseload type and size that has been screened by supervising staff prior to such assignment.
- Students will complete a minimum of 40 hours of direct by the end of practicum.
- Students will be exposed to professional development opportunities such as case conferences, staff meetings and in-service workshops, whenever possible.
- Students will receive assistance with professional communication, relationship building, writing, case management and overall counseling skills.
- Students' performance will be formally evaluated at the end of the Practicum and will receive intermittent feedback throughout the experience.
- Students' supervisors will communicate with academic faculty. They will immediately notify academic faculty of any major student concerns or crises.
- Students will actively participate in and take responsibility for the above learning objectives and behave in a professional manner.
- Academic faculty will consistently communicate with supervisors, clarify academic expectations and coordinate training experiences.

**APPENDIX U: PRACTICUM LOG RECORD
CLINICAL HEALTH WEEKLY TIME LOG & JOURNAL**

St. Bonaventure University
Practicum Summary Counseling Log- CE 610

Student Name: _____

Semester: _____

For each activity list the total number of hours for each week. Your site supervisor must sign off at mid term and end of the semester.

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Total
Date															
Direct Hours															
Individual Counseling															
Co-Therapy															
Family session															
Group Counseling															
Direct Total															
Indirect Hours															
Record Keeping (progress notes, scheduling, treatment plans)															
Supervision															
Site administration (phone contacts)															
Case consultations/presentations															
Case conferences															
Planning & research															
Other (describe)															
Indirect Total															

Student's Signature: _____

Date: _____

Supervisor Signature: _____

Date: _____ (midterm)

Supervisor Signature: _____

Date: _____

Instructor Signature: _____

Date: _____

SCHOOL WEEKLY TIME LOG & JOURNAL

St. Bonaventure University
Practicum Summary Counseling Log- CE 610

Student Name: _____

Semester: _____

For each activity list the total number of hours for each week. Your site supervisor must sign off at mid term and end of the semester.

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Total
Date															
Direct Hours															
Individual Counseling															
Co-Therapy															
Parent Meeting															
IEPs (with family/client)															
Group Counseling															
Direct Total															
Indirect Hours															
Record Keeping (progress notes, scheduling, treatment plans)															
Supervision															
Site administration (phone contacts)															
Teacher meetings/consultation															
Case conferences															
Planning & research															
Other (describe)															
Indirect Total															

Student's Signature: _____

Date: _____

Supervisor Signature: _____

Date: _____ (midterm)

Supervisor Signature: _____

Date: _____

Instructor Signature: _____

Date: _____

APPENDIX V: INTERNSHIP SPECIFIC MATERIALS

INTERNSHIP OVERVIEW - SCHOOL COUNSELING

The overall goals of the Internship in School Counseling are to increase interns' awareness of the foundations and contextual dimensions of the field. Each Internship is 300 hours, 120 of which involve direct service. Two audio or visual tapes are required.

Specifically, in regard to foundations of school counseling, interns are expected to gain knowledge in the area of the:

- History, philosophy, and current trends in school counseling and educational systems
- Relationship of the school counseling program to the academic and student services program in the school
- Role, function, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school;
- Strategies of leadership designed to enhance the learning environment of schools
- Knowledge of the school setting, environment, and pre-K—12 curriculum
- Current issues, policies, laws, and legislation relevant to school counseling
- Role of racial, ethnic, cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical and mental status, and equity issues in school counseling;
- Knowledge and understanding of community, environmental, and institutional opportunities that enhance, as well as barriers that impede student academic, career, and personal/social success and overall development
- Knowledge and application of current and emerging technology in education and school counseling to assist students, families, and educators in using resources that promote informed academic, career, and personal/social choices
- Ethical and legal considerations related specifically to the practice of school counseling (e.g., the *ACA Code of Ethics* and the *ASCA Ethical Standards for School Counselors*).

Similarly, in regard to the contextual dimensions of school counseling, interns are expected to gain knowledge of studies that provide an understanding of the coordination of counseling program components as they relate to the total school community, including all of the following:

- Advocacy for all students and effective school counseling programs
- Coordination, collaboration, referral, and team-building efforts with teachers, parents, support personnel, and community resources to promote program objectives and facilitate successful student development and achievement of all students
- Integration of the school counseling program into the total school curriculum by systematically providing information and skills training to assist pre-K—12 students in maximizing their academics, career, and personal/social development
- Promotion of the use of counseling and guidance activities and programs by the total school community to enhance a positive school climate
- Methods of planning for and presenting school counseling-related educational programs to administrators, teachers, parents, and the community
- Methods of planning, developing, implementing, monitoring, and evaluating comprehensive developmental counseling programs
- Knowledge of prevention and crisis intervention strategies

APPENDIX W: INTERNSHIP OVERVIEW – CLINICAL MENTAL HEALTH

The overall goals of the Internship in Clinical Mental Health Counseling are to increase interns' awareness of the foundations and contextual dimensions of the field. Each Internship is 300 hours, 120 of which involve direct service. Two audio or visual tapes are required.

Specifically, in regard to foundations of Clinical Mental Health Counseling, interns are expected to gain knowledge in the area of the:

- Historical, philosophical, societal, cultural, economic, and political dimensions of and current trends in the Clinical Mental Health movement
- Roles, functions, preparation standards, credentialing, licensure and professional identity of Clinical Mental Health counselors
- Policies, laws, legislation, recognition, reimbursement, right-to-practice, and other issues relevant to Clinical Mental Health Counseling
- Ethical and legal considerations specifically related to the practice of Clinical Mental Health Counseling (e.g., the *ACA Code of Ethics* and the *AMHCA Ethical Standards for Mental Health Counselors*)
- Role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, and physical and mental status, and equity issues in Clinical Mental Health Counseling.

Similarly, in regard to the contextual dimensions of Clinical Mental Health Counseling, interns are expected to gain knowledge in the area of:

- Roles of Clinical Mental Health counselors in various practice settings and the relationships between counselors and other professionals in these settings
- Organizational, fiscal, and legal dimensions of the institutions and settings in which Clinical Mental Health counselors practice
- Strategies for community needs assessment to design, implement, and evaluate Clinical Mental Health Counseling interventions, programs, and systems
- General principles of Clinical Mental Health intervention, consultation, education, and outreach
- Characteristics of human services programs and networks (e.g., public, private, and volunteer) in local communities.

Students need to gain experience in the following areas:

- The evaluation, assessment, amelioration, treatment, modification, or adjustment to a disability, problem, or disorder of behavior, character, development, emotion, personality or relationships by the use of verbal or behavioral methods with individuals, couples, families or groups in private practice, group or organized settings; and
- The use of assessment instruments and mental health counseling and psychotherapy to identify, evaluate and treat dysfunctions and disorders for purposes of providing appropriate mental health counseling services [nysed.gov]

APPENDIX X: INTERNSHIP OVERVIEW -- ADVANCED SCHOOL COUNSELING

These objectives are designed to assist practicing counselors and their supervisors in the understanding and accomplishment of academic expectations.

Advanced Internship: Designed to address the enhancement of *Supervisory, Research & Didactic Presentation skills*. Focus: Systems Support

Purpose: The advanced internship is designed to give practicing counselors supervised counseling experience in partial fulfillment of certification and/or licensure requirements within their field of counseling, i.e. community or school.

Goals: Practicing counselors within their field of counseling will have an opportunity to:

1. Expand their repertoire of counseling skills and competencies.
2. Refine their ability to research and evaluate counseling programs and services.
3. Develop and enhance their didactic presentation and supervision skills.
4. Broaden their understanding of relevant professional issues.
5. Enhance their professional contributions and further define their professional identities.
6. Improve their management, outreach and public relations skills.
7. Extend their professional resource and support networks.

Practicing Counselor Role: Practicing counselors are to complete 300-600 advanced internship hours on site. Practicing counselors will register for and complete the requirements associated with the advanced internship course in their respective counseling field, i.e., community or school. They are responsible for keeping up to date with current state certification and/or certification requirements.

Senior Colleague Criteria: Practicing counselors will receive consultation and supervision as needed from a senior colleague on site. This colleague may be, for example, a senior counselor or administrator and is responsible for completing the 'Advanced Internship Evaluation' form.

Consultation and Supervision Description: The frequency and type of consultation and supervision is to be mutually agreed by the practicing counselor and senior colleague at the start of the advanced internship. Consideration of the practicing counselor's skills, competencies, and prior field experiences should be considered during this initial assessment of consultation and supervision needs.

Faculty role: Advanced internship professors will provide practicing counselors with educational opportunities, and supervised feedback. They are responsible for conveying academic goals, assessing the needs of and monitoring the progress of practicing counselors, communicating with senior colleagues and assigning final advanced internship grades.

Case Management: Practicing counselors will maintain a log record of their site hours and activities. Senior colleagues may initial each completed log form. At the of the advanced internship, senior colleagues will complete the Advanced Internship Evaluation Form and send this form, along with a brief cover letter, to the Advanced Internship instructor

APPENDIX Y: EFOLIO

Counselor Education Program Revised E-Folio Requirement Effective Spring 2021

The purpose of the E-Folio is to provide graduating students with an opportunity to synthesize important learning points in the Counselor Education Program. The E-Folio requirement is to be completed during enrollment in the Internship I course (CE 620A or CE 625A). The E-Folio requirement must be uploaded to Taskstream at the end of the Internship I course. The E-Folio requirement has two components:

Part I:

Using the 2009 CACREP Standards, student must select two standards from each of the eight core areas (total of 16 standards). Write a 3-4 page reflection paper on how you have utilized each standard in your professional development/growth as a counselor in training and/or at your clinical placement. The 2009 CACREP standards for the eight core areas are found in Section II, Professional Identity, Standard G. The standards can be found at the following website on pages 9-13 of the document: <http://www.cacrep.org/wp-content/uploads/2017/07/2009-Standards.pdf>

Part II:

Create a 15-minute maximum video recording in which you discuss your theoretical orientation, learning points in the program, post-graduation goals, and your professional identity as a school counselor or clinical mental health counselor.

Instructions to upload to Taskstream:

To create your E-Folio please login to Taskstream and in the top banner click Folios & Web Pages. You will then create a new folio and name it. Choose the General Purpose Templates category. From there you can customize the appearance of your page. Once you have done this and are ready to begin adding work you will chose from the left frame. You can also add attachments at that point. Once you have completed your E-Folio you can preview it before publishing or sharing it.

For detailed instructions and step by step graphics please refer to the quick start guide. This will help you create and submit your E-Folio. Please be sure to review these carefully.

Please note that the E-Folio is a School of Education requirement. Students who fail to upload their e-folio to Taskstream will receive an "I" grade in the course until the E-Folio is completed.

E-Folio Rubric

Passing Score: **10 pts or more**

Rubric	Inadequate	Developing	Expected Target	Above Target
Portfolio write up: Using the 2009 CACREP Standards, student must select two standards from each of the eight core areas (total of 16 standards). Write a 3-4 page reflection paper on how you have utilized each standard in your	Student's written portfolio is two pages or less. Student does not include all required standards from the eight core CACREP standards, or student does not complete the	Student does meet the minimum 3-4 pages required. Student's reflection is minimal and lacking depth. 2 pts.	Student provides a comprehensive portfolio that synthesizes work from the 8 core CACREP areas in 3-4 pages. 3 pts	Student provides an in-depth analysis of how they have meet two standards from the 8 core CACREP areas in 3-4 pages. Student's reflection spans their entire

<p>professional development/growth as a counselor in training and/or at your clinical placement. 4 pts</p>	<p>assignment. 0-1 pts</p>			<p>education career with tangible examples that indicate a reflective analysis of growth and meeting the standards. 4 pts</p>
<p>Video Recording: Create a 15-minute maximum video recording in which you discuss your theoretical orientation, learning points in the program, post-graduation goals, and your professional identity as a school counselor or clinical mental health counselor. 4 pts</p>	<p>Student is missing required components of the video and/or video is less than 5 minutes, or student does not complete this part of the assignment. 0-1 pts</p>	<p>Student is missing required components of the video or video is less than 8 minutes. 2 pts</p>	<p>Student uploaded closing video which started their learning points, discussed their professional identity for their concentration, goals post-graduation. 3 pts</p>	<p>Student uploaded closing video, which is an exemplary example of student's theoretical orientation, learning points in the program, post-graduation goals, and professional identity. This video is a well thought out product that encapsulates all of the required components. 4 pts</p>
<p>Student submits the portfolio by the due date (Day 7, Week 13). 4 pts</p>	<p>Student does not turn in the assignment, only turns in one part, or turns in the assignment late. 0 pts</p>		<p>Student turns in the e-folio by the due date. 4 pts</p>	

APPENDIX Z: FACULTY OVERVIEW

Luedke, Ashley (*Associate Professor and Acting Program Director*)

B.A. State University of New York at Fredonia; M.S. Canisius College

Ph.D. Florida Atlantic University

Interests: Nonverbal communication, the therapeutic relationship, supervision models, crisis and trauma work

Branco, Susan (*Assistant Professor*)

B.A. The George Washington University; Ma. Ed. The George Washington University

Ph.D. Virginia Tech

Interests: Transracial/transnational adoption practices, counselor education and supervision for BIPOC counselors, trauma-informed practices

Haugen, Jaimie Stickl (*Assistant Professor*)

B.S. Grove City College; M.A. Regent University

PhD University of North Carolina at Greensboro

Interests: School Counseling, Equity in Education for Underserved Populations, Adolescent Suicide Prevention, Social Justice Frameworks in School Counseling

Hindman, Margaret (*Assistant Professor*)

B.S. Louisiana State University; M.S. University of Arkansas in Fayetteville

Ph.D. University of Arkansas in Fayetteville

Interests: play therapy, public mental health literacy, creative approaches to supervision, expressive arts, and group therapy work.

Henry, Heidi (*Assistant Professor*)

B.A. Messiah College; M.A. Louisiana State University

PhD Sam Houston State University

Interests: Religious identity development, Multicultural counseling competency, Social justice, Adolescent counseling, Career counseling, Mood disorders

Luke, Charles (*Associate Professor*)

B.A. & M.A. Columbia International University

Ph.D. University of Tennessee

Interests: Neuroscience-informed counseling, career counseling, addiction, child and adolescent counseling

Mason, Nathaniel (*Assistant Professor*)

B.A. University of Virginia; M.Ed. William & Mary

Ph.D. William & Mary

Interests: LGBTQ+ clients, intersecting identities, role of spirituality and connectedness with others, fostering wellness

Moro, Regina (*Associate Professor*)

B.A. University of Albany; M.S. Syracuse University

Ph.D. University of North Carolina at Charlotte

Interests: Addiction prevention and intervention, cultural competency/humility in counseling, supervision, telemental health

Scherer, Rebecca (*Assistant Professor*)

B.S. James Madison University; M.A. Marymount University

Ph.D. University of North Carolina at Charlotte

Interests: Multicultural Counseling, Social Justice, Clinical Mental Health Counseling, Mentorship

Smith, Nate (*Assistant Professor*)

B.A & M.A University of Wyoming

Ph.D. Texas Tech University

Interests: Internalized homophobia within the LGBTQIA community, narrative approaches in qualitative research, and the application of feminist counseling theories specifically relational cultural theory