



**SCHOOL OF EDUCATION
COUNSELOR EDUCATION PROGRAM**



COUNSELOR EDUCATION 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. 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) are accepting of feedback and engage in reflective practice; b) create learning environments based on research and best practice; and c) work as an active part of a learning community.
- **Social Justice** – Professionals a) demonstrate respect for the diversity, dignity and worth of individuals, and b) create effective learning environments that recognize commonalities while affirming diversity in all its forms.

III. COUNSELOR EDUCATION PROGRAM

A. OVERVIEW

1. Mission Statement

The mission of the Department of Counselor Education is to prepare highly qualified graduate students, recruited primarily from the northeastern United States, for the professional practice of school and community mental health counseling. Graduates will obtain the knowledge and skills to work with diverse populations at various developmental stages. Faithful to the Franciscan heritage of the university, students are encouraged to manifest the values of discovery, community and respect for individual worth through lives of citizenship and service. Specifically, students in community mental health are equipped with best practices training in the areas of individual and group counseling, assessment diagnosis, testing and treatment planning. This preparation will allow such students to work throughout community based agencies, in a variety of roles, allowing them to improve the quality of their clients' lives by addressing psycho-social-educational barriers to healthy development. The school track students are equipped with best practices training in the areas of individual and group counseling, in order that they can improve the lives of their students in the academic, personal-social, and career domains.

2. Program Goals & Objectives

a. Goals:

The NCATE accredited Counselor of Education programs endeavors to assist students to meet the standards set forth by CACREP (Council for Accreditation of Counseling and Related Educational Programs). Specifically, the goals of this program are to provide students with common core curricular experiences in the following eight content areas: Professional Identity, Social and Cultural Diversity, Human Growth and Development, Career Development, Helping Relationships, Group Work, Assessment and Research and Program Evaluation.

b. 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.
Oral presentations and written projects are requirements in several of the core courses. For example, students in Introduction to the Counseling Profession are required to make an oral report to the class.
- To support the Franciscan tradition of the University by providing the opportunity for service to the community.
Projects in several of the core courses enable students to conduct research and

provide service to the local community. For example, Practicum I students may elect to work with clients at the University Counseling Center.

- To support the University's mission of embracing the cultural diversity and pluralism of our modern world.
Please see second item below for a listing of courses that focus particular attention on multicultural issues.

c. Program Objectives: Objectives in support of the highest standards of counselor education are set. 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.
Foundationally in CE 510, CE 520, CE 540, and especially CE 638;
Practically in CE 620 A,B/625A,B
2. Perform effectively in the general counselor functions identified for the appropriate setting in which they work
CE 610 and CE 620A,B/625A,B
3. Consult effectively with appropriate personnel and clients.
CE 510 and CE 620A,B/625A,B
4. Analyze the clinical institutional influences in order to enhance the counselor's role and function.
CE 620A, B/625A,B
5. Provide effectively the individual and group counseling needs of the setting.
CE 510, CE 530, CE 550, and especially in field courses, CE 610, CE 620A, B/625A, B
6. Apply decision-making or problem-solving methods and action-oriented programs that utilize career development and, measurement and evaluation concepts.
Foundationally in CE 510 and especially in CE 570; Application in CE 620A,B/625A,B
7. Understand the relationship between human growth and development, and the helping relationship
CE 511, CE 530, CE 550 and CE 610
8. Initiate, complete and evaluate original research projects.
EDUC 500 primarily; CE 620A,B/625A,B
9. Understand the relationship between counselor self-understanding and the effective counselor.
Philosophy statements in CE 520, CE 570; Reflective Journals in CE 620A,B/625A,B
10. Understand the roles and functions of a professional counselor, including significant organizations, ethical and legal standards, and credentialing.
CE 510, CE 520, CE 610, and CE 620 A,B/625A,B

3. Program Tracks

The Counselor Education Masters' program is currently a 48 credit hour program, offering both community mental health and school counseling training. Critical thinking, application of theory to practice, community-service, and contributions to the profession is highly valued.

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. The degree provides extensive research-based knowledge and skill development in the areas of group and individual counseling, testing, diagnosis and treatment planning.
- **School:** This degree track is designed for individuals who wish to serve as counselors in K-12 settings. The degree provides extensive research-based knowledge and skill development in the areas of group and individual counseling, testing, diagnosis and treatment planning.

4. Admission & Matriculation Criteria:

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). Admission into the Counselor Education degree programs is based on faculty review of the following composite information, starting with a required undergraduate GPA of 3.0 In addition, interested candidates complete an application, and submit letters of recommendation which speak to their ability to do graduate work. Once this information is received, an interview is scheduled with applicants, during which time they will meet with faculty members, and provide a writing sample. The program strives to include qualified students of diverse backgrounds.

a. **Admission:** Admission should be sought well in advance of the term in which the student wishes to register and must be obtained by receipt of a formal Notice of Admission before any graduate student will be permitted to register. Students interested in a graduate program need to apply to the Office of Admissions. Application questions should be directed to the Office of Graduate Admissions, P.O. Box D, St. Bonaventure, NY 14778; the phone number is 716-375-2021 or toll-free at 1-800-462-5050; the e-mail address is gradsch@sbu.edu. A bachelor's degree from a regionally accredited U.S. institution or its equivalent is the first prerequisite for admission. An applicant's qualifications are considered by the Dean of the School of Graduate Studies, dean of the applicant's school and by the applicable program director to determine whether the applicant's educational background and ability ensure reasonable chances of success in work for an advanced degree. All admissions to the School of Graduate Studies are granted subject to the condition that the student accepts the responsibility for becoming informed of all rules, regulations and requirements contained in this *Graduate Studies Catalog* and the *Student Handbook*. In order to allow sufficient time for

the proper consideration of each request for admission, the completed application should be delivered to the Office of Graduate Admissions at least 30 days before the opening of that term in which the student wishes to begin work. Both the completed "Application for Admission" form and official transcripts covering all previous academic work must be on file before consideration can be given to any request for admission. Applicants will receive formal written notification of the admissions decision from the Office of Graduate Admissions. The notice will state the initial status under which the student has been admitted. Students must confirm their enrollment by returning the Enrollment Notification Form mailed with the acceptance letter. Students who do not confirm their enrollment will not be able to register for classes. The Enrollment Notification Form allows students to defer their enrollment. If a student does not begin the program within one year of the date of acceptance, re-application is necessary. If a student, after beginning the program, becomes inactive (that is, does not take courses during one full year), he or she must apply for re-admission (cf. *Graduate Studies Catalog*, pg. 9).

b. Matriculation: Matriculation is granted to students who have satisfied all requirements for admission and whose preparation has been judged by the proposed department or field of specialization to be completely satisfactory for graduate study.

5. 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 assistantship 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.
- 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).
- Bona Advantage Scholarship: Students who meet the eligibility criteria will receive a scholarship equivalent to 15% of their tuition costs. The eligibility criteria are as follows: any new student fully accepted in regular status into any SBU graduate degree program that has earned a baccalaureate degree from either St. Bonaventure University or Hilbert College within the last five years and is embarking on graduate studies for the first time. Both fulltime and part-time students are eligible.

- **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.

6. 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) Code of Ethics, as well as guidelines associated with their specific field of study, such as those proposed by the American School Counseling Association (ASCA). More specific delineation of ethical behavior is presented in Appendix A.

7. 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. More specific delineation of professional behavior is presented in Appendix A.

8. Retention, Remediation, Suspension, Termination, & Grievances

a. 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 advisor and chairperson, and where appropriate, the cooperating site supervisor.

b. Remediation: 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 'Professional Development Plan' will be developed, and academic probation considered.

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.

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 immorality; administering corporal punishment; violation of field board policy; actions blatantly detrimental to the welfare of others; felony conviction; or failure to notify the program chairman 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.

9. Program Student Remediation Policy

- a. Any student experiencing an academic or professional disposition problem in \ the program is brought to the full faculty for review
- b. Specific problems, remediation actions to be taken, deadlines and professional involved are discussed.
- c. A *Student Remediation Plan* is completed, reviewed with the student within a week of the faculty meeting, and filed in the student's academic record.
- d. Possible remediation which can occur include:
 - Individual meetings to address professional dispositions and/or academic problems
 - Contact and mediation with field site supervisors
 - Meetings with and/or letters from the chair
 - Referral for individual counseling
- e. Follow up as delineated within the plan and review of all students discussed at faculty meetings at the end of each semester.

B. ACADEMIC COMPONENTS

All Counselor Education students are required to take a core component of courses, two of which, research and technology, are courses 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 and school counseling.

1. Course Requirements

a. School of Education Core Courses	b. Counselor of Education Core Courses	c. Track Specific Courses
EDUC 500 Research Methods EDUC 505 Information Technology for Education	CE 510 The Profession of Counseling CE 511 Human Growth & Development (CANNOT	<u>School Counseling</u> CE 620A Internship 1 – School Counseling CE 620B

Professions	substitute EDUC 510) CE 520 Theories of Counseling CE 530 Techniques of Counseling CE 635 Interventions: School & Community Mental Health Counseling CE 540 Abnormal Psychology CE 550 Group Counseling CE 560 Psychological Testing and Assessment CE 570 Career Counseling CE 610 Practicum in Counseling CE 638 Multicultural Counseling	Internship 2- School Counseling CE 630 Management of School Counseling Programs <u>Community Mental Health Counseling</u> CE 625A Internship 1 – Community Mental Health Counseling CE 625B Internship 2- Community Mental Health Counseling CE 637 Management of Community Mental Health Counseling Programs
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2. 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. The PowerPoint presentation is accompanied by a corresponding handout. (See Appendix G for the handout).

b. Experiential Group Overview: All new students will participate in a ten week experiential group. The sixty minute sessions will be run consecutively. 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

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 site supervisor input and evaluations; completion, and quality of 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. Internship 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 placed in appropriate community mental health or college counseling settings. School track students are placed in K-12 school settings.
- Students on the main campus will be completing part to all of their Practicum experience within the University based counseling clinic, with supplementary hours being obtained by placement in community sites. Students at the Buffalo Center will complete all of their Practicum hours in community site.
- School track students may complete their Practicum in a community mental health setting related to children and youth, if so desired. However, they must complete the Internship I in a school setting, under the supervision of a certified school counselor. It is strongly recommended that they complete Internship II also in a school setting with a certified school counselor. School track students wishing to pursue the NY State Mental Health Counselor License may complete an second Internship in an agency, but it must involve working with children and youth.
- Students may stay in the same site for all 3 field placements with faculty and site cooperating site supervisor approval. However, it is strongly encouraged that students have two diverse field experiences, 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).
- 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 150 hours at a secondary school level during the course of their school Internship (s). Pennsylvania school track students must complete hours of their Internship at all school levels at which they wish to be employed (i.e., elementary and secondary).
- Site contacts will be made between the faculty supervisor and field training supervisor while students are in the field.

2. Placement Process

- Students will be introduced to the Counselor Education Handbook at orientation, and will further review it in the 'Introduction to the Profession of Counseling' course. During this first course, a Field Placement Orientation meeting involving the field training director, and Counselor Education faculty members will occur. First year students will work in conjunction with their advisors, and the field training director, exploring their placement interests, reviewing sites utilized by

the School of Education, and familiarizing themselves with required placement clearances and application procedures. A follow up meeting will be held later in this semester at which point placement clearances (see below) and applications will be collected.

- When the required placement clearances and applications are completed, students' placement requests will be reviewed by the full Counselor Education faculty. Following this review, students will be given approval to begin Practicum.

3. Placement Clearances

- **Practicum Clearances:** These clearances include: successful completion of the 'Introduction to the Profession of Counseling', 'Theories 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 conducted by the School of Education faculty; proof of ACA membership and professional liability insurance; and fingerprint clearances for New York state school track students. Note: Fingerprint clearances are also strongly encouraged for those students in the community mental health track. In addition, students' professional dispositions will be assessed from the start of the program. Professional dispositions will also be weighted in the decision 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, their ACA membership and professional liability insurance, and satisfactory professional dispositions. Practicum and Internship instructors, as well as students' faculty advisors, 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.

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 track related work experience. Knowledge of the program's expectations, requirements, and evaluation procedures for students. Preference is given to supervisors with supervision training.
- Cooperating site school counselors must hold at least provisional certification in school counseling; permanent certification and tenure status are preferred. Mental health supervisors must be licensed as a physician, physician assistant, psychologist, clinical social worker, registered professional nurse, nurse practitioner, mental health counselor, or hold an equivalent qualification as determined by the NY State Education Department. Equivalent qualifications

- include a mental health counselor certified or registered by a national certifying or registering body acceptable to the NY State Education Department.
- Orientation, assistance, consultation, and professional development opportunities are provided by counseling program faculty members to site supervisors.

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; 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
 - 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 student's practicum includes all of the following:

- 40-60 hours of direct service with clients, including experience in individual counseling and group work
- 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 10:1, 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
- Evaluation of the student's performance throughout the practicum via student completion of a Case Assessment and Treatment Plan on a Practicum case. In situations where students are working in a community school or site, a "Practicum Evaluation Form" is completed by their cooperating site supervisor.
- Students are required to make 3 audiovisual tapes of their 1:1 sessions to be reviewed in Practicum class. Sample taping consent forms are found in the appendix.

7. Internship Requirements

The program requires students to complete a supervised internship of 600 clock hours. This Internship is broken into two 300 experiences, Intern I and Internship II, both of which may be done at the same site. Internship I is begun after 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 students' advisors, course instructors, and the field-training director. Full 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 the program of study
- Weekly interaction with 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
- The opportunity for students to complete tapes of counseling sessions.
- 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 program-appropriate audio and/or videotapes of the student's interactions with clients for use in supervision
- The opportunity for the student to gain supervised experience in the use of variety of professional resources such as assessment instruments, technologies, print and non-print media, professional literature, and research
- A formal evaluation of the student's performance during the internship by a program faculty member in consultation with the site supervisor; this is done through formalized Internship Evaluation Forms to be completed by the site supervisor, at 300 hours, and reviewed with the intern, a copy of which goes to the Internship professor (s) Note: mid Internship evaluations at 150 hours are strongly recommended as well.
- Students may receive up to 50 hours of work credit towards the required 300 Internship hours. Student's current employers must fill out the Internship Evaluation form specific to the track of the student, and include a brief cover letter in which the student's work duties and performance status are described. These materials are to be sent to the Internship instructor before the class begins. They will be reviewed and the student will be notified of the outcome. Work credit will only be given for work that is occurring during the course of the Internship. Once work credit is given for a specific place of employment towards an Internship, credit will not be granted for the same work site, for example, for a subsequent Internship.

8. Advanced Internship Requirements

- The Advanced Internship is the final course to be taken en route to permanent certification. Note: Candidates must complete an application for the advanced certificate

- of study.
- Candidates must have at least two years of paid work experience in the field, and be working in their track related setting while taking this course.
- 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.

D. Credential Requirements

1. Certification

- **Community Mental Health** The degree in Counselor Education-Community does NOT meet the criteria for permanent teacher certification in the State of New York.
- **School:** The degree in Counselor Education-School DOES meet the criteria for permanent teacher certification in the State of New York. The degree DOES meet the criteria for certification as a school counselor in New York (Provisional) and Pennsylvania. Note, once the students graduate from the 48 hour program, a short time later, approximately a month, they will receive notification from the certification office that they have been recommended to the state for provisional certification, and instructions. In New York, if students decide to have their credentials reviewed by BOCES before they graduate, they must have 30 credit hours of study, including a School Internship (e.g., students may have a job offer and want to pursue their provisional certification before they finish the program). If students do receive their provisional certification through BOCES before graduation, the 'clock' starts ticking from that point, not at graduation, in regard to having 5 years to complete advanced certification courses. Note, they still need to graduate from a 48 hour program and take the additional 4 courses in order to apply for permanent certification.
- **Certification Questions:** Certification questions may be directed to Mr. Phil Eberl, peberl@sbu.edu.

2. Advanced Certification & Licensure

- Additional coursework is available for post-master's degree students seeking advanced certification in school counseling, and for community counseling students seeking state licenses. Admission to advanced certificate programs is accomplished through application to the office of graduate studies. The course work required for each certificate varies according to the state of certification, and previous coursework accomplished by the individual student. Students should consult their program chairperson, and faculty advisor to develop a plan of studies to meet the requirements for advanced certification.
- 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 indefinitely kept in state data bases.
- Mental Health Counselor Licensure is now available in New York State. Please visit <http://www.nysed.gov> or <http://www.counseling.org> for further details and consult with your program advisor.

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 a Portfolio showing professional growth and accomplishment, and have successfully passed the national counseling

examination. Both the exam and the efolio must be passed to successfully complete the comprehensives. Specifically, the e-folio 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 Comprehensive 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, the student has an opportunity to re-take the examination prior to graduation.

3. Endorsement

- Graduating students may set up a Career File at the Career Office whereby resumes, letters of recommendation and additional professional credentials may be submitted and sent to prospective employers upon graduate request for a nominal fee.
- Graduating students frequently request letters of recommendation from their professors and supervising site supervisors in regard to employment applications.

APPENDIX A:
ETHICS & PROFESSIONALISM

ETHICAL & 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:

1. Respect of and adherence to professional standards, and state laws.
2. Awareness of and compliance with university program and field policies and protocols.
3. Conformity to stated research protocols, Human Subject Review criteria & guidelines.
4. Use of appropriate professional dress and language.
5. Maintenance of role consistent with graduate students in training.
6. Demonstration of responsible behavior regarding classes and site commitments:
 - a. Appropriate notification and limited amount of absences.
 - b. Active involvement in learning process, timely preparation of required work, participation and follow through.
 - c. Receptiveness to feedback.
 - d. Team player, Collaboration ability.
 - e. Initiative, Responsible nature.
7. Maintenance of professional boundaries:
 - a. Preservation of confidentiality.
 - b. Avoidance of dual relationships.
 - c. Professional verbalizations and behavior.
8. Completion of St. Bonaventure workshops in:
 - a. Mandated Reporter Child Abuse Training.
 - b. Safe Schools and Violence Prevention Training.
9. Acquisition of ACA membership. Encouragement of additional professional organization memberships specific to counseling, and their track (ASCA, NYSSCA- School Track; ACA divisions; NYCA, NYMCA-Community Mental Health Track). Encouragement of honor society membership, CHI SIGMA IOTA.
10. Procurement of professional liability insurance through ACA.
11. Fingerprint clearances required for school track students, and highly recommended for community mental health track students in New York State.
12. Any physical intervention with children recommended to the student by field staff should immediately be addressed with the program faculty. Consultation between the cooperating site supervisor and program faculty member regarding possible student involvement in 'Physical Restraint Training' courses may occur. In no case should a student administer corporal punishment to a child.
13. Academic honesty.
14. Respect for diversity.
15. The faculty reserves the right to either place students on probation, or terminate their program of study based on inability to academically perform or due to unprofessional behavior. If such issues arise, a full faculty review would ensue, with an emphasis on possible remedial interventions. Students would be notified in writing, and the issues would be discussed in person, if the student desired.

APPENDIX B:
PRE-PLACEMENT MATERIALS – PRACTICUM & INTERNSHIP

SELF REVIEW LIST

(Modification of Baird, 1999)

This checklist is designed to help students review their training needs in preparation for meeting with cooperating site supervisors.

☛ SUPERVISOR QUALIFICATIONS FOR MENTAL HEALTH COUNSELING

To qualify as a Supervisor for Mental Health Internships as a pre-requisite to qualify for the Mental Health Licensing Exam, the Supervisor must have been licensed as a physician, physician assistant, psychologist, clinical social worker, registered professional nurse, nurse practitioner, mental health counselor, or hold an equivalent qualification as determined by the New York State Education Department. Equivalent qualifications would include a mental health counselor certified or registered by a national certifying or registering body that was acceptable to the New York State Education Department.

☛ 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:

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? 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 are 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?

SITE DESCRIPTION FORM

(Modification of Baird, 1999)

This form may be completed by cooperating site supervisors in order to provide students with general information about their training site.

Site Name: _____

Address: _____

E-mail Address: _____

Phone Number: _____

Training Contact Person: _____

Position/Title: _____

Extension #: _____

E-Mail Address: _____

Description of population served:

Description of services provided:

Description of the types and numbers of students accepted, and the application process:

Description of learning opportunities for, and functions of students:

Expectations and responsibilities of students:

Delineation of potential days and times students may work:

Delineation of the availability of the cooperating site supervisor and training director:

Description of potential supervisors; supervision opportunities and expectations:

Additional pertinent information about your site:

PLACEMENT REQUEST APPLICATION

I. DEMOGRAPHICS

Name: _____ Advisor: _____
 SBU ID#: _____ SS#: _____
 Anticipated Graduation Date: _____ Phone #: _____
 Address: _____
 E-mail Address(es): _____
 Track: School ____ Community ____ Campus: Olean ____ Hilbert ____
 Desired Certification State: NY ____ PA ____ Other _____

II. PLACEMENT SEEKING

Practicum ____ Internship I ____ Internship II ____ Adv Internship ____

III. SITE PREFERENCES (CIRCLE ALL THAT APPLY):

COMMUNITY	College	Mental Health	Addictions
	Vocational	Medical/Rehab	Forensics
	Other (specify): _____		
SCHOOL	High School	Middle School	Elementary School
	Public School	Parochial School	Alternative Education
	Other (Specify): _____		

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, 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 Membership & Liability Insurance, Workshop Dates,
{OSPRA Fingerprint Clearances}
- B. Internships: ACA Membership & Liability Insurance Renewals

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.
- 5 Obtain/Maintain ACA 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 complete 'Practicum' or 'Internship' Checklist.
- 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.
- 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 will work in conjunction to delineate site options for students.
- 4 Schedule an in-person interview with potential cooperating site supervisor. Share the 'Counselor Education Handbook' with potential site supervisors.
- 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 Contact advisor 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, advisor has been consulted and student's schedule permits.

PLACEMENT DECISION MADE:

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

DURING PLACEMENT:

- 1 Maintain a 'Log Record' of activities and hours.
- 2 Receive one hour of formal supervision each week from cooperating site supervisor throughout placement process. Establish times when cooperating site supervisor and other counselors are accessible for informal mentoring.
- 3 Be supervised in an individual or dyadic context once a week by faculty member/site supervisor working under a faculty member (Practicum). Attend group supervision by faculty member 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 (Pennsylvania students 60 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 3 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' and a brief cover letter 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. {In cases where students are doing Practicum in a community agency or school}

Internship:

- 1 Complete log records and submit records of total 300 hours, 120 of which is direct service, to Internship Instructor.
- 2 Have cooperating site supervisor complete the 'Internship Evaluation Form' specific to the appropriate track and level, and enclose a brief cover letter at 300 hours of Internship.
- 3 Submit evaluations and cover letters to Internship Instructor. Review these evaluations with cooperating site supervisors, and ask for an electronic copy 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.
- 2 May ask cooperating site supervisors for a letter of recommendation for credential file.

APPENDIX C:
POST PLACEMENT MATERIALS – PRACTICUM
& INTERNSHIP

PLACEMENT ROLES & RESPONSIBILITIES OVERVIEW

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

SITE RESPONSIBILITIES:

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. Where a student is placed there is a phase-in period whereby students are indoctrinated to the policies and procedures of the site, case management guidelines are reviewed, services and resources are described, staff introductions are made, shadowing of cooperating supervisors occur and observations of counseling sessions take place.

The training period involves screening and assignment of cases to students, consultation and feedback, arrangement of additional mentoring experiences, review of written work and evaluation and communication of student progress both verbally and via written evaluation forms. Note: Students seeking advanced certification training will have their individualized training needs assessed by the site's senior staff and program faculty members.

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

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

Specifically, cooperating site supervisors are responsible for:

- Indoctrination to the site; introduction to other staff
- Familiarization with site protocols and policies
- Shadowing and counseling observations
- Screening and assignment of cases
- Paperwork assistance and review
- Observation of and feedback regarding professional behavior
- Exposure to as many aspects as possible of the site in relation to the counseling role
- Completion of written evaluations (at the end of Practicum, and at 300 hours of Internship)
- Review of evaluations with students before they are sent with a cover letter to the university. It is highly recommended that students be active in the evaluation process and receive a copy of the written evaluation form.

PROGRAM RESPONSIBILITIES:

The program faculty members, along with the Field Training Director, 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
- Distribution of *Counselor Education Handbooks* to cooperating site supervisors
- 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
- Communication of any program changes
- The Field Training Director is responsible for:
 - Arrangement of a field training meeting early in students' first semester
 - Collection of clearances
 - Assistance with site placements
 - Dissemination of any supervision reimbursement information

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 (and fingerprint clearances), successfully complete required courses and trainings and receive formal faculty approval prior to the start of their field experience.

Specifically, students are responsible for:

- 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 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

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 _____

ADDITIONAL COMMENTS:

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,
Advisor's Name

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

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

When the requirements are met for the [Practicum/Internship I/Internship II/Advanced Internship], please complete the evaluation form, and review it with your (student). You are also encouraged to share an electronic copy of the evaluation with your student. Please send a hard copy of this evaluation form and a brief cover letter to me: 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/Advisor's/Instructor's Name

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

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 advisor, 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 audiovisually taped.

Consumer/Client Signature _____

(Guardian Signature) _____

Student Signature _____

Date _____

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

Area	2	1	0	NE	Comments
Overall Training Experience					
Receptiveness to Students					
Work Space					
Appropriate Caseload Size					
Appropriate Caseload Type					
Diversity of Caseload					
Ability to Tape					
Supervision Process					
Supervisor Knowledge					
Supervisor Style					
Supervisor Accessibility					
Mentoring Opportunities					
Feedback and Guidance					
Paperwork Assistance and Review					
On-Site Professional Meetings					
Continuing Education Opportunities					
Resource Material					

Availability					
Evaluation Procedures					
Learning Possibilities					
Overall Placement Rating					

Would you recommend this placement to other students? Why or Why Not?

CASE ASSESSMENT AND TREATMENT PLAN RUBRIC A/B

Student Name: _____

Professor: _____

Date: _____

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

SKILL AREA	2	1	0	NE	Comments	CACREP/SCH OF ED STDs
1. INTAKE <ul style="list-style-type: none"> • Social History • Mental Status • Other Pertinent Assessments • Behavioral Assessment Data 					2- More than one complete assessment using multiple forms 1 One assessment using multiple forms 0 No experience with intake using multiple forms of assessment	7 G A1
2.CASE CONCEPTUALIZATION <ul style="list-style-type: none"> • Write Up Summary • Diagnosis • Conclusions Consistent With Data 					2- Dx is consistent with assessment, backed by data 1 Dx is consistent with assessment but no data 0 Lack of Dx, no data in case conceptualization	7 H K1 A1
3.GOALS & OBJECTIVES <ul style="list-style-type: none"> • Measurable Terms • Long & Short Term 					2- Multiple measurable goals in operational definitions 1 One measurable goal 0 No measurable goals	7H K1
4. INTERVENTIONS <ul style="list-style-type: none"> • Research-Based • Empirical • Manual-Based 					2- Pervasive use of empirically supported, research based treatments 1- Some use of empirically supported treatment 0 No use of empirically supported treatment	5A A5
5.OUTCOME EVALUATION					2 Multiple measures used consistently across	7 G A5

<ul style="list-style-type: none"> • Outcome Measures Used • Behavioral Assessment Extension 				sessions 1 One measure used more than one time 0 No outcome data maintained	
6. ENVIRONMENT <ul style="list-style-type: none"> • Creates positive learning environment • Fosters learning for all clients/students; • Respects individuality and diversity of clients/students 				2 Demonstrates all three criteria during majority of sessions 11 -Demonstrates two criteria majority of sessions 0 - minimal demonstration of criteria	5D, 5E A6
7. ETHICS IN ASSESSMENT AND TREATMENT				2 -understanding of ethics begins with informed consent as part of initial agreement and knowledge of ethical issues demonstrated multiple times 1 Ethical issues discussed in first session only 0 Lack of evidence of communication of ethical issues with clients	5 G ,H 8 C; K1 A1, A6
8. USE OF TECHNOLOGY IN COUNSELING				2 Pervasive use of technology in multiple sessions 1 Limited use of technology such as one form or one time 0 No use of technology	5 F A8
9. USE OF APPROPRIATE AND EFFECTIVE STANDARDS IN GROUP COUNSELING				2 Student demonstrated use of group techniques throughout practicum 1 Student observed group counseling techniques or co-led a group 0 No involvement with groups during practicum	E6 A9

10 INCORPORATING KNOWLEDGE OF HUMAN DEVELOPMENT INTO COUNSELING				2. Student has provided developmentally appropriate counseling to multiple age groups 1 Student has provided developmentally appropriate counseling to one age group 0 Student has not demonstrated ability to incorporate knowledge of development in counseling	II.K.3
---	--	--	--	--	---------------

TOTAL POINTS: _____

APPENDIX D:
PRACTICUM SPECIFIC MATERIALS

PRACTICUM OVERVIEW

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

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

- Students will be indoctrinated into the site, i.e., students will review site manuals, protocols, forms; student role, community interaction; populations served and services offered; student introductions to other staff members {Note: specific primarily to sites outside of the university}.
- Students will receive one hour of regularly scheduled weekly supervisions to address content and process issues.
- Students will have the opportunity for informal mentoring by and consultation with assigned supervisors and appropriate staff.
- Students and supervisors will jointly review practicum requirements and individual student needs.
- Students will need to make a total of 3 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 (PA students 60 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.
- 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.

PRACTICUM EVALUATION FORM

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

AREA	2	1	0	NE	Comments
Individual Counseling					
Group Counseling					
Communication (listening, paraphrasing, reflection feelings & content, use of probes, sensitivity to nonverbal cues, confrontation)					
Relationship Skills (establishes rapport, demonstrates respect, empathy, unconditional positive regard, warmth, sets appropriate boundaries)					
Assessment & Diagnosis					
Goal Setting & Treatment Planning					
Termination Referral					
Crisis Intervention					
'Best Practices' Interventions					

(use of empirically validated practices for specific presenting problems)					
Case Management Skills (completes work in a timely manner, organized, prioritizes and balances work demands)					
Technology					

B. PROFESSIONAL COMMITMENTS & DISPOSITIONS

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

C. SUMMARY

Area:	2	1	0	NE	Comments
Overall Practicum performance					
Overall learning and growth since start or Practicum					

Total Points: ____

Did the student successfully complete the Practicum? Yes ___ No ___

If no, please indicate why not:

Supervisor Signature _____

Student Signature _____ **Date:** _____

APPENDIX E:
INTERNSHIP SPECIFIC MATERIALS

INTERNSHIP OVERVIEW - SCHOOL COUNSELING

The overall goals of the Internship in School Counseling are to increase interns' awareness of the foundations and contextual dimensions of the field.

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

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.

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*)
- 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.

ADVANCED 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 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.

School Weekly Time Log and Journal

Week of : (Monday date)	Intern:	Site:
	Total hrs. for week: (Direct student contact hrs):	Cumulative hrs: (Cumulative direct student contact hrs):

Comprehensive, Developmental School Counseling Model: Please enter hours rounded to nearest 1/2 hour (break out direct student contact hrs)

Activities	Monday	Tuesday	Wednesday	Thursday	Friday	Total
CURRICULUM						
Preparing lessons						
Delivering lessons						
RESPONSIVE SERVICES						
Individual counseling						
Group counseling						
Consultation with teachers						
Consultation with parents						
Crisis intervention						
Referral						
INDIVIDUAL PLANNING						
Career planning						
Educational advisement						
College placement						
Appraisal/testing						
SYSTEM SUPPORT						
Research/program evaluation						
Public relations						
Program management						
Community outreach						
Other:						
SUPERVISION (meet 1-1 with supervisor)						

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

Academic:
Career:
Personal-Social:

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?

INTERNSHIP EVALUATION FORM – SCHOOL COUNSELING

Student:	School:	Site Supervisor:	Date:
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CACREP Standards for School Counseling (SC) Programs	Target Performance	Adequate performance	Inadequate Performance	Score
<p>1. Understanding of the Professional Environment. SC.A. Foundations of School Counseling.</p> <p>Intern demonstrates knowledge of school counseling (SC) programs and educational settings, including:</p> <ul style="list-style-type: none"> 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 & 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. 	<p>Observation reveals exposure to and an excellent understanding of most elements for this standard.</p>	<p>Observation reveals a general understanding of most elements for this standard.</p>	<p>Observation reveals inadequate understanding of the elements for this standard.</p>	
<p>2. Understanding of Professional Role. SC.A.3. Foundations of School Counseling.</p> <p>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.</p>	<p>Intern demonstrates a complete understanding of professional identity by their discussions and interactions in the school setting.</p>	<p>Intern demonstrates a general understanding of professional identity by their discussions and interactions in the school setting.</p>	<p>Intern demonstrates little understanding of professional identity by their discussions and interactions in the school setting.</p>	
<p>3. Program Development and Management. SC.B. & C. Contextual Dimensions of School Counseling.</p> <p>Intern demonstrates knowledge of and skill in program management for comprehensive developmental school counseling programs including:</p> <ul style="list-style-type: none"> 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. 	<p>Observation reveals an excellent understanding of most elements for this standard.</p>	<p>Observation reveals a satisfactory understanding of most elements for this standard</p>	<p>Observation reveals inadequate understanding of elements for this standard.</p>	

<p>4. Collaboration & Consultation Skills. SC.B. & C3. Contextual Dimensions of School Counseling.</p> <p>Intern demonstrates understanding of and skill in coordination, collaboration, and consultation activities within the total school community including:</p> <ul style="list-style-type: none"> 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. 	<p>Observation reveals an excellent understanding of and skill in most elements for this standard.</p>	<p>Observation reveals a satisfactory understanding of and skill in most elements for this standard</p>	<p>Observation reveals inadequate understanding of the elements for this standard.</p>	55
<p>5. Assessment in school counseling programs.</p> <p>Intern understands and uses assessment principles and tools in school counseling programs.</p> <ul style="list-style-type: none"> 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, & personal-social development of all students. 	<p>Observation reveals an excellent understanding of and skill in most elements for this standard.</p>	<p>Observation reveals a satisfactory understanding of and skill in most elements for this standard.</p>	<p>Observation reveals little understanding of and skill in most elements for this standard.</p>	
<p>6. Interventions. SC.C.2. Knowledge and skill requirements for school counselors.</p> <p>Knowledge and application of counseling and guidance interventions including:</p> <ul style="list-style-type: none"> a/b. individual, small-group, & classroom guidance approaches that promote student success; c. approaches to peer facilitation, such as peer helper, peer tutor, & peer mediation programs; d. approaches to issues that may affect the development and functioning of students (e.g., abuse, violence, eating disorders, ADHD, childhood depression, and suicide) e. ways to facilitate student transitions (e.g., home to elem. school, elem to middle/high sch) 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. 	<p>Observation reveals an excellent understanding of and skill in most elements for this standard.</p>	<p>Observation reveals a satisfactory understanding of and skill in most elements for this standard.</p>	<p>Observation reveals little understanding of and skill in most elements for this standard.</p>	
<p>7. Communication Skills. S1.</p> <p>Intern communicates effectively in speech and writing with students, administrators, parents, and other stakeholders in the educational process.</p>	<p>Intern demonstrates excellent communication skills in speech and writing.</p>	<p>Intern demonstrates satisfactory communication skills in speech and writing.</p>	<p>Intern demonstrates poor communication skills in speech and writing.</p>	
<p>8. Professionalism. D2.</p> <p>Intern demonstrates professionalism in interactions, appearance, and behaviors.</p>	<p>Intern demonstrates a very high level of professionalism.</p>	<p>Intern demonstrates a satisfactory level of professionalism.</p>	<p>Intern demonstrates a low level of professionalism.</p>	
<p>9. Openness to guidance. D3.</p> <p>Intern is receptive to feedback.</p>	<p>Intern is very responsive to and appropriate in reaction to feedback.</p>	<p>Intern is responsive to feedback.</p>	<p>Intern appears non-receptive to feedback.</p>	

**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.

AREA	Target 2	Adequate 1	0 Inadequate	NE	COMMENTS	CACREP
1. 1. Understanding of the Professional Environment Students in the internship experience will explore the historical, philosophical, societal, cultural, economic and political dimensions of the current trends in community human service/mental health movement.	Student shows Excellent and exceptional understanding of these dimensions as demonstrated by their discussions and ideas regarding mental health service delivery	Student understands dimensions as demonstrated by their discussions and ideas regarding service delivery	Student shows little understanding of these dimensions			CC A-1,
2. Understanding of Professional Role Student interns will become familiar with the roles, functions and professional identity of community counselors in various practice settings and the relationship between counselors and other professionals in these settings.	Student demonstrates a complete understanding of professional identity across various settings and the relationship to other professionals by their discussions, and interactions in the practice setting	Student demonstrates an understanding of professional identity by their discussions and interactions with professionals at the internship site.	Student shows little understanding of professional roles as demonstrated by their discussions and interactions on site.			CC A-2, 5 CC B-1

<p>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</p>	<p>Student demonstrates exceptional knowledge in assessment and evaluation of programs through discussions and recommendations regarding assessment and evaluations.</p>	<p>Student demonstrates knowledge of assessment and evaluation through discussions and evaluations recommendations.</p>	<p>Student shows little understanding of assessment and evaluation in discussions and assessment recommendations.</p>			<p>CC B-3</p>
<p>4. Collaboration & Consultation Skills Student interns will demonstrate an understanding of community interventions, consultation, education and outreach and characteristics of human services programs and networks in local communities</p>	<p>Student demonstrates exceptional knowledge of community interventions in discussions and actual community outreach planning and implementation.</p>	<p>Student demonstrates knowledge of community interventions in discussions.</p>	<p>Student shows little understanding of community interventions and outreach.</p>			<p>CC B-4 D-4</p>
<p>5. Assessment in mental health counseling programs Students intern will demonstrate and understanding of the principles and models of biopsychosocial 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.</p>	<p>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.</p>	<p>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.</p>	<p>Student shows little understanding of treatment planning and case management.</p>			<p>CC C-4 CC C-5 K-1 K-2 D-1</p>
<p>6. Interventions Student interns will be able to demonstrate the skills necessary to conduct an intake interview and mental health history for planning appropriate interventions.</p>	<p>Student demonstrates exceptional skills in the intake, mental health history and intervention planning as demonstrated by their skills with clients at the internship site.</p>	<p>Student demonstrates skills in history taking and intervention planning with clients at the site.</p>	<p>Student shows little skill and understanding of history taking and planning with clients.</p>			<p>CC C-4,5</p>

7. Communication Skills Student intern communicates effectively in speech and writing with clients, administrators and other, professionals as well as, other stakeholders in the educational process.	Student demonstrates exceptional skills in effectively communicating in speech and writing.	Student demonstrates adequate skills in communicating in speech and writing.	Student shows poor skills in speech and writing communication with clients, administrators and other professionals.			S-1
8. Professionalism Student intern demonstrates professionalism in interactions, appearance and behavior.	Student demonstrates a very high level of professionalism in interactions, appearance and behavior.	Student demonstrates an adequate level of professionalism.	Student does not demonstrate professionalism in interactions, appearance and behavior.			D-2
9. Openness to guidance Student intern is receptive to feedback.	Student is very responsive to feedback	Student is responsive to feedback.	Student appears non-receptive to feedback			D-3

Comments:

Site Supervisor: _____

University Supervisor: _____

TPD 3/07

ADVANCED INTERNSHIP FORM-SCHOOL

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

AREA	2	1	0	NE	Comments
Individual Counseling					
Group Counseling					
Crisis Intervention					
Assessment & Diagnosis					
Goal Setting & Treatment Planning					
Advisement					
Consultation					
Presentation					
Supervision					
Research					
Referral & Outreach					
Management					
Collaboration & Coordination					
Program Planning, Implementation & Evaluation					
Case Management					

II. PROFESSIONALISM

Area:	2	1	0	NE	Comments
Ethical behavior					
Professional dress/attire					
Professional behavior towards students/staff					
Ability to relate well to colleagues and staff					
Respect for diversity					
Team player					

Awareness and Respect for Site Policies and Protocols					
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III. Summary

AREA	2	1	0	NE	Comments
Overall Advanced Internship Performance					
Overall Learning and Growth (relative to self starting point)					
Overall Learning and Growth (relative to other Counselors)					

Total Points: ____

Summary Comments and Recommendations - Has this counselor, in your professional opinion, successfully completed this Advanced Internship? Why or Why not?

Practicing Counselor Signature _____

Senior Colleague Signature _____

Date _____

APPENDIX F:
PROFESSIONAL MATERIALS

Rubric for Counseling Videotape

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

FUNDAMENTAL SKILLS

Skill	2	1	0	N E	Comments	CACREP/ SCH OF ED STDs
1. Attending SOLER physical attending skills. Facing client Eye contact Relaxed posture						5 a,b,f S1
2. Empathy Accurately reflects and paraphrases client verbal and nonverbal communication						5 a,b,f S1
3. Probing Relevant focus and balance between open- and close-ended questions						5 a,b,f S1
4. Summarizing Accurate Timely Brief						5a,b,f S1
5. Environment Creates positive learning environment Fosters learning for all clients/students; Respects individuality and diversity of clients/students						5 a,b,f S1

6. OTHER BEHAVIORS FOR EXTRA CREDIT

Maximum 2 points (Advanced level skills (e.g., Egan's skills of challenging))

Skill	2	1	0	N E	Comments
Goal setting					
Challenging skills					
Strategies for change					
Other(specify)					

Total points _____

Grading:

9-10 A

7-8 A-

5-6 B+

3-4 B

< 3 C

Student Name: _____

Date: _____

Professor Signature: _____

E-folio Rubric

Student Name: _____

Track (CMH or SC): _____

Date: _____

Assessment Scale

T = Target performance; evidence exceeds expectations

I = Inadequate performance, evidence does not meet expectations

A = Adequate Performance, evidence meets expectations

NE = No Evidence

Instruction to evaluator: insert T A or I rating in space in first column for each category

Content Area Standards Examples	T	A	I	Comments	Rating
1. Professional Identity CACREP: II.K.1a-h Resume Graduate transcripts Practice (internship) credentials Professional memberships Counseling philosophy statement	High Quality Resume Practice credentials Professional membership(s) Counseling philosophy	Adequate Resume Practice credentials	Inadequate Resume Missing credentials		
2. Social & Cultural Diversity CACREP: II.K.2a-2f Case studies/Treatment plans Lesson plans Internship/work experience Multicultural Research project	Multiple quality examples of culturally-sensitive interventions and/or experiences Research/writing on cultural diversity	One example of a culturally-sensitive client intervention or experience or research/writing project	No evidence of culturally-sensitive client interventions and/or experiences No evidence of Research/writing on cultural diversity		
3. Human Growth & Development CACREP: II.K.3a-e Case study/Treatment plan Lesson plan Internship/work experience Research project	Multiple quality examples of developmentally appropriate intervention plans and/or experiences Quality research/writing on relevant topic	One example of developmentally appropriate intervention plan and/or experience Research/writing on relevant topic	No evidence of developmentally appropriate intervention plan and/or experience No evidence of research on relevant topic		
4. Career Development CACREP: II.K.4a-4i Case study/treatment plan Career-oriented lesson plan Internship/work experience Research project	Multiple quality examples of career counseling experiences Quality research/writing on career-relevant topic	Limited examples of career-relevant intervention plans and/or experiences Limited research/writing on career-relevant topic	No evidence of career-relevant intervention plans and/or experiences No evidence of research on relevant topic		

<p>5. Helping Relationships CACREP: II.K.5a-g</p> <p>Counseling videotape & critiques Practica/Internship/work experiences Case study/treatment plan</p>	<p>Multiple quality examples of individual counseling experiences</p> <p>Quality research/writing on individual counseling</p>	<p>Limited evidence of experience with individual counseling</p> <p>Limited evidence of treatment planning</p>	<p>No evidence of experience with individual counseling</p> <p>No evidence of individual counseling treatment plans</p>		
<p>6. Group Work CACREP 6a-g.</p> <p>Group counseling videotape Group counseling experience Case study/treatment plan Research project</p>	<p>Multiple quality examples of group counseling experiences</p> <p>Quality research/writing on group counseling</p>	<p>Limited evidence of experience with group counseling</p> <p>Limited evidence of treatment planning that includes group counseling</p>	<p>No evidence of experience with group counseling</p> <p>No evidence of treatment planning that includes group counseling</p>		
<p>7. Assessment CACREP: II.K.7a-i</p> <p>Test administration experience Case studies with assessment Research project</p>	<p>Multiple quality examples of assessment experience</p> <p>Quality research/writing on assessment in field of counseling</p>	<p>Limited evidence of experience with assessment in counseling</p> <p>Limited research/writing on assessment in field of counseling</p>	<p>No evidence of experience with assessment in counseling</p> <p>No evidence of research/writing on assessment</p>		
<p>8. Research and Program Evaluation CACREP: II.K.8a-f</p> <p>Research project Needs assessment Statistical reports Program evaluation</p>	<p>Multiple quality examples of research and/or program evaluation</p>	<p>Limited evidence of experience with research and program evaluation</p>	<p>No evidence of experience with research and program evaluation</p>		
<p>9. Community Mental Health Counseling CACREP: CC A-D</p> <p>Treatment plans DSM-IV diagnoses Supervisor's credentials</p>	<p>Multiple quality examples of experience in community mental health counseling</p>	<p>Limited evidence of experience in community mental health counseling</p>	<p>No evidence of experience in community mental health counseling</p>		
<p>10: School Counseling CACREP: SC A-D</p> <p>Needs assessment Career development lesson plans Academic interventions Group interventions</p>	<p>Multiple quality examples of experience in school counseling</p>	<p>Limited evidence of experience in school counseling</p>	<p>No evidence of experience in school counseling</p>		
<p>Summary of ratings:</p> <p>Overall Comments:</p>	<p>Total # T's:</p>	<p>Total # A's:</p>	<p>Total # I's:</p>		

SAMPLE CONTINUING EDUCATION REQUEST FORM

Request for Professional Development Attendance

Student Name:

Cooperating Site Supervisor Name:

Site Name:

Continuing Education Program Name:

Dates of Program:

Description of Continuing Education Program
(Type, Content, Speakers-Attach a Flyer if Possible):

Description of how this program will be of benefit to your professional development:

Approved: _____ Denied: _____

Signature:

STUDENT REMEDIATION 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 advisor, program chair, and where pertinent, the departmental dean and/or the cooperating site supervisor.

Student Name:

Student Track:

Academic Advisor:

Cooperating Site Supervisor:

Date:

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

Presenting Problem (s):

Objectives & Goals:

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

Student:

Tasks

Deadline Date (s):

Faculty (Name[s]):

Interventions

Deadline Date(s)

Cooperating Site Supervisor

Interventions

Deadline Date(s)

Student signature: _____

Academic Advisor Signature: _____

Program Chair Signature: _____

[Cooperating Site Supervisor Signature]: _____

FACULTY OVERVIEW

Adekson, Mary

BA Brandeis University; M.Ed. Obafemi Awolowo University

Ph.D. Ohio University

Interests: Community Counseling, Holistic Health, Goal Direction and Prevention

Delaney, Thomas

BA Stonehill College; MA University of Minnesota

Ph.D. University of Illinois

Interests: Abnormal Psychology, Group Counseling, Mental Health and Safe Schools

Keener, Roger (Director of Counseling Center/Partial Program Faculty)

BA College of William and Mary; MA West Virginia University

Ed.D. West Virginia University

Interests: Career, Individual, Group, Couple, Family and College Counseling

Silliker, Alan

BS Georgetown University; MA St. Bonaventure University

Ed.D. Boston College

Interests: School and Career Counseling

Trolley, Barbara

BS/BA St. John Fisher College; MS SUNY at Buffalo

Ph.D. SUNY at Buffalo

Interests: Youth at Risk (Special Education, Cyber bullying; Grief); School & Mental Health Counseling

Weber, Allen

AB Seton Hall; STB Catholic University

MS Fordham University; MA Seton Hall University

Ph.D. Catholic University

Interests: Personality Theory, Adult Development and Spirituality in Counseling

Zuckerman, Craig (Chair)

BA George Washington University; MS Ed St. Bonaventure University

D Ed Pennsylvania State University

Interests: Learning Disabilities, Assessment

BUFFALO CENTER STAFF

Brayer, Kevin - Director

Harrington, Sue - Administrative Assistant

HANDBOOK REVIEW FORM

This is to be signed by the first month of matriculated course enrollment in the Counselor Education Program.

I, _____, have read, understood and intend to comply with all the policies and procedures outlined in this handbook. I will comply with the professional and ethical codes of the profession, and I am in good legal standing.

Student Signature _____

Date _____