School of Education
Counselor Education Program Handbook

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I. INTRODUCTION TO THE HANDBOOK

This handbook is intended for students, faculty members and cooperating site supervisors in agencies and schools. Mutual familiarization with program objectives, policies and responsibilities is essential to student success in the program, to the fostering of rewarding mentoring relationships, and to 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. SCHOOL OF EDUCATION

A. 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.

B. 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) accept and give 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.

III. COUNSELOR EDUCATION PROGRAM

C. OVERVIEW

1. 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.

2. Program Goals & Objectives

a) Goals:

   - The CACREP (Council for Accreditation of Counseling and Related Educational Programs) accredited Counselor Education program (Community Mental Health Track & School Track) endeavors to assist students to meet the professional standards set forth by this organization. Specifically, the goals of this program, for all tracks, including Rehabilitation Counseling, 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. Note: this program is housed in the NCADE (National Council for Accreditation of Teacher Education) accredited School of Education.

b) Objectives:

   - Counselor Education graduates will demonstrate knowledge in the core and relevant specialty areas of counseling as established 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.

c) University Objectives:

   - Program activities and evaluation criteria related to the objectives may be found in the syllabi for the numbered courses listed below each individual objective. Objectives in support of the St. Bonaventure University’s Mission include:
     - To promote the liberal arts education of the student by continuing to develop excellent oral and written communication skills.
     - To support the Franciscan tradition of the University by providing the opportunity for service to the community.
     - To support the University’s mission of embracing the cultural diversity and pluralism of our modern world.

   - Objectives may be found in the syllabi for the numbered courses listed below each individual objective. Objectives in support of the St. Bonaventure University’s Mission include:
     - To promote the liberal arts education of the student by continuing to develop excellent oral and written communication skills.

   - Program Objectives:

     - Objectives in support of the highest standards of counselor education are set, and are in line with CACREP accreditation. At the completion of the M.S. in Education–Counseling degree programs, the student will be able to:
       - 1. Cope effectively with issues and concerns related to a culturally diverse society that arise while functioning as a counselor.
         - 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.
       - o Foundationally in CE 510, CE 540 and especially in CE 638
       - o Practically in CE 620A,B/625A,B
       - o CE 610 and CE 620A,B/625A,B

       - 2. Perform effectively in the general counselor functions identified for the appropriate setting in which they work.

       - 3. Consult effectively with appropriate personnel and clients.

       - 4. Analyze the clinical institutional influences in order to enhance the counselor’s role and function.

       - 5. Provide effectively the individual and group counseling needs of the setting.

       - 6. Analyze the clinical institutional influences in order to enhance the counselor’s role and function.


       - 8. Initiate, complete and evaluate original research projects.


       - 10. Understand the roles and functions of a professional counselor, including significant organizations, ethical and legal standards, and credentialing.
3. Program Tracks

The Counselor Education Masters' program offers both a 60 credit hour Community Mental Health, a 48 credit hour school counseling, and a 48 hour Rehabilitation Counseling track. Critical thinking, application of theory to practice, community-service, and contributions to the profession is highly valued in both.

a) Degree Preparation

• Community Mental Health: This degree 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 degree track is designed for individuals who wish to serve as counselors in K-12 settings.

• Rehabilitation: This degree is designed for individuals who wish to work with children and adults with physical, psychosocial, emotional, and mental disabilities.

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

4. 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.

5. Admission & Matriculation & Registration Information:

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.

Admissions: 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:

a) Admission: 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 in hand to start the program, but may be admitted while still completing the degree.

• 3.0 undergraduate GPA

• A completed application for admission, including a Writing Sample (the details of this writing sample are outlined in the application packet)

• 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

• Interview

In addition, the NY State Public Health Law #2165 requires that SBU collect proof of immunity (measles, mumps, rubella) from all students who may be enrolled for more than 3 credits. Students failing to provide this information within 30 days of enrollment will be blocked from course selection.

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 for more than one year. Students asking to change graduate programs must also file an application for readmission. Students who re-apply for admission must be re-admitted by the appropriate department’s admissions committee. 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.

b) 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.

c) 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 adviser before selecting courses. Students who are not up to date in paying tuition and fees may be unable to register for classes. Students attending classes for which they are unregistered 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; student 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 registrars. Students wishing to change from one area of study to another should confer first with the Dean of the School of Graduate Studies.

d) Start Dates & Campus Location: Students on the main campus may be accepted for spring, summer and fall semesters. Courses are primarily taken on the campus at which the student was accepted. Should a student have an identified need for a course on an alternate campus, the request will be made to the Program Director and if the request can be accommodated, i.e., there is room in the course, the request will be granted.

6. Financial Aid:

The Financial Aid Office, located in Hopkins Hall, is available to assist graduate students in securing funding for their graduate work.

• Graduate Assistantships: The School of Graduate Studies at St. Bonaventure University offers assistantships grants for the academic year and for the main summer session. These grants are distributed among full-time students of the departments having graduate programs at the main campus and/or the Buffalo Center, with most of them offered at the Olean campus. The competition for these awards is keen. Interested students should apply for admission by February 1 (for the upcoming fall).

• Loans & Grants: The University participates in all federal and state aid programs. The FAFSA is used to apply for all federal programs, including Federal Perkins Loan, Federal Work Study and Federal Stafford Loan. Detailed information on the application process can be obtained from the office of financial aid. New York State residents who pursue full-time study (12 credits or more) in an approved program may be eligible for the New York State Tuition Assistance program (TAP).

• Loan Forgiveness: The College Cost Reduction and Access Act (H.R. 2669), signed into law last fall, provides loan forgiveness and income-based repayment options for those with educational loan debt opting for careers in the public sector (most non-profit settings). To learn more about this new program, check out the NASFAA Web site. http://www.nasfaa.org/publications/2007/G2669Summary091007.html# Forgiveness

• Buffalo Public Schools Grant: Teachers and staff at any school located in Buffalo, N.Y. will receive the 20% tuition scholarship for an SBU master’s degree or certificate program, provided they apply for full admission by the end of May. This award cannot be combined with other SBU graduate grants or scholarships

• Dean’s Scholarship: Students can compete for Dean’s Graduate Scholarships worth either (1) one-half tuition for a master’s degree or (2) scholarships worth 20 percent of tuition toward a master’s. Awarding of the scholarships will be based on a combination of a student’s academic record, professional and/or personal accomplishments, and potential for meaningful service in their chosen careers as judged through a written essay.

• AmeriCorps: AmeriCorps volunteers accrue educational benefits (Segal Education Awards) that may be used for graduate study, up to approximately $4,725 per year of full-time service. Starting in the summer of 2009, SBU will match this educational award — the only
college in Western New York to do so. SBU will match the $4,725 award completely for graduate programs up to 38 hours in length. The University will match 75% of two $4,725 awards for grad programs 39-51 hours in length and will match two awards in full for students in the 60 hour mental health counseling program. The matching grant will be applied to the student’s account after the AmeriCorps funds have been received. Those possessing lower level education awards will not receive a match but will instead receive the SBU Dean’s Graduate Scholarship automatically, bypassing the usual application process.  
- **Franciscan Mission Grant**: Employees of Catholic organizations will receive a 30% tuition discount for graduate study. Awards will be made to matriculated students on a program space available basis and all part or full-time personnel are eligible, except for executive level staff and physicians, PAs and NPs at Catholic medical facilities. To confirm eligibility, applicants should provide a letter (on organizational letterhead) from a supervisor or human resource officer. Current students who take qualifying employment may receive the award beginning with the next new semester or summer term. The Franciscan Missions Grant cannot be used in conjunction with any other St. Bonaventure grant, scholarship, or waiver.

7. **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), 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), and the American Rehabilitation Counseling Association (ARCA). More specific delineation of ethical behavior is presented in Appendix A.

8. **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. 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.

9. **Professional Activities**

Within class discussions, via the class speakers, program Newsletters, and the required professional organization membership, students are made aware of professional conferences and events. In addition, professionals’ 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.

10. **Program Status**

a) **Student Review Process & Remediation**: All students are reviewed each academic year, and student concerns are regularly addressed at program staff meetings. In cases whereby a student’s academic performance does not meet the minimal standards, program commitments are not met due to unavoidable absences, and/or field expectations are not satisfactorily met within the designated time frames, a Student Improvement Plan (see Appendix F) will be developed, and academic probation considered. These forms are kept in a locked file in the Dean’s office. The process to address student concerns entails the following:

- Student issues are raised and discussed at each department meeting
- A Student Improvement Plan is created and discussed with the student by his/her adviser. The department program director may be involved with this planning
- The adviser monitors student progress and adherence to the Student Improvement Plan relative to the delineated timeline
- Student progress is reported at Department meeting, and the Program Director is kept abreast of the student’s progress
- If student does not meet the Student Improvement Plan progress goals, then the student is discussed at the next program meeting following the passing of the deadline stated in the plan. Recommendations regarding the student’s continuation in the program are made, and the student and the School of Education Dean are informed in writing of these decisions. Options may include outside remediation, a student leave of absence or dismissal from the program.
- The student will be offered the opportunity to meet with the program director and review reasons for the program recommendations and a discussion of options.
- If the student is in disagreement with the plan, then he/she may file an official grievance pursuant to University criteria.

b) **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 program adviser and director, and where appropriate, the cooperating site supervisor.

c) **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.

d) **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 moral turpitude; 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.

e) **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.

11. **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, and 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 campuses 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.

8. **ACADEMIC COMPONENTS**

1. **Orientation & Professional Development Requirements**

a) **New Student Orientation**: New students entering into the program are required to attend a new student orientation that provides an overview of the program tracks, university services, professional development components of the program, and a brief introduction to faculty members.

b) **Experiential Group Overview**: All new students will participate in a ten week experiential group. The sixty minute sessions will run across the semester, taking place primarily in conjunction with the Groups class. 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

2. Course Requirements
The course requirements are specified in the respective plans of study found in Appendix A2. Note: all students must successfully complete the SBU IRB training prior to taking CE 500 Research Inquiry and Tools.

### REQUIRED COURSES

<table>
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<tr>
<th>Common Core Program Courses:</th>
<th>Common Core School of Education Course:</th>
<th>School Track Specific Courses:</th>
<th>Clinical Mental Track Specific Courses:</th>
<th>Rehabilitation Track Specific Courses:</th>
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<tr>
<td>CE 510 Introduction to the Profession of Counseling*</td>
<td>CE 500 Research Inquiry &amp; Tools</td>
<td>CE 630 Management of School Counseling Programs OR</td>
<td>CE 637 Management of Community Mental Health Programs</td>
<td>CE 645 Management of Rehabilitation Counseling Programs</td>
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<td>CE 530 Techniques of Counseling*</td>
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<td>CE 620A Internship I: School Counseling</td>
<td>CE 625A Internship I: Community Mental Health Counseling</td>
<td>CE 646A Internship 1: Rehabilitation Counseling</td>
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<tr>
<td>CE 550 Group Counseling*</td>
<td>CE 620B Internship II: School Counseling</td>
<td>CE 625B Internship II: Community Mental Health Counseling</td>
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<td>CE 638 Multicultural Counseling [CMH &amp; School Track]</td>
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<td>CE 636 Seminar in Community Mental Health Counseling</td>
<td>CE 644 Medical, Psychosocial &amp; Vocational Aspects of Disability [in place of CE 638]</td>
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<td>CE 610 Practicum in Counseling [*courses are prerequisites]</td>
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<td>CE 649 Family Counseling</td>
<td>CE 647 Psychiatric &amp; Vocational Rehabilitation</td>
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<td>CE 634 Counseling Interventions: Child &amp; Adult</td>
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<td>CE 570 Career Counseling</td>
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<td>CE 610 Practicum in Counseling</td>
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<td>CE 560 Psychological Testing &amp; Assessment</td>
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<td>CE 511 Advanced Human Growth and Development</td>
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<td>CE 540 Abnormal Psychology</td>
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Possible Electives (CMH Track must take 3 electives; School Counseling track must take 1 Elective):

- CE 640 Introduction to Addictions
- CE 641 Psychopharmacology of Addictions
- CE 642 Introduction to Counseling Emergency Services
- CE 643 Counseling Strategies for Crisis Management, Emergency Services, Trauma, & Disasters
- CE 651 Assessment and Counseling with Children
- CE 652 Brief Therapy
- CE 650 School Counseling and Special Education
- CE 653 Child Advocacy I: Perspectives on Child Maltreatment and Child Advocacy
- CE 654 Child Advocacy II: Professional and System Responses to Child Maltreatment.
- CE 655 Child Advocacy III: Responding to the Survivor of Child Abuse and Survivor Responses.
- CE 661 Coping with Loss: Understanding the Grief Process

Note: track specific courses may be taken as an elective by students not in that specified track following consultation with their adviser.

** The comprehensive exam is taken and the e-folio is turned in the semester students are graduating. 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 track of study, i.e., community mental health; school counseling; rehabilitation counseling.

C. FIELD SERVICE REQUIREMENTS
1. Overview
   - Field training for students in both tracks 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 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. Community Mental Health track students are typically placed in community mental health or college counseling settings. School track students are typically placed in K-12 school settings. Rehabilitation track students are placed in a gamut of sites such as addictions, vocational settings, nursing homes, and hospitals. However, Practicum is generic, not track specific, as opposed to internships that are track specific. Practicum students can do a field placement in either type of site.
   - Students on the main campus will be completing a part of their Practicum experience within a community placement site, and will supplement their hours by working in the University based Counseling Clinic. Students at the Buffalo Center will complete all of their Practicum hours in a community site.
   - 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 Community 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; work in at least two different rehabilitation settings). E.g., Practicum and Internship 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 I and II.

- It is highly recommended that NY state school track students gain experience at diverse levels, especially those levels at which they want to be eventually be employed. At minimum, students must complete 300 of the required 600 hours at a middle or high school level during the course of their school internships. Site contacts will be made between SBU faculty/field director-coordinator and the field training supervisor while students are in the field. See Appendix B for the delineation of specific field tasks.
- The Field Services Director/ Buffalo Center Field Coordinator must be notified immediately of any site concerns. Faculty professors and advisors should be notified immediately of any student concerns.

2. 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, Group Counseling, and Techniques of Counseling prerequisite courses; maintenance of a ‘B’ or better overall GPA; completion of the ‘Mandated Child Abuse Reporter Training’ and ‘Safe Schools & Violence Prevention’ workshops (Note: if these workshops were previously completed as an undergraduate student at SBU, they need not be redone); ‘DASA’ workshop (required for School track only); proof of ACA or ASCA/AMCH/A/RCA membership and professional liability insurance; and fingerprint clearances for New York State school track students. Note: Fingerprint clearances are also needed for community mental health track students when the host training site requests them. They are then completed at that site. In addition, students’ professional dispositions will be assessed during the program. Professional dispositions will also be considered in the determination as to whether the students are ready to begin their Practicum.

- Internship Readiness: Students must have successfully completed Practicum to start Internship I, and Internship I to start Internship II. They must maintain a ’B’ or better overall GPA, renew their ACA or ASCA/AMCH/A/RCA membership and professional liability insurance, and demonstrate 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. Once again, professional dispositions will be considered in the determination of whether students are ready to start their Internships. Note: Full review of students’ eligibility to start a placement is required at each separate field placement requirement.

3. Placement Clearances

- Practicum Clearances: These clearances include: successful completion of the Introduction to the Profession of Counseling, Group Counseling, and Techniques of Counseling prerequisite course; attendance of a ‘B’ or better overall GPA; completion of the ‘Mandated Child Abuse Reporter Training’ and ‘Safe Schools & Violence Prevention’ workshops (Note: if these workshops were previously completed as an undergraduate student at SBU, they need not be redone); ‘DASA’ workshop (required for School track only); proof of ACA or ASCA/AMCH/A/RCA membership and professional liability insurance; and fingerprint clearances for New York state school track students. Note: Fingerprint clearances are also needed for community mental health track students when the host training site requests them. They are then completed at that site. In addition, students’ professional dispositions will be assessed during the program. Professional dispositions will also be considered in the determination as to whether the students are ready to begin their Practicum.

4. Cooperating Site Supervisor Criteria

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 work training, and/or prior experience in supervision.
- Cooperating school counselors must hold at least provisional certification in school counseling; permanent certification and tenure status are preferred.
- Cooperating Community Mental Health supervisors must have:
  i. 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
  ii. be licensed and registered in New York State to practice mental health counseling, medicine, as a physician assistant, psychology, licensed clinical social work, or as a registered professional nurse or nurse practitioner, or must have the equivalent qualifications as determined by the Department;* and
  iii. 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 (paid or unpaid)!
  iv. It is highly preferable that the mental health supervisors have their Mental Health Counselor licenses.
- Cooperating site rehabilitation counselors should hold certification in Rehabilitation Counseling (CRC).
- 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.

5. 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.
- Students serving as individual or group practicum supervisors must:
  ▪ have completed counseling practicum and internship experience
  ▪ be equivalent to those within an entry-level program; have completed or are receiving preparation in counseling supervision; and
  ▪ be supervised by program faculty, with a faculty/student ratio that does not exceed 1:5.

6. Practicum Requirements

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. 1/4 of this experience must involve group counseling, with the remainder being 1:1 counseling.
- Weekly one hour supervision by site 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 5:1, 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 on both campuses 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 supervisor s are also asked to complete a Program Survey. 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 C.

7. Internship Requirements
The program requires students to complete a supervised internship of 800 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’ advisers, course instructors, and the Field-Services Director/Buffalo Center Field Coordinator. 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 supervision on site by their supervisor.
• An average of one hour per week of individual and/or dyadic supervision, throughout the internships, usually performed by the on-site 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 10:1.
• Academic supervision is provided on both campuses 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 one audio and/or videotapes of the student’s interactions with clients/students 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 250 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. Students complete an evaluation of their site and supervisors.

8. Advanced Internship Requirements for School Counselors
The Advanced Internship is the final course to be taken en route to permanent certification in School Counseling. Note: Candidates must complete an application for the Advanced Certificate of study in School Counseling with Graduate Admissions.
• Candidates must have at least one year of paid work experience in the field, and be working in their track related setting while taking this course. Note: NY State requires two years of working in a school prior to applying for the Permanent Certification.
• Candidates complete 300-600 hours in the field.
• Candidates have their supervisors, senior counselor, or administrative staff complete and return the Advanced Internship Evaluation form at the completion of their field hours.

9. Experiential Group/Supervision Requirements Schedule

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<thead>
<tr>
<th>FIRST YEAR</th>
<th>Spring</th>
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<tbody>
<tr>
<td><strong>EXPERIENTIAL GROUPS</strong></td>
<td>Practicum</td>
</tr>
<tr>
<td>Minimum of 10 hours across the semester with small groups of students; Tied to group class.</td>
<td>Group Supervision = Class</td>
</tr>
<tr>
<td>[Ideal #:5; Max#:6]</td>
<td>Individual/Triadic Supervision</td>
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<tr>
<td>[1-2 students per faculty member]</td>
<td>Weekly supervision across the semester-both campuses</td>
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<table>
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<th>Second Year</th>
<th>Spring</th>
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<tr>
<td><strong>INTERNSHIP I</strong></td>
<td>Internship II</td>
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<tr>
<td>Group Supervision = Class</td>
<td>Group Supervision = Class</td>
</tr>
<tr>
<td>[Ideal #:10; Max#:11]</td>
<td>[Ideal #:10; Max#:11]</td>
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<tr>
<td>Individual Supervision</td>
<td>Individual Supervision</td>
</tr>
<tr>
<td>Weekly supervision with onsite supervisor</td>
<td>Weekly supervision with onsite supervisor</td>
</tr>
</tbody>
</table>

D. CREDENTIAL REQUIREMENTS

1. School Counseling Certification
• 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 48 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 masters’ degree in its entirety. Note: students seeking school certification in states outside of New York should contact that state’s Educational Office in regard to their specific requirements.
• Provisional Certification: Graduates will be contacted shortly after graduation by the certification office as to how to start the TEACH application process. It is essential that school track students apply for their provisional certification immediately post-graduation as certification requirements are open to change and graduate data is not kept indefinitely in the state databases.
• Permanent Certification: Additional coursework is available for post-master’s degree students seeking permanent certification in school counseling. Admission to Advanced Certificate programs is accomplished through application to the Office of Graduate Studies.
• Alternative Routes to School Counseling Certification: Students may independently contact their local BOCES office once 30 hours of counseling credits, including an Internship in a school, are satisfactorily completed. Reasons to do are primarily related to a job offer before graduation. However, please note that the ‘clock starts ticking’ towards permanent certification at this time.

2. Mental Health Licensure
• Registered SBU Program: The Community 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.nyced.

Please visit: http://www.op.nysed.gov/prof/mbh.
3. Rehabilitation Counseling Certification:

- Registered SBU Program: The Rehabilitation Counseling program is registered with NY State Education Department. Registration signifies that the educational courses meet the criteria required by the state. Candidates who have successfully completed the Rehabilitation Counseling masters' degree in its entirety may apply to CRCC (Commission on Rehabilitation Counselor Certification) to begin the certification process.

- Information regarding the post-graduation testing and work requirements to obtain the CRC (Certified Rehabilitation Counselor) may be found on the CRCC website: http://www.crccertification.com/pages/eligibility_requirements/69.php under Category B.

4. Multiple Credentials:

- Students choose one track (Community Mental Health, School or Rehabilitation Counseling) as their field of study, and all students graduate with a degree in Counselor Education. It is possible, however, for students to achieve additional credentials:
  - Mental Health Counselor License
  - School & Rehabilitation Track Students

Graduates of the school or rehabilitation tracks, wishing to also obtain the license in Mental Health counseling, need to first apply to the state to determine their eligibility. When the state determination is made, and if additional courses are required, school or rehabilitation track alumni may take the state directed courses on a non-matriculated basis post-graduation. For students applying for the license after graduation from the 48 hour school or rehabilitation track program, the non-matriculated regulation has been increased to 12 credits maximum [standard regulation is 9 credits non-matriculated]. Note: it is up to the state to indicate if you are eligible, and if so, what courses are needed.

- Note: As of January, 2010, NY State indicated applicants for the Mental Health Counselor license were required to have graduated from a 60 hours' program. While they have still continue to accept applicants with 48 hours, there is no guarantee that they will continue to do so, and that additional courses taken will result in license eligibility.

- School Counselor Provisional Certification
- Community Mental Health & Rehabilitation Track Students

Students in the Community Mental Health or the rehabilitation tracks wishing to also obtain the provisional certification in school counseling may take the required school courses as electives during their course of study or on a non-matriculated basis post-graduation. They then need to independently apply to BOCES [Board of Cooperative Educational Services] for the provisional school counseling certificate. Two required school courses include:
  - Management of School Counseling Programs, CE 630
  - Internship School Counseling, CE 620A

Students would apply for provisional certification for school counseling on own through NY State Ed Dept. via BOCES. Note: it is up to BOCES to make the final decision regarding school counselor provisional certification eligibility, and there is no guarantee as to how long they will continue to do so.

- Rehabilitation Counselor Certification
- Community Mental Health & School Track Students

Students in the Community Mental Health or the school tracks wishing to also obtain the certification in rehabilitation counseling need to first apply to CRCC under Category D to determine their eligibility. When the CRCC determination is made, and if additional courses are required, Community Mental Health or school track alumni may take the CRCC directed courses on a non-matriculated basis post-graduation.

- **For the mental health counselor license, the school counselor permanent certification, and the rehabilitation counselor certification, there are additional state requirements beyond what is stated above. Please check the websites for specific information. An overview of these credentials is presented in Appendix A, 5.

5. CASAC: St. Bonaventure University is also a certified education and training provider for the New York State Office of Alcoholism and Substance Abuse Services (OASAS). The 85 continuing education requirements in additions are offered through SBU. Note: these 85 continuing education requirements are only a part of the full requirements for the CASAC credential. The full extent of the additional requirements for this credential may be found at:

6. Other:
- Additional questions may be directed to SBU’s School of Education’s Certification Office, (716) 375-2537.
- Graduates seeking credentials outside of the state of New York should consult the relevant state’s education department. Additional credential information may be obtained from the American Counseling Association [http://www.counseling.org], or American School Counselor Association [http://www.schoolcounselor.org].
- Teaching Certification: The School Counseling track, [NOT the Community Mental Health or Rehabilitation tracks], does meet the criteria for permanent teacher certification in the State of New York (provided the candidate enters the program with a provisional NY teaching certificate).

E. EXIT CRITERIA

Graduation criteria: In order to be awarded the degree in Counselor Education Community or School, 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 E-folio showing professional growth and accomplishment, and have successfully passed the national counseling examination. Students who have met all of the above requirements are approved for graduation, and endorsed for applications for credentials.

Specifically, the portfolio and the national exam involve the following:

1. E-folio
- Each student is required to complete a professional e-folio during the Internship II class, prior to graduation.
- Criteria for this e-folio evaluation are described in the appendices of this Handbook.
- E-folio components and format are addressed early in Practicum, and further discussion continues in both Internship classes.
- Completed e-folios are to be completed the semester at the end of which graduation is anticipated.

2. National Counseling Examination
- Each student is required to take and pass a national, comprehensive counseling examination (CPCE).
- This examination is to be completed the semester at the end of which graduation is anticipated.
- 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 has an opportunity to complete remediation questions pertaining to the failed areas prior to graduation.

3. Career Office & Recommendations

Students are encouraged to set up a career file with our Career Office on campus, which includes documentation such as transcripts, and letters of recommendations. Faculty letters of recommendation are provided for students in good standing with the program upon request. Students should provide the faculty member with their resume and a paragraph of their career intent.

GRADUATION: Students who have successfully completed all of their required coursework may attend the Graduation Ceremony held in May, involving graduation gowns, 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.

F. PROGRAM EVALUATIONS AND DISSEMINATION OF INFORMATION

- Evaluations [See Appendix A6]:
- **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.
- **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.

- **Dissemination of Program Information**: There are multiple means by which program information is disseminated. A monthly program newsletter is sent out to all current students and current site supervisors. In addition, alumni receive information from the dean’s alumni newsletter and the alumni office. Program information is posted on our website. A Counselor Education Program Advisory Board exits which is comprised of community supervisors, administrators, partners; alumni and current students.

IV. APPENDICES
APPENDIX A – ETHICS & 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
       a. University, program and field policies and protocols [e.g., completion of IRB, 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 regard to and limited amount of absences.

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

2. Plans of Study

i. School Counseling

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<th>Course #</th>
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<th>Course Title</th>
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Elective options:

- CE 651 Assessment and Counseling with Children
- CE 652 Brief Therapy
- CE 640 Intro to Addictions
- CE 641 Psychopharmacology of Addictions
- CE 642 Introduction to Counseling Emergency Services
- CE 643 Counseling Strategies for Crisis Management, Emergency Services, Trauma, and Disasters
- CE 650 School Counseling and Special Education
- CE 653 Child Advocacy I: Perspectives on Child Maltreatment and Child Advocacy
- CE 654 Child Advocacy II: Professional and System Responses to Child Maltreatment.
- CE 655 Child Advocacy III: Responding to the Survivor of Child Abuse and Survivor Responses
- CE 661 Coping with Loss: Understanding the Grief Process

Advisement Notes: ________________________________________________________________
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Elective options:

CE 651  Assessment and Counseling with Children
CE 652  Brief Therapy
CE 653  Special Education and School Counseling
CE 654  Intro to Addictions
CE 655  Psychopharmacology of Addictions
CE 642  Introduction to Counseling Emergency Services
CE 643  Counseling Strategies for Crisis Management, Emergency Services, Trauma, and Disasters
CE 650  School Counseling and Special Education
CE 653  Child Advocacy I: Perspectives on Child Maltreatment and Child Advocacy
CE 654  Child Advocacy II: Professional and System Responses to Child Maltreatment
CE 655  Child Advocacy III: Responding to the Survivor of Child Abuse and Survivor Responses
CE 661  Coping with Loss: Understanding the Grief Process

Advisement Notes:

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Initial Advising Date___________________  Anticipated graduation date: ________________________

Completion of e-folio
Elective Options:

CE 651 Assessment and Counseling with Children
CE 652 Brief Therapy
CE 640 Intro to Addictions
CE 641 Psychopharmacology of Addictions
CE 642 Introduction to Counseling Emergency Services
CE 643 Counseling Strategies for Crisis Management, Emergency Services, Trauma, and Disasters
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CE 655 Child Advocacy III: Responding to the Survivor of Child Abuse and Survivor Responses
CE 661 Coping with Loss: Understanding the Grief Process

Advisement Notes: ________________________________________________________________
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3. Masters’ Students Guidelines and Sample Checklist

[Note Surveys may be found in Appendix A6]

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<tbody>
<tr>
<td>Start of Program</td>
<td>Meet with Adviser: Course registration &amp; Develop Plan of Study</td>
</tr>
<tr>
<td>Start of Program</td>
<td>Attend: Child Abuse &amp; Mandated Reporter Training Workshops</td>
</tr>
<tr>
<td>Start of Program</td>
<td>Review: Counselor Education Handbook &amp; Professional Disposition Form</td>
</tr>
<tr>
<td>Start of Program</td>
<td>Attend: Program &amp; Field orientations</td>
</tr>
<tr>
<td>1st Year – Fall</td>
<td>Obtain: ACA or ASCA/AMHCA/ARCA membership, professional liability insurance &amp; fingerprint clearances</td>
</tr>
<tr>
<td>1st Year – Fall</td>
<td>Complete SBU IRB Training</td>
</tr>
<tr>
<td>1st Year – Fall</td>
<td>Meet with Adviser &amp; Field Training Director/Buffalo Center Field Coordinators: Application for and decision regarding practicum</td>
</tr>
<tr>
<td>1st Year – Spring</td>
<td>Meet with Adviser: Course registration; Update Plan of Study; Discuss Internship I</td>
</tr>
<tr>
<td>1st Year – Spring</td>
<td>Attend: Practicum Group Supervision: Individual Supervision TBA</td>
</tr>
<tr>
<td>1st Year – Spring</td>
<td>Do: Application for Internship I</td>
</tr>
<tr>
<td></td>
<td>Do Evaluation of Practicum Site and Supervisor</td>
</tr>
<tr>
<td>1st Year – Spring</td>
<td>Have Supervisor complete Program Survey and Practicum Evaluation</td>
</tr>
<tr>
<td>1st Year – Spring</td>
<td>Renew: ACA or ASCA/AMHCA/ARCA membership, liability insurance</td>
</tr>
<tr>
<td>1st Year – Spring</td>
<td>Consider: Joining Chi Sigma Iota</td>
</tr>
<tr>
<td>1st Year – Spring</td>
<td>Receive: Professional Disposition Feedback</td>
</tr>
<tr>
<td>1st Year – Spring</td>
<td>Complete: Student Program Survey</td>
</tr>
<tr>
<td>2nd Year- Fall</td>
<td>Meet with Adviser: course registration; update plan of study; discuss Internship II</td>
</tr>
<tr>
<td>2nd Year – Fall</td>
<td>Attend: Internship Group Supervision</td>
</tr>
<tr>
<td>2nd Year – Fall</td>
<td>Do: Application for Internship II</td>
</tr>
<tr>
<td></td>
<td>Do Evaluation of Internship I Site and Supervisor</td>
</tr>
<tr>
<td>2nd Year - Spring</td>
<td>Attend: Internship Group Supervision</td>
</tr>
<tr>
<td>2nd Year - Spring</td>
<td>Receive: Professional Disposition Feedback</td>
</tr>
<tr>
<td>2nd Year - Spring</td>
<td>Do: Evaluation of Internship II Site and Supervisor</td>
</tr>
<tr>
<td></td>
<td>Have Supervisor complete Program Survey and Internship Evaluation</td>
</tr>
<tr>
<td>Last Semester</td>
<td>Submit: E-portfolio</td>
</tr>
<tr>
<td>Last Semester</td>
<td>Complete CPCE Exam</td>
</tr>
<tr>
<td>Last semester</td>
<td>Graduation Application</td>
</tr>
<tr>
<td>Last Semester</td>
<td>Meet with Adviser: Exit Interview; Complete: Student Program Survey</td>
</tr>
</tbody>
</table>

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 advisor to complete a plan of study

4. Multiple Credentials

ST. BONAVENTURE COUNSELOR EDUCATION PROGRAMS: All of the Counselor Education programs are registered with New York State Education Department. Programs are offered in the traditional weekend format on the main campus in Olean, and on weekends at the SBU Buffalo Center campus at Hilbert College.

<table>
<thead>
<tr>
<th>Degree &amp; Hours</th>
<th>Credential</th>
<th>Upon Successful Graduation</th>
<th>Focus of the Work</th>
</tr>
</thead>
</table>
| MSED 48 Hours  | Provisional Certification in School Counseling | Recommended by SBU for provisional certification in school counseling. Specific Details Located at: [http://www.highered.ny.gov/tcert/](http://www.highered.ny.gov/tcert/) | School Counselor K-12 positions in:  
  - Public Schools  
  - Private Schools  
  - BOCES [Board of Cooperative Educational Services] |
| MSED or MS [includes a thesis] 60 Hours | Licensed Mental Health Counselor | Can apply for temporary permit until 3000 hours of supervised work experience by a LMHC [Licensed Mental Health Counselor] and license exam completed. Specific Details Located at: [http://www.op.nysed.gov/prof/mhec](http://www.op.nysed.gov/prof/mhec) | Work in the Follow Settings:  
  - Mental Health settings  
  - Colleges  
  - Forensics  
  - Law Enforcement  
  - Addictions  
  - Vocational sites  
  - Social Service settings  
  - Schools as Mental Health Service Providers |
| MSED 48 Hours | Certified Rehabilitation Counselor [In process with NY state legislature for possible MH license as well] | After 12 months of acceptable employment experience supervised by a CRC, graduates may apply to take the CRC examination (Category B). Specific details are located at: [http://www.crccertification.com/pages/eligibility_requirements/09.php](http://www.crccertification.com/pages/eligibility_requirements/09.php) | Work with the following Populations:  
  - People with physical, mental, emotional, or social disabilities  
  - Students to develop strategies to live with their disability, move from school to work  
  - Veterans cope with the mental or physical effects of their military service  
  - Elderly people adapt to disabilities  
  - School Counselor K-12 positions in: Public Schools |

<table>
<thead>
<tr>
<th>Degree &amp; Hours</th>
<th>Credential</th>
<th>Upon Successful Graduation</th>
<th>Focus of the Work</th>
</tr>
</thead>
</table>
Note: there is just one degree, Counselor Education, and students choose one track, for all of these programs. However, it is possible for students in one track to take additional coursework, after meeting with their advisor, to be eligible to apply for additional credentials. *SBU is an approved provider by OASES of the 85 Continuing Education Hours as part of the CASAC credential. For further information on this credential, please see: http://www.oasas.ny.gov/sqa/credentialing/CASACCover.cfm

5. Licensed Mental Health Counselor Q & A

1- Is there a specific time the exam should be taken post-graduation?
It is a practice-based exam, so the permit holder should have at least 1 year of supervised experience prior to scheduling the exam; we approve the applicant when Form 1, fee, and Form 2 are received and education approved. It is up to the student to register with NBCC.
http://officeofprofessions.custhelp.com/app/answers/detail/a_id/1244

2- It looks like as soon as a graduate applies, the clock starts ticking for the 2 years [with an option for an additional year]...is this true?
No. The clock starts when the permit is issued.
http://officeofprofessions.custhelp.com/app/answers/detail/a_id/1244

3- Is there a difference from a provisional license and the limited permit? If so, what?
There is no provisional license in NY; the permit allows an applicant to complete experience and examination requirements. A permit is required to practice under supervision in NY.
http://officeofprofessions.custhelp.com/app/answers/detail/a_id/669
http://officeofprofessions.custhelp.com/app/answers/detail/a_id/677/kw/title

4- Graduates have to wait until they have the 3000 hours done and have passed the exam before calling themselves counselors and being able to apply for reimbursement?
They have to be licensed to use the title LMHC; they can use "MHC Permit Holder" while under a permit. There are no provisions in Education Law related to reimbursement.

5- It does not have to be a LMHC supervising the 3000 hours as long as it falls into one of the stated categories listed on the web, correct?
Yes, in 79-9.3, competent in mental health counseling and psychotherapy.
http://officeofprofessions.custhelp.com/app/answers/detail/a_id/679

6- Are there any other guidelines for acceptable places of employment post-graduation other than the generic comments on the web?
No. Students may look to College counseling/placement offices, professional associations, and alumni for networking opportunities.
http://officeofprofessions.custhelp.com/app/answers/detail/a_id/1441

Responses obtained via Communications with NYSED, 7/12.

6. Program Surveys
A. STUDENT EVALUATION OF SITE AND SUPERVISOR

<table>
<thead>
<tr>
<th>Student</th>
<th>Date</th>
<th>Site</th>
<th>Cooperating Site Supervisor</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Area</th>
<th>T (2 pts)</th>
<th>A (1 pt)</th>
<th>U (0 pts)</th>
<th>N/E</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Training Experience</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Receptiveness to Students</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Work Space</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Appropriate Caseload Size</td>
<td></td>
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</tr>
</tbody>
</table>
Alumni Survey

Directions: Use the following scale in regard to each question. Please answer each question based on the pool of SBU students you have supervised, and your experience as a supervisor.

A = Adequate (level expected for a graduate student)
T = Target (level beyond that of a graduate student; comparable to a new employee)
I = Inadequate (level below that expected of a graduate student)
N/E = No Evidence

Program:
- Training Expectation Clarity
- Evaluation Procedures Clarity
- Communication with Program Faculty
- Program Handbook
- Level of Student Professionalism
- Student Maturity
- Academic Student Preparation
- Communication Skills
- Counseling Skills
- Writing Skills
- Organizational Skills
- Technology Skills

In comparison to all the students you supervise, how would you rate the SBU students?
Top 5% _____ Top 10% _____ 50-99% _____ Below 50% _____

Please identify 2 strengths of the SBU Counselor Education Program:
1. 
2. 
Please identify 2 suggestions for the SBU Counselor Education Program:
1. 
2. 
Please identify 2 needs you have as a supervisor:
1. 
2. 
Prioritize the reasons you supervise our students, with 1 being the most important and 5 the least important:
- Intellectual Stimulation
- Student Assistance
- Professional Altruism
- Tuition Waiver
- Work Requirement
- Other (specify)

Additional Comments: Place on back side

Note: This survey is included in the Practicum & Internship Evaluations for ease of completion of the forms by supervisors, C. ALUMNI SURVEY

Alumni Survey

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

Tasks
School
Community 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

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

Identify 2 strengths of the program:
1. ____________________________
2. ____________________________

Identify 2 suggestions for program improvement:
1. ____________________________
2. ____________________________

Identify 2 needs you have as a current graduate student in our program:
1. ____________________________
2. ____________________________

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

**D. 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.
1= Target (level beyond that of most graduates hired; advanced skills)
2= Adequate (level expected for a graduate)
3= Inadequate (level below that expected of a graduate)

**General Counselor Dispositions:**

<table>
<thead>
<tr>
<th>Item</th>
<th>Rating [1, 2, 3]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level of Professionalism</td>
<td>1 2 3</td>
</tr>
<tr>
<td>Maturity</td>
<td>1 2 3</td>
</tr>
<tr>
<td>Academic Preparation</td>
<td>1 2 3</td>
</tr>
</tbody>
</table>

**Counselor Skills:**

<table>
<thead>
<tr>
<th>Skill</th>
<th>Rating [1, 2, 3]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Skills</td>
<td>1 2 3</td>
</tr>
<tr>
<td>Counseling Skills</td>
<td></td>
</tr>
<tr>
<td>Writing Skills</td>
<td>1 2 3</td>
</tr>
<tr>
<td>Organizational Skills</td>
<td>1 2 3</td>
</tr>
<tr>
<td>Technology Skills</td>
<td>1 2 3</td>
</tr>
</tbody>
</table>

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):
1. 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 considering 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.

- **Setting**
  Consider settings, which would best match your abilities and interests. Indicate prior course work or experience relating to such settings.

- **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**
2. FIELD PLACEMENT CONSIDERATIONS
(Trolley)

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?**
3. FIELD PLACEMENT REQUEST APPLICATION

I. DEMOGRAPHICS

Name ________________________________  Adviser ________________________________
SBU ID# ______________________________
Anticipated Graduation Date ___________________________  Phone # ___________________________
Address ____________________________________________________________
E-mail Address (es) _________________________________________________

Track: School ☐  Clinical MH ☐  Rehab ☐  Campus: Olean ☐  Hilbert ☐

Desired Certification State:  NY ☐  Other _________________________________

II. PLACEMENT SEEKING

Practicum ☐  Internship I ☐  Internship II ☐  Adv. Internship ☐

III. SITE PREFERENCES (circle all that apply)

<table>
<thead>
<tr>
<th>Clinical</th>
<th>College</th>
<th>Mental Health</th>
<th>Addictions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocational</td>
<td>Forensics</td>
<td>Community</td>
<td></td>
</tr>
<tr>
<td>Other (specify)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School</th>
<th>High School</th>
<th>Middle School</th>
<th>Elementary School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public School</td>
<td>Parochial School</td>
<td>Alternative Education</td>
<td></td>
</tr>
<tr>
<td>Other (specify)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rehabilitation</th>
<th>Physical Disabilities</th>
<th>Cognitive Disabilities</th>
<th>Psychosocial Disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Addictions</td>
<td>Medical/Rehab</td>
<td>Geriatrics</td>
<td></td>
</tr>
<tr>
<td>Other (specify)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

IV. CREDENTIALS

Please list any additional post college degrees, pertinent credentials (e.g., certifications, licenses), professional organization memberships held:

__________________________________________________________________________
__________________________________________________________________________

V. SPECIAL CIRCUMSTANCES

Please list any special circumstances, concerns, and/or interests (e.g., site limitations due to location, duality roles and health concerns):

__________________________________________________________________________
__________________________________________________________________________

VI. PLACEMENT PREFERENCES

Please list your top 3 placement choices:

1. _________________________________________________________________

2. _________________________________________________________________

3. _________________________________________________________________

VII. CLEARANCES

Please attach this application to a folder containing:

A. Practicum:

   • ACA or ASCA/ASCA/AMCHA/ARCA Membership & Liability Insurance,
   • Workshop Dates
   • (OSPRA Fingerprint Clearances)

B. Internships:

   • ACA or ASCA/AMHCA/ARCA Membership & Liability Insurance Renewals
4. PLACEMENT GUIDELINES AND TIMELINE

PLACEMENT PREREQUISITES:
1. Attend field training meeting.
2. Successfully complete required courses, and maintain ‘B’ or better average.
3. Maintain professional behavior.
4. Attend St. Bonaventure’s ‘Child Abuse Mandated Reporter’ and ‘Safe School and Violence Prevention’ workshops. School track students must also attend the DASA workshop.
5. Obtain/Maintain ACA or AMCHA/ASCA/ARCA membership and individual professional liability insurance.
6. Obtain fingerprint clearances (NY State: school track required – Community Mental Health track strongly recommended).
7. Meet with advisor to discuss placement options.
8. Turn in a file folder, in which proof of the above is enclosed, as well as the placement application, at designated time, to the Field Training Director/Coordinator.
9. Await formal faculty 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, and a resume.
3. Field professors and field training director/coordinator will work in conjunction to delineate site options for students.
5. Make site contacts the semester before you intend to begin, and have a placement decision made by the end of that semester.
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. Make site contacts if formal faculty placement approval has not yet been received and site needs an immediate answer.
9. Formally start placement when semester begins. Informal shadowing may occur shortly before this time if cooperating site supervisor requests to do so, the advisor has been consulted and student’s schedule permits.

PLACEMENT DECISION MADE:
1. Complete and return ‘Initial Field Placement Information’ form to field training director/coordinator.
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 may need to 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 in a student: faculty ratio of 10:1.
4. Assist faculty in arranging an Internship site visit whereby student is to be observed in an actual counseling interaction, and a meeting with the cooperating site supervisor, student and instructor ensues (Practicum & Internship).

EVALUATIONS:

Practicum
1. Complete minimum of 40 counseling hours up to one fourth of these hours should be group-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. Complete the “Case Assessment and Treatment Plan” on one individual case.
5. Have cooperating site supervisor complete the Practicum Evaluation Form when hours and tapes are satisfactorily completed. Discuss the Practicum Evaluation with your supervisor and return the evaluations to Practicum Instructor. Request an electronic copy of the Practicum Evaluation if at all possible.

Internship
1. Complete log records and submit records of total 300 hours, 120 of which is direct service, to Internship Instructor.
2. Complete 1 audiovisual tape.
3. Have cooperating site supervisor complete the Internship Evaluation Form specific to the appropriate track and level, at 250 hours of Internship.
4. Submit evaluations and cover letters to Internship Instructor. Review these evaluations with cooperating site supervisors, and ask for an electronic copy if possible of the evaluation before they are sent to the 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.
1. 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 within the guidelines set forth by our accrediting body,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. In this agreement is outlined 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, and 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:

- Review of the university’s Counselor Education Handbook and field training requirements
- 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 his/her 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 and of the Program [should be sent to the Program Director]
- 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 Field Training Director/Coordinators, 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 Field Services Director/Coordinator 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 field training director/coordinator will follow up instead of the class professor]
- Compliance with ACA Code of Ethics

The Field Services Director/Coordinator is responsible for:

- Arrangement of a field training meeting of supervisors early in students’ first semester
- Collection of clearances
- 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 track must also be fingerprinted which will be facilitated through the university. Many agency sites also require fingerprints of students in the Community Mental Health track; students will process these in conjunction with the agency (not the university).

Specifically, students are responsible for:
• Obtainment of above 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 taping 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 of field training professor and/or Director/Coordinator of any concerns on site in terms of completion of class requirements and/or site issues
• Professional presentation and behavior
• Compliance with ACA Code of Ethics

2. INITIAL FIELD PLACEMENT INFORMATION
This form is to be completed by students as soon as a field-training placement is confirmed.

I. STUDENT INFORMATION:

Name ____________________________
Address ____________________________
Phone number(s) ____________________________
E-mail address ____________________________
School track ____________________________ Community Mental Health track ____________________________
Practicum ____________________________ Internship I ____________________________
Internship II ____________________________ Advanced Internship ____________________________

II. SITE INFORMATION:

Name ____________________________
Address ____________________________
Phone number(s) ____________________________
Supervisor’s name ____________________________
Supervisor’s credentials ____________________________
Supervisor’s years of experience ____________________________
Supervisor’s E-Mail Address ____________________________
### 3. 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 his/her application for a training placement at your site. He/she is a matriculated student in good standing in our Counselor Education Program, and has successfully completed all of the pre-placement requirements. He/she is recommended for a Practicum/Internship placement.

Sincerely,

Field Training Director/Coordinator

#### 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 Field Training Director/Coordinator. I want to thank you for providing (him/her) with the opportunity to do a [Practicum/Internship /Internship II /Advanced Internship] at your site. (Student) has been formally evaluated and approved to start this training placement. He/she has completed all the necessary coursework and trainings, fingerprint clearances, has obtained ACA or ASCA/AMCHA/ARCA membership and individual professional liability insurance, and has received full faculty review and approval.

I have enclosed a copy of the [Practicum/Internship /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 /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,

Field Training Director/Coordinator

#### SAMPLE C – SITE VISIT LETTER

**Dear (Cooperating Site Supervisor):**

First of all, I want to thank you once again for taking the time to mentor and train (student’s name). I would like to schedule a site visit with you and (student) in the near future. During this visit, I will be observing (student) in an actual counseling session, and meeting briefly with you and (student) to review academic requirements and progress.

Please contact me at your earliest convenience to schedule this appointment. In the interim, please feel free to contact me if you have any questions. I look forward to hearing from you soon.

Sincerely,

Field Professor
4. AUDIOVISUAL TAPE CONSENT

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 his/her 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 _________________________________________________________________________
5. STUDENT EVALUATION OF SITE AND SUPERVISOR

Student ___________________________ Date ___________________________
Site ___________________________ Cooperating Site Supervisor ___________________________

Assessment Scale
2 pts = Target performance; exceeds expectations
1 pt = Adequate performance, meets expectations
0 pts = Inadequate performance, does not meet expectations
NE = No Evidence

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<tr>
<th>Area</th>
<th>T (2 pts)</th>
<th>A (1 pt)</th>
<th>I (0 pts)</th>
<th>NE</th>
<th>Comments</th>
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<td>Overall Training Experience</td>
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<td>Work Space</td>
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<td>Appropriate Caseload Size</td>
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<td>Appropriate Caseload Type</td>
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<td>Diversity of Caseload</td>
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<td>Ability to Tape</td>
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<td>Supervision Process</td>
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<td>Supervisor Knowledge</td>
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<td>Supervisor Style</td>
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<td>Supervisor Accessibility</td>
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<td>Mentoring Opportunities</td>
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<td>Feedback and Guidance</td>
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<td>Paperwork Assistance and Review</td>
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<td>On-Site Professional Meetings</td>
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<td>Continuing Education Opportunities</td>
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<td>Resource Material Availability</td>
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<td>Evaluation Procedures</td>
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<td>Learning Possibilities</td>
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<td>Overall Placement Rating</td>
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Would you recommend this placement to other students? Why or Why Not?


6. COUNSELING SESSION EVALUATION RUBRIC

COUNSELING SESSION RUBRIC

<table>
<thead>
<tr>
<th>Name:</th>
<th>Date:</th>
<th>Score:</th>
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</table>

Assessment Scale
2 pts = Target performance; exceeds expectations
1 pt = Adequate Performance; meets expectations
0 pts = Inadequate performance; does not meet expectations
NE = No Evidence

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<tr>
<th>Skill</th>
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<th>A (1 pt)</th>
<th>I (0 pts)</th>
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<th>Comments</th>
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<td>attending skills)</td>
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<td>Faces client directly &amp; openly</td>
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<td>Maintains comfortable eye contact</td>
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<td>with client</td>
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<td>Adopts a relaxed posture</td>
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<td>Physical attending skills are</td>
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<td>intermittently demonstrated</td>
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<td>Less than relaxed appearance</td>
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<td>Closed or distracted</td>
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<td>orientation and attention to client</td>
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<td>No eye contact with client</td>
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<td>Fidgety posture</td>
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<td>Apathetic attention to client</td>
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<td>Empathy</td>
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<td>Accurately reflects and</td>
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<td>paraphrases client verbal and</td>
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<td>nonverbal communication</td>
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<td>Some evidence of accurate</td>
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<td>reflections and paraphrases</td>
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<td>communicating understanding</td>
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<td>Inaccurate reflections of client</td>
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<td>statements and nonverbal</td>
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<td>inaccurate paraphrases of client</td>
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<td>Probing</td>
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<td>Focus of questions is relevant</td>
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<td>Balanced use of open- and close-</td>
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<td>ended questions</td>
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<td>Focus of questions</td>
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<td>intermittently relevant</td>
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<td>Some evidence of open-ended</td>
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<td>probes</td>
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<td>Focus of questions is irrelevant</td>
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<td>Mostly closed-ended questions</td>
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Extra credit points (see reverse side):

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<tr>
<th>Grade equivalents by point ranges</th>
<th>Total Score</th>
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<tbody>
<tr>
<td>9 – 10                            = A</td>
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<tr>
<td>7 – 8                             = A-</td>
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<td>5 – 6                             = B+</td>
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<tr>
<td>3 – 4                             = B</td>
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<td>&lt; 3                               = C</td>
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Other behaviors for extra credit: Maximum 2 points (Advanced level skills e.g., Egan’s skills of challenging)

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<tr>
<th>Skill</th>
<th>T (2 pts)</th>
<th>A (1 pt)</th>
<th>I (0 pts)</th>
<th>NE</th>
<th>Comments</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Goal Setting</td>
<td>Counselor assists client to articulate goals that are appropriate, specific, and reasonable.</td>
<td>Counselor assists client to articulate goals that are not completely appropriate, specific, and/or reasonable.</td>
<td>Counselor assists client to articulate goals that are not appropriate, specific, or reasonable.</td>
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</table>
| Challenging Skills         | Counselor successfully employs one or more of the following “challenging” skills to enable client’s exploration of alternative perspectives:  
  * Self disclosure  
  * Information sharing  
  * Confrontation  
  * Advanced empathy  
  * Immediacy  
  * Suggestions/advice | Counselor is partially successful in employing “challenging” skills to enable client’s exploration of alternative perspectives. | Counselor is not successful in employing “challenging” skills to enable client’s exploration of alternative perspectives. |    |          |        |
| Strategies for Change      | Counselor suggests strategies for change that are appropriate for client’s presenting issues | Counselor suggests strategies for change that are partially appropriate for client’s issues | Counselor suggests strategies for change that are inappropriate for client’s presenting issues |    |          |        |
| Counselor Insights into Their Own Performance | Counselor perceptions of their own performance are accurate | Counselor perceptions of their own performance are partially accurate | Counselor perceptions of their own performance are inaccurate |    |          |        |

Total Points: __________________________

APPENDIX D – PRACTICUM SPECIFIC MATERIALS

1. 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 counseling (up to 10 hours of this may be group counseling; the remaining hours need to be one to one counseling sessions) 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.

29
• 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 supervisors, clarify academic expectations and coordinate training experiences.
2. PRACTICUM LOG RECORD

Student Name ____________________________
Placement Site ____________________________
Cooperating Site Supervisor ____________________________
Adviser Name ____________________________

COUNSELING: Individual, Group, Other
SUPERVISION: Individual, Group; Consultation
CASE MANAGEMENT: Phone, E-Mail, Paperwork, Other
MEETINGS: Site Meetings, Continuing Education, Professional Presentations

<table>
<thead>
<tr>
<th>Date</th>
<th>Direct Counseling Time</th>
<th>Supervision Time</th>
<th>Case Management Time</th>
<th>Mtg Time</th>
<th>Other Time (specify)</th>
<th>Total Time</th>
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Supervisor’s Initials ____________________________ Date ____________________________

3. PRACTICUM EVALUATION FORM [STUDENT]

Student’s Name ____________________________ Site Supervisor’s Name ____________________________

This form was developed in order for supervisors to provide evaluative feedback on Practicum students’ performance in regard to the development of fundamental counseling and communications skills.

Using the following rating scale, please rate the student in regard to each area of professional development by checking the appropriate column. Please use the standard of someone at the student’s stage of professional development, i.e., a student doing practicum, a first time field experience, in a Masters level Counselor Education program.

Assessment Scale
2 pts = Target performance; exceeds expectations
1 pt = Adequate Performance; meets expectations
0 pts = Inadequate performance; does not meet expectations
NE = No Evidence

A. Skills

<table>
<thead>
<tr>
<th>Area</th>
<th>T (2 pts)</th>
<th>A (1 pt)</th>
<th>I (0 pts)</th>
<th>NE</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Counseling</td>
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<tr>
<td>Group Counseling</td>
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<tr>
<td>Communication (listening, paraphrasing, reflection feelings &amp; content, use of probes, sensitivity to nonverbal cues, confrontation)</td>
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<tr>
<td>Relationship Skills (establishes rapport, demonstrates respect, empathy, unconditional positive regard, warmth, sets appropriate boundaries)</td>
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<tr>
<td>Assessment &amp; Diagnosis</td>
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### B. Professional Commitments & Dispositions

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<th>Area</th>
<th>T (2 pts)</th>
<th>A (1 pt)</th>
<th>I (0 pts)</th>
<th>N/E</th>
<th>Comments</th>
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<tbody>
<tr>
<td>Use of Reflective Model to improve professional practice</td>
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<td>Are open to using a variety of tools (e.g. technology and communication formats)</td>
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<td>Professionalism in interactions, appearance and behaviors</td>
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<td>Value of a data-driven system delivery</td>
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<td>Acceptance of feedback and engagement in reflective process</td>
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<tr>
<td>Creation of learning communities based on research and best practice</td>
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<td>Conduction of work as an active part of a learning community</td>
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<td>Demonstration of respect for the diversity, dignity and worth of individuals</td>
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<tr>
<td>Creation of effective learning environments that recognize commonalities while affirming diversity in all its forms</td>
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### C. Summary

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<tr>
<th>Area</th>
<th>T (2 pts)</th>
<th>A (1 pt)</th>
<th>I (0 pts)</th>
<th>N/E</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Practicum performance</td>
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<tr>
<td>Overall learning and growth since start or Practicum</td>
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</table>

**Total Points**

**Did the student successfully complete the Practicum?** Yes [ ] No [ ]

If no, please indicate why not:

________________________________________

________________________________________

________________________________________

Supervisor Signature ___________________ Date ____________

Student Signature ____________________ Date ____________

4. EVALUATION OF THE PROGRAM (SUPERVISOR SURVEY):

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 ______

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.

| T = Target (level beyond that of a graduate student; comparable to a new employee) | A = Adequate (level expected for a graduate student) | I = Inadequate (level below that expected of a graduate student) | N/E = No Evidence |
| Program: | | | |
| Training Expectation Clarity | T | A | I | N/E |
| Evaluation Procedures Clarity | T | A | I | N/E |

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Communication with Program Faculty  T  A  I  N/E
Program Handbook  T  A  I  N/E

General Student Dispositions:
Level of Student Professionalism  T  A  I  N/E
Student Maturity  T  A  I  N/E
Academic Student Preparation  T  A  I  N/E

Student Skills:
Communication Skills  T  A  I  N/E
Counseling Skills  T  A  I  N/E
Writing Skills  T  A  I  N/E
Organizational Skills  T  A  I  N/E
Technology Skills  T  A  I  N/E

In comparison to all the students you supervise, how would you rate the SBU students?
Top 5%  ____  Top 10%  ____  50%-90%  ____  Below 50%  ____

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.  

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

Intellectual Stimulation  ____  Student Assistance  ____  Professional Altruism  ____  Tuition Waiver  ____  Work Requirement  ____  Other (specify)  ________________  __________________________  __________________________

Additional Comments:  

1. 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. The Internship is 300 hours, 120 of which involve direct service. One audiovisual tape is 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, and 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 for 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 academic, 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

2. INTERNSHIP OVERVIEW – COMMUNITY MENTAL HEALTH TRACK

The overall goals of the Internship in Community Mental Health Counseling are to increase interns’ awareness of the foundations and contextual dimensions of the field. The Internship is 300 hours, 120 of which involve direct service. One audiovisual tape is required.

Specifically, in regard to foundations of Community 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 Community Mental Health movement
- Roles, functions, preparation standards, credentialing, licensure and professional identity of Community Mental Health counselors
- Policies, laws, legislation, recognition, reimbursement, right-to-practice, and other issues relevant to community mental health counseling
- Ethical and legal considerations specifically related to the practice of Community 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 Community Mental Health counseling.

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

- Roles of Community 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 Community Mental Health counselors practice
- Strategies for community needs assessment to design, implement, and evaluate Community Mental Health counseling interventions, programs, and systems
- General principles of Community 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)
3. INTERNSHIP OVERVIEW – REHABILITATION COUNSELING

The overall goals of the Internship in Rehabilitation Counseling are to increase interns’ awareness of the foundations and contextual dimensions of the field. The Internship is 300 hours, 120 of which involve direct service. One audiovisual tape is required.

Specifically, in regard to the activities of rehabilitation counseling, interns are expected to gain knowledge in the area of the:

- Orientation to program components, policies and procedures, introduction to staff and their role and function, identification of the expectations for interns, confidentiality and due process procedures, risk assessment, and the Code of Professional Ethics for Rehabilitation Counselors;
- Observation of all aspects of the delivery of rehabilitation counseling services, as practiced by the agency or organization, including diverse populations;
- Work assignments, performing the tasks required of an employed rehabilitation counselor at the agency or organization; and
- Reporting, including all required academic reports as well as logs.

4. ADVANCED SCHOOL COUNSELING INTERNSHIP OVERVIEW

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 end 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.
5. SCHOOL WEEKLY TIME LOG & JOURNAL

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<th>Activities</th>
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<td>CURRICULUM</td>
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<td>Preparing lessons</td>
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<td>Delivering lessons</td>
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<td>RESPONSIVE SERVICES</td>
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<td>Individual counseling</td>
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<td>Group counseling</td>
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<td>Consultation with teachers</td>
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<td>Consultation with parents</td>
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<td>Crisis intervention</td>
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<td>INDIVIDUAL PLANNING</td>
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<td>Career planning</td>
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<td>Educational advisement</td>
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<td>Appraisal/testing</td>
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<td>SYSTEM SUPPORT</td>
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<td>Research/program evaluation</td>
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<td>Public relations</td>
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<td>Program management</td>
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<td>Other:</td>
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<tr>
<td>SUPERVISION (meet 1-1 with supervisor)</td>
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Comprehensive, Developmental School Counseling Model: Please enter hours rounded to nearest 1/2 hour (break out direct student contact hours):

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<thead>
<tr>
<th>Activities</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Total</th>
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<tbody>
<tr>
<td>National Standards for School Counseling Programs</td>
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<td>(Briefly summarize your activities this week in these areas):</td>
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<td>Career:</td>
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<td>Personal-Social:</td>
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<tr>
<td>As you review your activities this past week, which activities have occupied most of your time? How do you feel about the relative proportions?</td>
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<td>Which incident or event has presented you with your greatest learning experience this week?</td>
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<tr>
<td>General reflections on your internship experience:</td>
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</tbody>
</table>
6. COMMUNITY MENTAL HEALTH WEEKLY TIME LOG & JOURNAL

<table>
<thead>
<tr>
<th>Week of (Monday date):</th>
<th>Intern:</th>
<th>Site:</th>
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<tbody>
<tr>
<td>Total hours for week:</td>
<td>Cumulative hours:</td>
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<tr>
<td>(Direct Student Contact hours):</td>
<td>(Cumulative direct student contact hours):</td>
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</table>

### Comprehensive, Developmental, Community Mental Health Counseling hours rounded to nearest 1/2 hour (break out direct student contact hours)

#### Activities

<table>
<thead>
<tr>
<th>Role of CMH Counselor</th>
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<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Total</th>
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<tbody>
<tr>
<td>Responsive Services</td>
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<td>Case reviews</td>
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<td>Individual Counseling</td>
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<td>Group counseling</td>
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<td>Consultation with staff</td>
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<td>Consultation with parents</td>
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<td>Crisis intervention</td>
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<td>Clinical assessment</td>
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<td>Bio-psychosocial</td>
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<tr>
<td>System Support</td>
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<tr>
<td>Research/program evaluation</td>
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<tr>
<td>Public relations</td>
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<td>Program management</td>
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<td>Community outreach</td>
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<td>Other: licensure</td>
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<tr>
<td>Supervision (meet 1-1 with supervisor)</td>
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</table>

#### National Standards for CMH Counseling Programs (Briefly summarize your activities this week in these areas):

- Clinical MH assessment
- Clinical MH Intervention
- Clinical MH Consultation.

As you review your activities this past week, which activities have occupied most of your time? How do you feel about the relative proportions?

Which incident or event has presented you with your greatest learning experience this week?

Personal strengths and weaknesses you worked on this week?

General reflections on your internship experience:
### REHABILITATION WEEKLY TIME LOG & JOURNAL

<table>
<thead>
<tr>
<th>Week of (Monday date):</th>
<th>Intern:</th>
<th>Site:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total hours for week:</td>
<td>Cumulative hours:</td>
<td></td>
</tr>
</tbody>
</table>

#### Comprehensive, Developmental Rehabilitation Counseling

**Hours rounded to nearest 1/2 hour (break out direct student contact hours)**

<table>
<thead>
<tr>
<th>Activities</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Role of Rehabilitation Counselor</td>
<td>Meetings</td>
<td>Case reviews</td>
<td></td>
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<tr>
<td>RESPONSIVE SERVICES</td>
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<tr>
<td>Individual counseling</td>
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<tr>
<td>Group counseling</td>
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<tr>
<td>Consultation with staff</td>
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<tr>
<td>Consultation with significant others</td>
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<tr>
<td>Crisis intervention</td>
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<tr>
<td>Referral</td>
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<tr>
<td>INDIVIDUAL PLANNING</td>
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<tr>
<td>Rehabilitation Plans</td>
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<tr>
<td>Rehabilitation assessment</td>
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<tr>
<td>Bio-psychosocial - medical evaluations</td>
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<td>SYSTEM SUPPORT</td>
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<tr>
<td>Research/program evaluation</td>
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<tr>
<td>Public relations</td>
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<tr>
<td>Program management</td>
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<tr>
<td>Community outreach</td>
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<tr>
<td>Advocacy</td>
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<tr>
<td>SUPERVISION (meet 3-1 with supervisor)</td>
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</tbody>
</table>

#### National Standards for Rehabilitation Counseling Programs

*Briefly summarize your activities this week in these areas:*

- Rehabilitation assessment
- Rehabilitation Intervention
- Rehabilitation Consultation.

As you review your activities this past week, which activities have occupied most of your time? How do you feel about the relative proportions?

Which incident or event has presented you with your greatest learning experience this week?

Personal strengths and weaknesses you worked on this week?

General reflections on your internship experience:
8. INTERNSHIP EVALUATION FORM [STUDENT] – SCHOOL COUNSELING

**Assessment Scale**

- 2 pts = Target performance; exceeds expectations
- 1 pt = Adequate Performance; meets expectations
- 0 pts = Inadequate performance; does not meet expectations
- NE = No Evidence

**CACREP Standards for School Counseling (SC) Programs**

<table>
<thead>
<tr>
<th>Standards</th>
<th>Score</th>
<th>T</th>
<th>A</th>
<th>I</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Understanding of the Professional Environment. SC.A. Foundations of School Counseling.</strong> Intern demonstrates knowledge of school counseling (SC) programs and educational settings, including: A1. current trends in SC and educational systems; A2. relationship of SC program to academic program in the school; A4. strategies to enhance the learning environment of the school; A5. school's curriculum; A6. policies, laws, and legislation relevant to SC in the educational system; A8. community &amp; institutional opportunities that enhance as well as barriers that impede student academic, career, and personal/social success and overall development; and A9. current and emerging technology in education and school counseling.</td>
<td>Observation reveals exposure to and an excellent understanding of most elements for this standard.</td>
<td>Observation reveals a general understanding of most elements for this standard.</td>
<td>Observation reveals inadequate understanding of the elements for this standard.</td>
<td>Score</td>
<td></td>
</tr>
<tr>
<td><strong>2. Understanding of Professional Role. SC.A.3. Foundations of School Counseling.</strong> Intern demonstrates knowledge of the role, function, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school.</td>
<td>Intern demonstrates a complete understanding of professional identity by their discussions and interactions in the school setting.</td>
<td>Intern demonstrates a general understanding of professional identity by their discussions and interactions in the school setting.</td>
<td>Intern demonstrates little understanding of professional identity by their discussions and interactions in the school setting.</td>
<td>Score</td>
<td></td>
</tr>
<tr>
<td><strong>3. Program Development and Management. SC.B. &amp; C. Contextual Dimensions of School Counseling.</strong> Intern demonstrates knowledge of and skill in program management for comprehensive developmental school counseling programs including: B1. advocacy for all students and for effective school counseling programs; B3. integration of the school counseling program into the total school curriculum; B5. presenting school counseling-related educational programs school community; B7. prevention and crisis intervention programs; C1a. Data-driven decision making; C1d. Promotion of student academic, career, and personal/social competencies; C1e. Time management and priority setting; and C1g. Use of technology.</td>
<td>Observation reveals an excellent understanding of most elements for this standard.</td>
<td>Observation reveals a satisfactory understanding of most elements for this standard.</td>
<td>Observation reveals inadequate understanding of elements for this standard.</td>
<td>Score</td>
<td></td>
</tr>
<tr>
<td><strong>4. Collaboration &amp; Consultation Skills. SC.B. &amp; C3. Contextual Dimensions of School Counseling.</strong> Intern demonstrates understanding of and skill in coordination, collaboration, and consultation activities within the total school community including: B2. coordination, collaboration, referral, and team-building with school community; and B4. promotion of the use of counseling and guidance activities and programs by the total school community to enhance a positive school climate; C3a. strategies to promote effective teamwork within the school and larger community; C3b. approaches to consultation and change within school community; and C3c. strategies and methods of working with parents, guardians, families, and communities to empower them to act on behalf of their children.</td>
<td>Observation reveals an excellent understanding of and skill in most elements for this standard.</td>
<td>Observation reveals a satisfactory understanding of and skill in most elements for this standard.</td>
<td>Observation reveals inadequate understanding of the elements for this standard.</td>
<td>Score</td>
<td></td>
</tr>
<tr>
<td><strong>5. Assessment in school counseling programs.</strong> Intern understands and uses assessment principles and tools in school counseling programs. Understands the influence of multiple factors on student achievement; Recognizes issues that may affect the development and functioning of students; Assesses and interprets common and unique student needs; Analyzes assessment information for needs assessment and program evaluation; Selects appropriate assessment strategies to evaluate academic, career, and personal-social development of students; Assess barriers that impede academic, career, &amp; personal-social development of all students.</td>
<td>Observation reveals an excellent understanding of and skill in most elements for this standard.</td>
<td>Observation reveals a satisfactory understanding of and skill in most elements for this standard.</td>
<td>Observation reveals little understanding of and skill in most elements for this standard.</td>
<td>Score</td>
<td></td>
</tr>
<tr>
<td><strong>6. Interventions. SC.C.2. Knowledge and skill requirements for school counselors.</strong> Knowledge and application of counseling and guidance interventions including: a/b. individual, small-group, &amp; classroom guidance approaches that promote student success; c. approaches to peer facilitation, such as peer helper, peer tutor, &amp; peer mediation programs; d. approaches to issues that may affect the development and functioning of students (e.g., abuse, violence, eating disorders, ADHD, childhood</td>
<td>Observation reveals an excellent understanding of and skill in most elements for this standard.</td>
<td>Observation reveals a satisfactory understanding of and skill in most elements for this standard.</td>
<td>Observation reveals little understanding of and skill in most elements for this standard.</td>
<td>Score</td>
<td></td>
</tr>
</tbody>
</table>
depression, and suicide)
e. ways to facilitate student transitions (e.g., home to elem. school, elem to middle/high school), high school to postsecondary education and career options; and
h. approaches to recognizing and assisting children and adolescents who may use alcohol or other drugs or who may reside in a home where substance abuse occurs.

| 7. Communication Skills. S1. | Intern communicates effectively in speech and writing with students, administrators, parents, and other stakeholders in the educational process. | Intern demonstrates excellent communication skills in speech and writing. | Intern demonstrates satisfactory communication skills in speech and writing. | Intern demonstrates poor communication skills in speech and writing. |

| 8. Professionalism. D2. | Intern demonstrates professionalism in interactions, appearance, and behaviors. | Intern demonstrates a very high level of professionalism. | Intern demonstrates a satisfactory level of professionalism. | Intern demonstrates a low level of professionalism. |

| 9. Openness to guidance. D3. | Intern is receptive to feedback. | Intern is very responsive to and appropriate in reaction to feedback. | Intern is responsive to feedback. | Intern appears non-receptive to feedback. |
9. EVALUATION OF THE PROGRAM [SUPERVISOR SURVEY]:
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 _____

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.

T= Target (level beyond that of a graduate student; comparable to a new employee) 
A= Adequate (level expected for a graduate student) 
I= Inadequate (level below that expected of a graduate student) 
N/E= No Evidence

Program:
Training Expectation Clarity T A I N/E Evaluation Procedures Clarity T A I N/E Communication with Program Faculty T A I N/E Program Handbook T A I N/E
General Student Dispositions:
Level of Student Professionalism T A I N/E Student Maturity T A I N/E Academic Student Preparation T A I N/E
Student Skills:
Communication Skills T A I N/E Counseling Skills T A I N/E Writing Skills T A I N/E Organizational Skills T A I N/E Technology Skills T A I N/E

In comparison to all the students you supervise, how would you rate the SBU students?
Top 5% _____ Top 10% _____ 50%-90% _____ Below 50% _____

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. 

Prioritize the reasons you supervise our students, with 1 being the most important and 5 the least important:
Intellectual Stimulation _____ Student Assistance _____ Professional Altruism _____ Tuition Waiver _____ Work Requirement _____

Other (specify) 

Additional Comments:

10. INTERNSHIP EVALUATION FORM – COMMUNITY MENTAL HEALTH COUNSELING

Student: __________________________________________________________________________
Internship Site: _____________________________________________________________________

Please use the following scale to evaluate the student intern in each of the nine designated areas: check appropriate box for each area of skill.

Rating Scale:
2 pts = Target performance/understanding of content area; exceeds expectations
1 pt = Adequate Performance/understanding of content area; meets expectations
0 pts = Inadequate performance/understanding of content area; does not meet expectations
NE = No Evidence; not applicable

<table>
<thead>
<tr>
<th>Area</th>
<th>T (2 pts)</th>
<th>A (1 pt)</th>
<th>I (0 pts)</th>
<th>NE</th>
<th>Comments</th>
<th>CACREP</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Understanding of the Professional Environment</td>
<td>Student shows Excellent and exceptional understanding of these dimensions as demonstrated by their discussions and ideas regarding mental health service delivery</td>
<td>Student shows little understanding of these dimensions</td>
<td>CC A-1</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2. Understanding of Professional Role</td>
<td>Student demonstrates a complete understanding of professional identity by their discussions and interactions with professionals at the internship site.</td>
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<tr>
<td>3. Program Development and Management. Student interns will learn the strategies for community needs assessment to design, implement and evaluate community counseling interventions programs and systems</td>
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<tr>
<td>4. Collaboration &amp; Consultation Skills</td>
<td>Student demonstrates exceptional knowledge of community</td>
<td>Student demonstrates knowledge of community</td>
<td>Student shows little understanding of community</td>
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</tbody>
</table>

Additional Comments: __________________________________________________________________________
of community interventions, consultation, education and outreach and characteristics of human services programs and networks in local communities.

<table>
<thead>
<tr>
<th>5. Assessment in Mental Health Counseling Programs</th>
<th>Student demonstrates and excellent and exceptional knowledge and skill in assessment, case conceptualization, diagnosis and treatment planning by demonstrating these skills in actual case planning for clients at the internship site.</th>
<th>Student demonstrates knowledge and skill in assessment, case conceptualization, diagnosis and treatment planning by demonstrating these skills in actual case planning for clients at the internship site.</th>
<th>Student shows little understanding of treatment planning and case management.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students intern will demonstrate and understanding of the principles and models of bio-psychosocial assessment, case conceptualization, theories of human development and concepts of normalcy and psychopathology leading to diagnosis and appropriate counseling plans and knowledge of the principles of diagnosis and the use of current diagnostic tools including the current edition of the Diagnostic and Statistical Manual.</td>
<td>Interventions in discussions and actual community outreach planning and implementation.</td>
<td>Interventions in discussions.</td>
<td>Interventions and outreach.</td>
</tr>
<tr>
<td>6. Interventions</td>
<td>Student demonstrates exceptional skills in the intake, mental health history and intervention planning as demonstrated by their skills with clients at the internship site.</td>
<td>Student demonstrates skills in history taking and intervention planning with clients at the site.</td>
<td>Student shows little skill and understanding of history taking and planning with clients.</td>
</tr>
<tr>
<td>Students intern will be able to demonstrate the skills necessary to conduct an intake interview and mental health history for planning appropriate interventions.</td>
<td>Exceptional skills in speech and writing with clients, administrators and other professionals as well as, other stakeholders in the educational process.</td>
<td>Adequate skills in communicating in speech and writing.</td>
<td>Poor skills in speech and writing communication with clients, administrators and other professionals.</td>
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<tr>
<td>7. Communication Skills</td>
<td>Student demonstrates exceptional skills in effectively communicating in speech and writing.</td>
<td>Student demonstrates adequate skills in communicating in speech and writing.</td>
<td>Student shows poor skills in speech and writing communication with clients, administrators and other professionals.</td>
</tr>
<tr>
<td>Students intern communicates effectively in speech and writing with clients, administrators and other, professionals as well as, other stakeholders in the educational process.</td>
<td>A very high level of professionalism in interactions, appearance and behavior.</td>
<td>An adequate level of professionalism.</td>
<td>Does not demonstrate professionalism in interactions, appearance and behavior.</td>
</tr>
<tr>
<td>8. Professionalism</td>
<td>The student shows an exceptional level of professionalism in interactions, appearance and behavior.</td>
<td>The student demonstrates an adequate level of professionalism.</td>
<td>The student does not demonstrate professionalism in interactions, appearance and behavior.</td>
</tr>
<tr>
<td>Student intern demonstrates professionalism in interactions, appearance and behavior.</td>
<td>The student is very responsive to feedback.</td>
<td>The student is responsive to feedback.</td>
<td>The student appears non-receptive to feedback.</td>
</tr>
<tr>
<td>9. Openness to guidance</td>
<td>The student is receptive to feedback.</td>
<td>The student is receptive to feedback.</td>
<td>The student appears non-receptive to feedback.</td>
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<tr>
<td>Student intern is receptive to feedback.</td>
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**Comments**

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<thead>
<tr>
<th>Site Supervisor</th>
<th>University Supervisor</th>
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43
11. EVALUATION OF THE PROGRAM [SUPERVISOR SURVEY]:

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 ____

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.

= Target (level beyond that of a graduate student; comparable to a new employee)  A= Adequate (level expected for a graduate student)
I= Inadequate (level below that expected of a graduate student)  N/E= No Evidence

Program:
- Training Expectation Clarity
- Evaluation Procedures Clarity
- Communication with Program Faculty
- Program Handbook

General Student Dispositions:
- Level of Student Professionalism
- Student Maturity
- Academic Student Preparation

Student Skills:
- Communication Skills
- Counseling Skills
- Writing Skills
- Organizational Skills
- Technology Skills

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

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

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. ______________________________________________________________________

Prioritize the reasons you supervise our students, with 1 being the most important and 5 the least important:
Intellectual Stimulation _____ Student Assistance _____ Professional Altruism _____ Tuition Waiver _____ Work Requirement _____

Other (specify) ____________________________

Additional Comments: ____________________________________________________
________________________________________________________________________

12. INTERNSHIP EVALUATION FORM – REHABILITATION COUNSELING

Student: ____________________________ Internship Site __________________________

Please use the following scale to evaluate the student intern in each of the nine designated areas: check appropriate box for each area of skill.

Rating Scale:
2 pts = Target performance/understanding of content area; exceeds expectations
1 pt = Adequate Performance/understanding of content area; meets expectations
0 pts= Inadequate performance/understanding of content area; does not meet expectations
NE = No Evidence; not applicable

<table>
<thead>
<tr>
<th>Area</th>
<th>T (2 pts)</th>
<th>A (1 pt)</th>
<th>I (0 pts)</th>
<th>NE</th>
<th>Comments</th>
<th>CORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Understanding of Rehabilitation counseling scope of practice:</td>
<td>Student shows excellent and exceptional understanding of these dimensions as demonstrated by their discussions and ideas regarding rehabilitation counseling roles and principles</td>
<td>Student understands dimensions as demonstrated by their discussions and ideas regarding rehabilitation counseling roles and principles</td>
<td>Student shows little understanding of these dimensions</td>
<td>C.1.1.a, b</td>
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</tr>
<tr>
<td>Explain professional roles, purposes, and relationships of other human service and counseling/psychological providers. Articulate the principles of independence, inclusion, choice, and self-determination empowerment, access, and respect for individual differences.</td>
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</table>

| 2. History, Systems and Philosophy of Rehabilitation | Student demonstrates a complete understanding of the history, systems and philosophy of rehabilitation by their discussions, and interactions in the practice setting | Student demonstrates an understanding of the history, systems and philosophy of rehabilitation by their discussions and interactions with professionals at the internship site. | Student shows little understanding of the history, systems and philosophy of rehabilitation by as demonstrated by their discussions and interactions on site. | C.1.2.a, b, c |
| Integrate into one’s work these principles and rehabilitation laws. Describe, in general, the organizational structure of the rehabilitation, education, and healthcare systems, including public, private-for-profit, and not-for-profit service settings. Explain the role and values of independent living philosophy for individuals with a disability. |
| 3.Ethics |
| Practice rehabilitation counseling in a legal and ethical manner, adhering to the Code of Professional Ethics and Scope of Practice for the profession. |
| Student demonstrates a complete understanding of the Codes of Ethics as evidenced in professional behavior and practice. |
| Student demonstrates an understanding of the Codes of Ethics as evidenced in professional behavior and practice. |
| Student demonstrates little understanding of the Codes of Ethics as evidenced in professional behavior and practice. |

| 3.Informed Consumer Choice and Empowerment |
| Integrate into practice an awareness of societal issues, trends, public policies, and developments, as they relate to rehabilitation. Articulate the value of consumer empowerment, choice, and personal responsibility in the rehabilitation process. |
| Student demonstrates exceptional knowledge with respect to informed consumer empowerment and consent and through discussions and recommendations. |
| Student demonstrates knowledge with respect to informed consumer empowerment and consent through discussions and recommendations. |
| Student shows little understanding with respect to informed consumer empowerment and consent as evidenced by discussions and recommendations. |

| 4.Public Policies, Attitudinal Barriers and Accessibility |
| Assist employers to identify, modify, or eliminate architectural, procedural, and/or attitudinal barriers. |
| Student demonstrates exceptional knowledge of Public Policies, Attitudinal Barriers and Accessibility as evidenced by discussions, and clinical practices. |
| Student demonstrates knowledge of Public Policies, Attitudinal Barriers and Accessibility as evidenced by discussions, and clinical practices. |
| Student shows little knowledge of Public Policies, Attitudinal Barriers and Accessibility as evidenced by discussions, and clinical practices. |

| 5.Advocacy |
| Educate the public and individuals with a disability regarding the role of advocacy and rights of people with disabilities under federal and state law. |
| Student demonstrates an excellent and exceptional knowledge of and skill in advocating for people with disabilities. |
| Student demonstrates knowledge of and skill in advocating for people with disabilities. |
| Student demonstrates little knowledge of and skill in advocating for people with disabilities. |

| 6. Mental Health Counseling |
| Recognize individuals with a disability who demonstrate psychological or mental health related problems and make appropriate referrals. Analyze diagnostic and assessment information (e.g., vocational and educational tests, records and psychological and medical data) and communicate this information to the consumer. Explain and utilize standard diagnostic classification systems for mental health conditions within the limits of the role and responsibilities of the rehabilitation counselor. |
| Student demonstrates exceptional skills in their referral, assessment, and diagnostic roles as a rehabilitation counselor. |
| Student demonstrates skills in their referral, assessment, and diagnostic roles as a rehabilitation counselor. |
| Student demonstrates few skills in their referral, assessment, and diagnostic roles as a rehabilitation counselor. |

| 7. Counseling Skills and Technique Development |
| Develop and maintain confidential counseling relationships with individuals with a disability using established skills and techniques. Establish, in collaboration with the consumer, individual counseling goals and objectives. Apply basic counseling and interviewing skills. Employ consultation skills with and on behalf of the consumer. Facilitate counseling relationships with individuals with a disability in a manner that is constructive to their independence. Develop a plan of action in collaboration with the consumer for strategies and actions anticipating the |
| Student demonstrates exceptional counseling, goal setting, interviewing, and consultation and termination skills. |
| Student demonstrates counseling, goal setting, interviewing, and consultation and termination skills. |
| Student demonstrates few counseling, goal setting, interviewing, and consultation and termination skills. |

C.1.6.a, b
C.1.7.a
C.1.8.a
C.5.2.a-c
C.5.3.a-d; C.5.7.a, b
termination of the counseling process.

<table>
<thead>
<tr>
<th>8. Conflict Resolution and Negotiation Strategies; Individual, Group, and Family Crisis Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assist individuals with a disability in developing skills needed to effectively respond to conflict and negotiation in support of their interests. Recognize and communicate a basic understanding of how to assess individuals, groups, and families who exhibit suicide ideation, psychological and/or emotional crisis.</td>
</tr>
<tr>
<td>Student demonstrates exceptional conflict resolution, negotiation, and crisis response skills.</td>
</tr>
<tr>
<td>Student demonstrates conflict resolution, negotiation, and crisis response skills.</td>
</tr>
<tr>
<td>Student demonstrates few conflict resolution, negotiation, and crisis response skills.</td>
</tr>
<tr>
<td>C.5.5.a; C.5.6.a</td>
</tr>
</tbody>
</table>

**Comments**

________________________

Site Supervisor

________________________

University Supervisor

46
13. EVALUATION OF THE PROGRAM [SUPERVISOR SURVEY]:

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 _____

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.

- Target (level beyond that of a graduate student; comparable to a new employee)
- Adequate (level expected for a graduate student)
- Inadequate (level below that expected of a graduate student)
- N/E = No Evidence

Program:
Training Expectation Clarity T A I N/E
Evaluation Procedures Clarity T A I N/E
Communication with Program Faculty T A I N/E
Program Handbook T A I N/E

General Student Dispositions:
Level of Student Professionalism T A I N/E
Student Maturity T A I N/E
Academic Student Preparation T A I N/E

Student Skills:
Communication Skills T A I N/E
Counseling Skills T A I N/E
Writing Skills T A I N/E
Organizational Skills T A I N/E

Technology Skills T A I N/E

In comparison to all the students you supervise, how would you rate the SBU students?
Top 5% ____ Top 10% ____ 50%-90% ____ Below 50% ____

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. ___

Prioritize the reasons you supervise our students, with 1 being the most important and 5 the least important:
- Intellectual Stimulation ______
- Student Assistance ______
- Professional Altruism ______
- Tuition Waiver ______
- Work Requirement ______
- Other (specify) ______

Additional Comments:
________________________________________________________

14. ADVANCED INTERNSHIP FORM – SCHOOL COUNSELING

Counselor Name: __________________________ Senior Colleague Name: __________________________

This form was developed in order for cooperating site supervisors to provide evaluative feedback on the practicing counselor’s performance during the advanced internship.

Please use the following scale in your assessment of the practicing counselor’s performance.

Assessment Scale
2 pts = Target performance; exceeds expectations
1 pt = Adequate Performance; meets expectations
0 pts = Inadequate performance; does not meet expectations
NE = No Evidence

I. Skills

<table>
<thead>
<tr>
<th>Area</th>
<th>T (2 pts)</th>
<th>A (1 pt)</th>
<th>I (0 pts)</th>
<th>NE</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Counseling</td>
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<tr>
<td>Group Counseling</td>
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<tr>
<td>Crisis Intervention</td>
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<tr>
<td>Assessment &amp; Diagnosis</td>
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<tr>
<td>Goal Setting &amp; Treatment Planning</td>
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<td>Advisement</td>
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<td>Consultation</td>
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<td>Presentation</td>
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<td>Supervision</td>
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<td>Research</td>
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<tr>
<td>Referral &amp; Outreach</td>
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<td>Management</td>
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<tr>
<td>Collaboration &amp; Coordination</td>
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<tr>
<td>Program Planning, Implementation &amp; Evaluation</td>
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<tr>
<td>Case Management</td>
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II. Professionalism

<table>
<thead>
<tr>
<th>Area</th>
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<th>A (1 pt)</th>
<th>I (0 pts)</th>
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<th>Comments</th>
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<tbody>
<tr>
<td>Ethical behavior</td>
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<td>Professional dress/attire</td>
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<td>Professional behavior towards students/staff</td>
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<td>Ability to relate well to colleagues and staff</td>
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<tr>
<td>Area</td>
<td>T (2 pts)</td>
<td>A (1 pt)</td>
<td>I (0 pts)</td>
<td>NE</td>
<td>Comments</td>
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<tr>
<td>Overall Advanced Internship Performance</td>
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<tr>
<td>Overall Learning and Growth (relative to self-starting point)</td>
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<tr>
<td>Overall Learning and Growth (relative to other Counselors)</td>
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</tbody>
</table>

### Total Points

**Summary Comments and Recommendations** - Has this counselor, in your professional opinion, successfully completed this Advanced Internship?

Yes ☐ No ☐

Why or Why not?

__________________________________________________________________________

Practicing Counselor Signature ____________________________

Senior Colleague Signature ____________________________

Date ____________________________
## APPENDIX F – PROFESSIONAL MATERIALS

### 1. E-FOLIO RUBRIC

<table>
<thead>
<tr>
<th>Content Area</th>
<th>T (2 pts)</th>
<th>A (1 pt)</th>
<th>I (0 pts)</th>
<th>Comments</th>
<th>Rating</th>
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<tbody>
<tr>
<td><strong>1. Professional Identity</strong></td>
<td>High Quality Resume</td>
<td>Adequate Resume</td>
<td>Inadequate Resume</td>
<td>High Quality Resume</td>
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<tr>
<td>CACREP: II.K.1a-h</td>
<td>Practice credentials</td>
<td>Practice credentials</td>
<td>Missing credentials</td>
<td>Practice credentials</td>
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<tr>
<td>Resume</td>
<td>Professional membership(s)</td>
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<tr>
<td>Graduate transcripts</td>
<td>Counseling philosophy</td>
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<tr>
<td>Practice (internship) credentials</td>
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<tr>
<td>Professional memberships</td>
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<tr>
<td>Counseling philosophy statement</td>
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<tr>
<td><strong>2. Social &amp; Cultural Diversity</strong></td>
<td>Multiple quality examples of culturally-sensitive interventions and/or experiences</td>
<td>One example of a culturally-sensitive client intervention or experience or research/writing project</td>
<td>No evidence of culturally-sensitive client interventions and/or experiences</td>
<td>Multiple quality examples of culturally-sensitive interventions and/or experiences</td>
<td></td>
</tr>
<tr>
<td>CACREP: II.K.2a-2f</td>
<td>Case studies/Treatment plans</td>
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<td></td>
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<tr>
<td>Research project</td>
<td>Lesson plans</td>
<td></td>
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<tr>
<td>Internship/work experience</td>
<td>Research/writing on cultural diversity</td>
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<tr>
<td>Multicultural Research project</td>
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<tr>
<td><strong>3. Human Growth &amp; Development</strong></td>
<td>Multiple quality examples of developmentally appropriate intervention plans and/or experiences</td>
<td>Multiple quality examples of developmentally appropriate intervention plans and/or experiences</td>
<td>No evidence of developmentally appropriate intervention plans and/or experiences</td>
<td>Multiple quality examples of developmentally appropriate intervention plans and/or experiences</td>
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<tr>
<td>CACREP: II.K.3a-e</td>
<td>Research project</td>
<td>Research/writing on relevant topic</td>
<td></td>
<td>Research/writing on relevant topic</td>
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<tr>
<td>Case study/Treatment plan</td>
<td>Lesson plan</td>
<td></td>
<td></td>
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<tr>
<td>Internship/work experience</td>
<td>Quality research/writing on relevant topic</td>
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<tr>
<td>Research project</td>
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<tr>
<td><strong>4. Career Development</strong></td>
<td>Multiple quality examples of career counseling experiences</td>
<td>Limited examples of career-relevant intervention plans and/or experiences</td>
<td>No evidence of career-relevant intervention plans and/or experiences</td>
<td>Multiple quality examples of career counseling experiences</td>
<td></td>
</tr>
<tr>
<td>CACREP: II.K.4a-4l</td>
<td>Case study/treatment plan</td>
<td>Limited research/writing on career-relevant topic</td>
<td>No evidence of research on relevant topic</td>
<td>Case study/treatment plan</td>
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<tr>
<td>Career-oriented lesson plan</td>
<td>Quality research/writing on career-relevant topic</td>
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<tr>
<td>Internship/work experience</td>
<td></td>
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<tr>
<td>Research project</td>
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<tr>
<td><strong>5. Helping Relationships</strong></td>
<td>Multiple quality examples of individual counseling experiences</td>
<td>Limited evidence of experience with individual counseling</td>
<td>No evidence of experience with individual counseling</td>
<td>Multiple quality examples of individual counseling experiences</td>
<td></td>
</tr>
<tr>
<td>CACREP: II.K.5a-g</td>
<td>Case study/treatment plan</td>
<td>Limited evidence of treatment planning</td>
<td>No evidence of individual counseling treatment plans</td>
<td>Counseling videotape &amp; critiques</td>
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</tr>
<tr>
<td>Counseling videotape &amp; critiques</td>
<td>Quality research/writing on individual counseling</td>
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<td></td>
<td>Practica/Internship/work experiences</td>
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<tr>
<td>Practica/Internship/work experiences</td>
<td></td>
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<td></td>
<td>Case study/treatment plan</td>
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<tr>
<td>Case study/treatment plan</td>
<td></td>
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<td>Research project</td>
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<tr>
<td><strong>6. Group Work</strong></td>
<td>Multiple quality examples of group counseling experiences</td>
<td>Limited evidence of experience with group counseling</td>
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<td>CACREP 6a-g.</td>
<td>Case study/treatment plan</td>
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<td>No evidence of treatment planning that includes group counseling</td>
<td>Group counseling videotape</td>
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<td>Group counseling videotape</td>
<td>Quality research/writing on group counseling</td>
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<td>Group counseling experience</td>
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<td>Group counseling experience</td>
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<td>Case study/treatment plan</td>
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<tr>
<td>Research project</td>
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<td>Research project</td>
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<tr>
<td><strong>7. Assessment</strong></td>
<td>Multiple quality examples of assessment experience</td>
<td>Limited evidence of experience with assessment in counseling</td>
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<td>Multiple quality examples of assessment experience</td>
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<tr>
<td>CACREP: II.K.7a-i</td>
<td>Case studies with assessment experience</td>
<td>Limited evidence of treatment planning that includes group counseling</td>
<td>No evidence of treatment planning that includes group counseling</td>
<td>Assessment</td>
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<tr>
<td>Test administration experience</td>
<td>Quality research/writing on assessment in field of counseling</td>
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<td>Case studies with assessment experience</td>
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<td>Research project</td>
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<td><strong>8. Research and Program Evaluation</strong></td>
<td>Multiple quality examples of research and/or program evaluation</td>
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</table>

**Assessment Scale**
- **T** = Target performance; evidence exceeds expectations
- **A** = Adequate Performance; evidence meets expectations
- **I** = Inadequate performance; evidence does not meet expectations
- **NE** = No Evidence

*Instruction to evaluator: insert T, A or I rating in space in first column for each category*
<table>
<thead>
<tr>
<th>9. Community Mental Health Counseling</th>
<th>Multiple quality examples of experience in Community Mental Health counseling</th>
<th>Limited evidence of experience in Community Mental Health counseling</th>
<th>No evidence of experience in Community Mental Health counseling</th>
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<tbody>
<tr>
<td>CACREP: CC A-D</td>
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<tr>
<td>Treatment plans</td>
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<td>DSM-IV diagnoses</td>
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<tr>
<td>Supervisor’s credentials</td>
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<td>OR</td>
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<tr>
<td>School Counseling</td>
<td>Multiple quality examples of experience in school counseling</td>
<td>Limited evidence of experience in school counseling</td>
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<td>Career development lesson plans</td>
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<td>Academic interventions</td>
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<tr>
<td>Group interventions</td>
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<tr>
<td>OR</td>
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<tr>
<td>Rehabilitation Counseling</td>
<td>Multiple quality examples of experience in rehabilitation counseling</td>
<td>Limited evidence of experience in rehabilitation counseling</td>
<td>No evidence of experience in rehabilitation counseling</td>
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<td>CACREP: [individual, family and group]</td>
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<thead>
<tr>
<th>Summary of ratings</th>
<th>Total # T's:</th>
<th>Total # A’s:</th>
<th>Total # I’s:</th>
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</thead>
</table>

| Overall Comments:                   |                                                                           |                                                              |                                                              |
2. STUDENT IMPROVEMENT PLAN

This form is to be completed when a student has been notified about 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, program director, and where pertinent, the departmental dean and/or the cooperating site supervisor.

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Student Track</th>
<th>Academic Adviser</th>
<th>Cooperating Site Supervisor</th>
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</thead>
<tbody>
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<tr>
<td>Date</td>
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The following presenting problem(s) have been identified. The associated objectives and goals were discussed and agreed upon all parties involved.

Presenting Problem (s)

Objectives & Goals:

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

<table>
<thead>
<tr>
<th>Student</th>
<th>Tasks</th>
<th>Deadline Date(s)</th>
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<tbody>
<tr>
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<tr>
<td>Faculty Name(s)</td>
<td>Interventions</td>
<td>Deadline Date(s)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Cooperating Site Supervisor</td>
<td>Interventions</td>
<td>Deadline Date(s)</td>
</tr>
</tbody>
</table>

Student Signature
Academic Adviser Signature
Program director Signature
Cooperating Site Supervisor Signature
3. FACULTY OVERVIEW

Keener, Roger (Director of Student Wellness Center/Part Time Faculty)
B.A. College of William and Mary; M.A. West Virginia University
Ed.D. West Virginia University
Interests: Career, Individual, Group, Couple, Family and College Counseling

Silliker, Alan (Associate Professor)
B.S. Georgetown University; M.A. St. Bonaventure University
Ed.D. Boston College
Interests: School and Career Counseling

Siuta, Christopher (Assistant Professor)
B.A. Buffalo State College; M.S.Ed. St. Bonaventure University
Ph.D. Capella University
Interests: Mental Health Counseling, School Counseling, Family and Marital Counseling, Sport & Exercise Psychology

Trolley, Barbara (Professor)
B.S./B.A. St. John Fisher College; M.S. SUNY at Buffalo
Ph.D. SUNY at Buffalo
Interests: Youth at Risk (Disability, Special Education, Cyber bullying; Grief); School, Mental Health & Rehabilitation Counseling; Veterans’ Issues

Zuckerman, Craig (Associate Professor)
B.A. George Washington University; M.S. Ed. St. Bonaventure University
D.Ed. Pennsylvania State University
Interests: Learning Disabilities, Assessment

Buffalo Center Staff

Brayer, Kevin (Director)
Harrington, Sue (Administrative Assistant)